| **RESEARCH ARTICLE**

The Relationship between Age, Gender, Prestige, Social Media, Area of Origin, Level of English Proficiency and the Use of White Language in Riyadh City in Saudi Arabia

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| **ABSTRACT**

The present study is conducted in order to explore the use of white language, which is defined as an Arabic language which contains the use of English words while using Arabic and that lacks any particular regional accent, vocabulary, or any other regional characteristics. Furthermore, it examined the relationship between the white language and the following: age, gender, prestige, social media, area of origin and English level of proficiency. The study used a quantitative research approach. In order to provide the data needed, the current study used a questionnaire as its instrument. The study sample included 627 citizens of Riyadh city. The findings of the study revealed that the sample was neutral to the use of white language. That is, sometimes they use it, and they do not use it. Furthermore, the analysis of the data showed that there was a relationship between social media, prestige and white language; participants who used social media more and who perceived white language as a prestigious language tended to use it more. In addition, it was revealed that there was a relationship between age and white language; as age increases, white language usage decreases. From the analysis, it was found that there were no differences between different areas of origin in the use of white language; however, there were differences in the use of non-regional vocabulary between central and southern areas of origin. Moreover, the findings uncovered the relationship between white language and the level of English proficiency; participants with a high command of English tend to use white language more. However, the results showed that the level of English proficiency has no relationship with the use of non-regional vocabulary. Finally, the findings further indicated that there were no differences between males and females in the use of white language. However, the findings suggested that there were differences between males and females in their use of code-switching.

| **KEYWORDS**

White language, gender, age, prestige, social media, area of origin, language proficiency, Riyadh.

| **ARTICLE INFORMATION**

1. Introduction

Riyadh is the capital and the largest city in Saudi Arabia. In the middle of the thirties, the population of the city did not exceed twenty-seven thousand; at the beginning of the fifties, the population was eighty-three thousand, and now the population is almost six million (Al-Gabbani, 1991). Thus, the city's population has a very high rate of growth in comparison with other cities. The main reason for this high population growth is internal migration; that is, moving from different cities in Saudi Arabia to the city of Riyadh in order to find better job opportunities, education and better health care. Therefore, not all the inhabitants of Riyadh originally belonged to the same region.

Since not all the people in Riyadh come from the same region, language differences emerged. People began to realize that there were some difficulties in understanding each others' speech, which made communication rather difficult. As a result, people started

to modify and simplify their language in order to be understood. Therefore, since necessity is the mother of all invention, people invented a new simple language to communicate with; this language is called the white language, a language that does not bear any certain identity.

The term white language is a new term that refers to a plain Arabic language that lacks any particular regional accent, vocabulary or any other regional characteristics; also, it contains the use of foreign words while using Arabic. It is clear that in Riyadh city, people have a very similar way of talking, no matter where they are originally from; a person from the Al-Shammari family, a family from the north of Saudi Arabia, will talk in the same manner and, the same set of vocabulary as a person from Al-Hejaz region of Saudi Arabia such as Al-Otaibi family. Certainly, the use of white language is common among people from Riyadh.

1.2 Statement of the Problem

Nowadays, the use of *white language* is rapidly increasing among people in Riyadh. The term white language is a new term mentioned in a few articles and TV segments. Therefore, white language is yet to be investigated in any way. As a result, this study aims to investigate and give a better understanding of white language.

1.3 The Purpose of the Study

The purpose of this study is to explore the relationship between white language and the following variables: age, gender, prestige, social media, area of origin and English level of proficiency in Riyadh city.

1.4 Questions of the Study

The study intends to answer the following questions:

1. What is the level of white language usage among people in Riyadh?
2. What is the relationship between white language and both prestige and social media?
3. What is the relationship between white language and the following: age, area of origin and English level of proficiency?
4. Is there a significant statistical difference between females and males in the use of white language?

1.5 Outline of the study

This study is constructed of five chapters. After the introduction, chapter two explores the relevant literature for this specific study. Chapter three presents the methodology of this study; it includes the procedures and methods this study uses. Moreover, chapter four contains the results of the study. Additionally, chapter five is the conclusion, and it also includes suggestions for further research.

1.6 Definition of Terms

The section below defines the different concepts and terms used within the scope of this study.

White Language: It refers to an Arabic language that lacks any particular regional accent, vocabulary or any other language characteristics. Additionally, it contains the use of English words while using Arabic.

Plain Arabic: It is an Arabic language understood by all Arabic speakers due to its simplicity and lack of regional language characteristics.

Code-Switching: It refers to "the alternation of two languages within a single discourse, sentence, or constituent" (Poplack, 1980, p.583).

SPSS: It stands for Statistical Package for Social Science.

1.7 Summary

Since white language is yet to be investigated, this study aims to investigate and give a better understanding of white language. Moreover, it aims to explore the relationship between white language and some different variables. In addition, it intends to answer the study's main questions.

2. Literature Review

This chapter is divided into two sections: theoretical framework and previous studies. The theoretical framework section observes white language, the difference between language and accent, code-switching and gender in relation to language use, as well as the effect of social media on language. In the other section, previous studies related to code-switching, age, gender and prestige are presented.

2.2 Theoretical Framework
2.2.1 White Language
The literature on white language is extremely limited due to the fact that it is rather a new term. However, there were some articles that discussed this subject. Alwapiran (2012) investigated the existence of a new language being used by poets, artists and broadcasters; he later revealed that this language is the white language. He referred to the white language as a linguistic monstrosity and a dagger in the heart of the standard Arabic language. According to Alwapiran, this language invaded the community of many intellectuals due to their belief that the white language is a clear, easy and popular language. From the writer's perspective, everyone must reject this alleged language and preserve the language of Islam because of the fact that it is the language of eternity and beauty.

Rahmh (2015) claimed that Arabic dialects differ and vary depending on geographical location to the extent that one may doubt that it is the same language. She observed that the white language is a new language that cannot be classified under a particular region or country; it is clear, to some extent, which made it easier for the various Arab nationalities to understand and speak it. Additionally, she acknowledged that there is a major campaign against white language by people who claimed that white language threatened language and took it a step behind. Rahmh expressed that she does not necessarily know whether to describe white language as *a disaster*; however, she acknowledged the fact that the white language existed in her society, and it is certainly an easy medium to communicate.

2.2.2 Language vs. Accent
To clarify why white language is referred to as *language* rather than *accent*, a definition of both terms is in order. Language is a method of human communication; it is a system of communication consisting of phonology, the sound system, morphology, the structure of words, syntax, the structure of words in sentences, semantics, the meaning of linguistic expressions and the lexicon, or mental dictionary of words. On the other hand, the accent is mainly the way in which individuals in a specific area, country, or social group pronounce words. Since white language has its own pronunciation, lacks regional specificity, and also its own vocabulary, then it is reasonable to refer to it as language. Correspondingly, some scholars refer to the result of code-switching as a third language (Pennington, 1998; Perez, 2013; Jazz, 2013); as mentioned previously, code-swathing is part of the white language.

2.2.3 Code-switching Definitions
Throughout the years, many scholars studied and defined the code-switching phenomenon. As a result, many definitions were given to code-switching. One of the definitions was given by Poplack (1980), who defined code-switching as "the alternation of two languages within a single discourse, sentence, or constituent" (p. 583). Moreover, Gumperz (1982) identified code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems" (p. 59). Furthermore, Clyne (1987) defined it as "the alternative use of two languages either within a sentence or between sentences" (p. 740). According to Milroy and Muysken (1995), code-switching is the "alternative use by bilinguals of two or more languages in the same conversation" (p. 7). By the same token, Wardhaugh (2014) acknowledged that code-switching occurs when two bilingual speakers shift back and forth between two languages as they speak. In conclusion, there are many definitions given to code-switching. However, all of them agree on the basic notion that code-switching is the shifting from one language to another in the course of speaking.

2.2.4 Code-switching vs. Code-mixing
Some might say that the code-switching definition is vague and could be used to describe other linguistic phenomena, such as code-mixing. Essentially, some scholars claimed that there is no difference between code-switching and mixing; however, not all scholars agreed; many argued that there was a line drawn between these two terms. Meyerhoff (2006) defined code-switching as "the alternation between varieties, or codes, across sentences or clause boundaries" (p. 121), while he described code-mixing as "alternations between varieties, or codes, within a clause or phrase" (p. 125). Furthermore, Muysken (2000) differentiated between code-switching and code-mixing. He used the term code-mixing when a combination of lexical items and grammatical features of two different languages existed in one sentence; on the other hand, he used the term code-switching when two languages were used in a single interaction. Moreover, Bokamba (1988) provided definitions of code-switching and code-mixing to distinguish between them:

Code-switching is the embedding or mixing of words, phrases, and sentences from two codes within the same speech event across sentence boundaries, while code-mixing is the embedding or mixing of various linguistic units, i.e., affixes, words, and clauses from two distinct grammatical systems or subsystems within the same sentence and the same speech situation. (p. 24)

2.2.5 Code-switching vs. Borrowing
The term borrowing could be confused with code-switching; therefore, it was important to draw a distinction between the two terms. As defined previously, code-switching is the shifting from one language to another while speaking; on the other hand,

borrowing is the use of a single word that belongs to a foreign origin and has been accepted in the speakers' first language (Hudson, 1980). For instance, the English words cotton, sugar and gazelle are borrowed from Arabic. Grosjean (1982) differentiated between the two terms: code-switching and borrowing. Indeed, Grosjean claimed that code-switching is shifting an item which could be of any length; it could be a word, a phrase or a sentence, from one language to the other; while borrowing is a single word or short expression that was incorporated phonologically and morphologically into the native language of the speakers. Additionally, Haouès (2008) maintained that "Borrowing refers to the use of items which originate from another language, but which are currently felt to form an integrated part of the borrowing language" (p. 90). Another difference is the fact that code-switching is used by bilinguals, whereas borrowing is used by monolinguals (Dimmendaal, 2011).

2.2.6 Gender and Language
Men and women have different roles in their society; the scope of their activities in society also has vast differences, which results in a variation in their language (Jinyu, 2014). The language of men and women are considerably different in phonology, grammar, syntax and vocabulary. The inquiry into the differences in the way men and women use language is a major focus of interest for many scholars, which shows that gender difference in linguistics is a very popular and important topic (Gu, 2013).

2.2.7 Social Media Effect on Language
Recently, people have witnessed a transformation in how they communicate. The world is getting smaller due to the increasingly available means of communication. Now, people are always able to effortlessly communicate information to the entire globe. One prominent means of communication, if not the most prominent, is social media. The most popular examples of social media are Twitter, Facebook, Instagram, Snapchat and Google+. Edwards (2015) simply defined social media as "the wide range of Internet-based and mobile services that allow users to participate in online exchanges". Edwards (2015) claimed that social media affects people's language. She believed that social media makes people speak an entirely new language, which, if someone does not already know it, he will be unquestionably forced to learn.

Obaid (2013) stated that social media invented a new language among the young generation. Furthermore, he confirmed that until recently, Emiratis knew where they belonged based on their language; they distinguished people of the north from the people of the south based on the language they used. He believed that in the coming years, there will not be dialect diversity in the UAE. He continued by saying that in the upcoming years, accents will not be a part of people's identity; we will not be able to identify the city a speaker is from based on his language.

Alhitary (2015) stated that with the Arabs entering the world of social media, the beauty of the Arabic language starts to fade away. Alhitary further reported that linguistic experts agree that the Arabic language is, without question, going through its worst phase. Certainly, it is deformed and shrinking rather than evolving and expanding, as is the case with other international languages. According to Alhitary, People on social media communicate in a language that cannot be understood, a language that is excessively distant from their mother tongue. Alhitary asserted that many published studies suggested the idea that the Arabic language is going through a gradual demise, mostly due to social media.

2.3 Previous Study
2.3.1 Reasons for Code-switching
There are different factors that motivate the use of code-switching. Grosjean (1982) conducted interviews to expose the reasons for code-switching. He interviewed thirty bilinguals from eight different countries. Grosjean asked the interviewees the reason why they switched codes; the interviewees provided a variety of motivations for using code-switching. The results indicated that the most common reason for code-switching is the inability of the speakers to find the words or expressions they wanted to use or the incapability to locate the suitable equivalent of the words they wanted to use. In addition, Grosjean revealed many other reasons why speakers resorted to code-switching, such as the desire to exclude someone from the conversation and show proficiency as well as prestige.

Moreover, Alsbiai (2010) investigated code-switching between Arabic and English among Saudi speakers in Jeddah. Alsbiai examined this phenomenon because she noticed that code-switching is overspreading in her society. The data from Alsbiai's study were collected through a questionnaire for female and male participants and indirect interviews only for female participants. The sample of Alsbiai's study was twenty-two females and males who lived in Jeddah city in Saudi Arabia. Furthermore, the participants were from diverse age groups. Alsbiai found that female speakers use code-switching more than male speakers. Alsbiai affirmed that "Female speakers gave different reasons for their switching to English in their speech: prestige, cultivation and showing off" (p. 5). Alsbiai (2010) further asserted that women view code-switching not only as a sign of prestige but also as a mark of civilization. Furthermore, she identified age as an irrelevant factor for code-switching. Finally, Alsbiai revealed that what determined the rate at which male speakers used code-switching was their competence in English and their academic major or profession.

AL-Hourani and Afizah (2013) inspected the rates at which code-switching occurred in daily conversation. Their study aimed to analyze the conditions and the factors that affected code-switching in daily conversation. Moreover, the data of the study were collected with the use of recordings of conversations and short interviews. The study's sample was a group of five bilingual Jordanian speakers who lived in Malaysia. AL-Hourani and Afizah finally established that there are four main circumstances that can influence a speaker to switch codes. These four conditions were: "familiarity among respondents, the setting, change of topics in discussion and their ages" (p. 42).

2.3.2 Code-switching and Language Loss
Montes-Alcala (2000) discussed how the attitude toward code-switching affected the type of code-switching produced in both written and oral narratives. The study aimed to investigate whether those who have a positive attitude toward code-switching are using code-switching more than those who have a negative attitude. The participants of the study were ten young Spanish individuals who lived in California. Focus groups and interviews were used to collect the data. Furthermore, the findings of the study revealed that the speaker's opinion on code-switching has no effect on whether the speaker is engaged in code-switching or not. Also, Montes-Alcala confirmed that there was a shift in the traditional attitudes toward code-switching among the new generation. Traditionally, Spanish speakers viewed code-switching as a socially stigmatized phenomenon. Moreover, Montes-Alcala acknowledged that code-switching led to language loss. Certainly, when code-switching occurs, elements of the first language can be lost because, after a while, speakers can forget some of their native language's vocabulary. She further asserted that code swathing is a sign of "illiteracy, lack of formal education, or lack of proficiency in one or both languages" (Montes-Alcala, 2000, p. 218).

2.3.3 Age and Language
Mahdad (2012) described and examined lexical variation in youth language in the Tlemcen speech community. Mahdad's study aimed to examine why the youth use different vocabulary from that of adults and what the motivation behind the language change in youth's speech is. Questionnaires and interviews were used to collect data. The participants involved in the study were individuals who lived in Tlemcen city. The results of the study showed that language change in the vocabulary in Tlemcen is primarily caused by the youth. Furthermore, the writer discussed the impact of globalization on youth culture and identity. She explained that as a result of globalization, young people's languages share noticeable similarities. Moreover, Mahdad observed that vocabulary is the most prominent feature of youth language; vocabulary is seen as a tool that unifies youth. Mahdad further described youth language as being characterized by "an informal code, whose fundamental features are a particular jargon sustained by generational differences" (Mahdad, 2012, p. 34). Mahdad also addressed the concept of word loss and gain in the same paper. According to Mahdad, teenagers have a tendency to avoid using particular words that are out of fashion and substitute them with new fashionable ones that serve the needs of the new generation. Consequently, Mahdad pointed out that when a vocabulary is believed to be old and outdated by the new generation, then; as a result, it will be inclined to disappear.

Pipe (2014) investigated the process of accent levelling in the Regional French of Alsace. She also investigated the process of accent levelling relationship with different social variables, which were age, gender, social class, urban or rural origin of the speakers, as well as feelings of regional attachment. She defined levelling as "the abandonment of local forms which are non-standard and often stigmatized" (p. 14). Furthermore, Pipe conducted interviews and written questionnaires in order to collect the data. The participants of the study were fifty-six individuals. The results of Pipe's study indicated that gender is an irrelevant factor when it comes to the levelling process. Also, it successfully confirmed its prediction that the level of regional attachment correlates with the use of linguistic variables. More importantly, the study revealed that the levelling process was led by young, urban, middle class speakers. Certainly, it proved that regional variants decreased as age decreased.

2.3.4 Prestige, Gender and Language
Labov (1966) conducted a study on the social stratification of \r\ in New York City. Labov noticed the phonological variable \r\ in post-vocalic position as in four, and door was sometimes pronounced and other times omitted in the speech of New Yorkers. Historically, in New York City speech, \r\ is not pronounced unless it is followed by a vowel. However, Labov observed that there was rather a negative attitude towards deleting the \r\. Furthermore, he noticed that the pronunciation of /r/ depended on the speaker's social class. Labov used tape-recorded interviews to collect his data. He walked into three New York City department stores: Saks Fifth Avenue, an expensive upper middle-class store; Macy's, a less expensive middle-class store; and S. Klein, a discount store working-class store. Labov asked the shop assistant about the location of items he knew were situated on the fourth floor; when the assistant answered, Labov would pretend not to hear the initial response, which caused the assistant to carefully repeat her response. The results of the study illustrated that the variable \r\ in New York City was stratified by class. That is, individuals who belong to the high-class pronounced /r/ more frequently than those who belong to the lower or working class. Labov also found that when he asked the shop assistants from all the stores to repeat their responses, they were careful and paid attention to their speech; as a result, they all pronounced the \r\. This indicated that the middle and working class assistants changed their speech to sound more prestigious. Along with the department store experiment, Labov's study of the social

stratification of English in New York City involved other methods of data collection, such as asking participants to read a word list and a passage, as well as informal interviews. The findings of all the methods used were all the same; people pronounced \r\ because it is an indicator of a high social status.

Trudgill (1974) replicated Labov's (1966) study; he used Labov's methodology to conduct a study of the speech of the citizens of Norwich in the East of England. He aimed to expose how and why people's ways of speaking varied. Trudgill's study implied that the higher the social class, the more frequent the use of the prestigious, socially accepted variants. Most importantly, Trudgill raised the significance of gender as a variant in his study. He argued that women of all classes use the prestigious variant more than men of the same class. In his study, Trudgill presented to people both prestigious and stigmatized pronunciation and asked them which of one of these pronunciations they normally use. The results showed that women of all social classes claimed that they use the prestigious variant when they actually do not use that variant. On the other hand, men of all classes say that they use the less prestigious form when, as a matter of fact, they use the prestigious one.

In the study of Pipe (2014), mentioned previously, she claimed that women usually lead linguistic change. In Pipe's view, women tend to avoid regionally marked features and use less stigmatized forms. However, men seemed to use the regionally marked feature with pride because it was more prestigious for them.

A study by Amir, Abidin, Darus, and Ismail (2012) added further evidence to the argument that men and women use language differently. The study investigated the differences in the language of female and male Malaysian teenage bloggers. The data were collected from blog postings of four teenagers. Amir et al. (2012) found that female and male bloggers differ in the frequencies of five language features, which are intensifiers, hedging, tag questions, empty adjectives and adverbs.

2.4 Summary
The review of literature indicated the existence of white language in Arab society. The literature discussed in this chapter revealed the different reasons that cause speakers to code switch; it also discovered that code-switching might cause language loss. Also, the literature review indicated that social media has an effect on the language people use. Moreover, it revealed that age affects language use; youth use language differently than adults. In addition, it revealed that regional variants decreased as age decreased. Furthermore, this chapter discussed the relationship between prestige and language; the literature presented illustrated that people modify their language to sound more prestigious. In addition, this chapter exposed the notion that women and men use language differently.

3. Methodology
3.1 Introduction
This chapter's main aim is to detail the research methodology for the present study. It also aims to explain the population and sample selection, discuss the research instrument and its validity and reliability, and describe the collection of data and sample size. Furthermore, this chapter aims to provide an explanation of the statistical analysis employed in this study.

3.2 Research Method
Research methods are divided into two major categories: quantitative and qualitative. Quantitative research is "a research strategy that emphasizes quantification in the collection and analysis of data" (Bryman & Bell, 2007, p. 28). On the other hand, qualitative research is defined as "a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data" (Bryman & Bell, 2007, p. 28). In quantitative approaches, the researcher "employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data." (Creswell, 2003, p. 18).

In social sciences, the quantitative research approach is more prominent (Flick, 2006). The fact that social sciences seemed to adopt a quantitative approach can be attributed to many reasons. Baum (2013) addresses different advantages of the quantitative method, one of which is the fact that it pays attention to details in verbal and nonverbal behavior. In addition, Baum emphasized that another main advantage of the quantitative approach is that it collects "a high volume of data" (Baum, 2013, p. 43).

Since the quantitative research approach is the most common approach in social sciences and after examining its advantages, the current study chooses the quantitative research approach as its research method.

3.3 The Population and Sample of the Study
The target population is a group of people to which the study results will be generalized. On the other hand, the sample of the study is the selected people from a population that are chosen to participate in the study. The population and sample of this particular study are Saudi citizens of Riyadh city. The sampling method of the current study is non-probability sampling. In non-

probability sampling, the subjects are usually selected because of their accessibility or by the subjective judgment of the researcher. Furthermore, the current study is adopting a particular method of non-probability sampling, which is the accidental sample, a haphazardly gathered sample.

3.4 Research Instrument

An online questionnaire is used to answer the research questions (see Appendix A). A questionnaire is an instrument for data collection that asks the subject to respond to a set of oral or written questions. Questionnaires have many advantages. Indeed, questionnaires are unquestionably inexpensive and easy to administer; they also assure confidentiality (Leary, 1995). Additionally, questionnaires can effortlessly reach a large number of respondents. Consequently, the study uses a questionnaire as its statistical instrument.

The questionnaire in the current study is composed of twenty-eight items. The first six are demographic. The main aim of the demographic questions is to gather information about the respondents. Thus, it asks questions about the age and gender of the participants, as well as questions about their level of English proficiency, their area of origin, and their frequency of use of social media. The other twenty-two questions use Likert scale research questions. In 1932, Likert developed a principle to measure someone's attitudes and behavior. Likert scale questions ask a respondent to answer a series of statements about a topic; these statements range from one extreme to another to measure the attitudes or opinions of a respondent (McLeod, 2008). Moreover, in this study, Likert scale questions are employed to ask questions related to the relationship between social media, prestige, age, gender, and the use of white language. In addition, it asks questions to investigate code-switching and vocabulary.

The instrument of the study aims to measure the different variables of the study. The table below displays the variables the questionnaire aims to measure.

Table 1. *The variables of the study*

Variable	Statement
Code-switching	I use English words while speaking Arabic.
	I use English words sometimes to deliver my message more clearly.
	I sometimes use English words when I speak Arabic to show off.
	I use English words sometimes when I don't know the equivalent in Arabic.
Vocabulary	The vocabulary I use is the same vocabulary used by my parents and the elderly in general.
	I find it challenging to understand the words used by my family elder members.
	I think that the vocabulary of my region is difficult for other people to understand.
	I generally use the same vocabulary used by my friends who originally belong to different regions.
Prestige	I like the speech of people who use simple words that lack their regional characteristics.
	When someone uses words which belong to their region or their tribe, I consider them less prestigious.
	I try to consciously choose the words I use in order to fit in.
	I am afraid that people will think that I am uneducated when I use my regional vocabulary.
	I feel proud when I use vocabulary that belongs to my family region.
	I judge people by the vocabulary they use.
	I find the people who mix Arabic with English when they are talking very prestigious.
Social media	I learn new words and expressions from social media.
	I use the words that I learned from social media in my everyday conversation.
	I use simple words far from complexity while using social media.
	I criticize people who use regional words on social media.
	I notice that the speech of famous people on social media is easy, simple and lack any regional characteristics.
	I try to imitate the speech of famous people on social media.
	I prefer when people use simple words that lack any regional characteristics on social media because it is easier to understand.

3.5 Instrument Validity

After collecting the data, its accuracy is validated. An instrument is valid if it actually measures what it is supposed to measure (Kelley, 1927). In the current study, internal validity is ensured through the means of expert panel review. The questionnaire is presented to a small panel consisting of faculty members from Imam Muhammad Ibn Saud Islamic University to review the

questionnaire's items. The questionnaire is presented to the panel to establish whether it is clear, understandable and sufficient. According to the panel feedback, the questionnaire is modified.

Subsequently, the questionnaire is translated into Arabic for many reasons: to avoid any misunderstanding of the items, to include those who do not know English, and most of all, because the Arabic language is the respondents' first language (see Appendix B). Furthermore, the Arabic version is checked by an Arabic teacher to endorse accuracy.

3.6 Instrument Reliability

Reliability is the degree to which an instrument consistently measures what it is supposed to when it is used at different times with the same individuals (Kimberlin & Winterstein, 2008). The most commonly used method for estimating reliability is Cronbach's alpha.

This present study uses Cronbach's alpha formula to measure the internal consistency of the questionnaire used. Cronbach's alpha was calculated using SPSS. Based on Table 2, the results of Cronbach's alpha assure the reliability of the instrument.

Table 1. *Reliability Statistics*

Cronbach's Alpha	Number of Items
0.724	22

3.7 Data Collection

After deeming the questionnaire instrument to be valid and reliable, the questionnaire is distributed. The questionnaire is conducted using an online survey instrument to make participation easier. Specifically, Google Forms, an online survey tool, is used to create the study's questionnaire. Subsequently, the questionnaire is distributed using WhatsApp and Twitter. The questionnaire is collected from the period between the third of November 2015 to the ninth of November 2015.

3.8 Sample Size

A total of one thousand twenty-four responses were received; however, only six hundred twenty-seven responses met the required criteria and were used in this study. According to Krejcie & Morgan (1970), a sample size selected from a population of five hundred thousand or more should have three hundred eighty-four participants. Consequently, the size of the sample of this current study is acceptable.

3.9 Statistical Analysis

All statistical analyses in this study are performed using SPSS. Moreover, two main types of statistical analysis are used: descriptive and inferential data analysis.

3.9.1 Descriptive Data Analysis

Frequencies, percentages, means, and standard derivations are used to describe the sample and the study variables: code-switching, vocabulary, age, gender, social media, and prestige. The following table is used to analyze the means of vocabulary, code-switching, white language, prestige, and social media.

Table 3. *The Length of Likert Scale*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5

Furthermore, to analyze the means of the frequency of social media usage and the level of English language proficiency, the table below is used.

Table 4. *Scale Cell Length*

level of English language proficiency	Social Media frequency of usage	
No Proficiency.	Never	1 - 1.75

Beginner.	Rarely (almost two hours a week).	1.76 - 2.50
Intermediate.	Average (an hour a day).	2.51 - 3.25
Proficient.	Intensive (more than two hours on a daily basis).	3.26 - 4

3.9.1 Inferential Data Analysis

A T-test is used to describe the differences between males and females in the use of white language. Additionally, unrelated one-way ANOVA is used to reveal the differences in using white language among different areas of origin. Moreover, the Pearson correlation coefficient test is used to uncover the relationship between the different variables.

3.10 Summary

The research method of this study is the quantitative research approach. The sample of this particular study is haphazardly gathered from Saudi citizens of Riyadh. A questionnaire is used to collect the data. After establishing the instrument to be reliable and valid, Google Forms is used to create the questionnaire. Moreover, six hundred twenty-seven responses were statistically analyzed using SPSS.

4. Results and Discussion

4.1 Introduction

This chapter presents the findings of the data analysis and the discussion of the results. The results of the study help answer the following questions: "*What is the level of white language usage among people in Riyadh*?" "*What is the relationship between white language and both prestige and social media?*" "*What is the relationship between white language and the following: age, area of origin and English level of proficiency?*" and "*Is there a significant statistical difference between females and males in the use of white language?*".

4.2 Data Analysis

The data from the questionnaire is downloaded from Google Forms and converted into Excel worksheets. Next, the data are transcribed to SPSS for further statistical treatment. Furthermore, the study applies different tests, such as T-test, to analyze the data.

4.3 Findings of the Study

This section displays the results of the study.

4.3.1 Descriptive Statistics

This section describes the demographic profile of the questionnaire's participants in terms of age, gender, use of social media, level of English language proficiency and region they originally come from.

Table 2. *Demographic Analysis*

Variable		Total Number	Percentage	Mean	Std. Deviation
Age		Min: 10	Max: 65	27.81	7.69
Gender	Male	192	30.6%		
	Female	435	69.4%		
Area of Origin	Central Region	440	70.2%		
	Western Region	55	8.8%		
	Eastern Region	12	1.9%		
	Northern Region	33	5.3%		
	Southern Region	87	13.9%		
Social Media Usage	Intensive (more than two hours on a daily basis).	460	73.4%	3.69	0.57

	Average (an hour a day).	19	3.0%		
	Rarely (almost two hours a week).	19	3.0%		
	Never.	5	.8%		
English Language Proficiency	No Proficiency.	52	8.3%		
	Beginner.	190	30.3%		
	Intermediate.	214	34.1%	2.80	.93
	Proficient.	171	27.3%		

* Sample Size: 627

Table 5 illustrates that the age of the sample varies from 10 years old to 65; the table also shows that the average age of the sample is 27. According to Table 5, the sample size is 627; 192 of the participants are males, while 435 are females. Moreover, it is evident from Table 5 that most of the sample, 70%, originally came from the central region. Table 5 reveals that 73.4% of the sample use social media intensively, that is, more than two hours on a daily basis, which is understandable since the average age of the sample is 27. Furthermore, it is clear from Table 5 that 61.4% of the sample have a good command of English.

4.3.2 Answers to the Research Questions

Tables 6 and 7 answer the first question of the study, which is "*What is the level of white language usage among people in Riyadh*?". It is obvious from Table 6 that the sample believes that they use the same vocabulary used by their friends who originally belonged to different regions; this result is drawn from the first statement in the table, which is also the first ranking statement. Another significant result is that when the sample code-switch to English, they do so when they do not know the equivalent in Arabic or when they want to deliver their message more clearly; this is conveyed in statements 2, 4 and 7. However, the sample disagrees with the statement that indicates that they code-switch to show off. This is conveyed in statement 8. Moreover, the table shows that the sample sometimes uses the same vocabulary their parents use; at the same time, the results show that sometimes they find it challenging to understand the vocabulary used by their older family members; this is reflected in statements 3 and 5. Furthermore, according to the table, the sample sometimes thinks that the vocabulary of their region is difficult for other people to understand. This result is taken from statement 6.

Table 3 *Descriptive Analysis for the Statements Related to White Language.*

No.	Statement	Number	Mean	Std. Deviation	Ranking
1	I generally use the same vocabulary used by my friends who originally belong to different regions.	627	3.40	0.94	1
2	I use English words sometimes when I don't know the equivalent in Arabic.	627	3.09	1.27	2
3	The vocabulary I use is the same vocabulary used by my parents and the elderly in general.	627	2.98	1.03	3
4	I use English words sometimes to deliver my message more clearly.	627	2.96	1.22	4
5	I find it challenging to understand the words used by my family elder members	627	2.87	1.18	5
6	I think that the vocabulary of my region is difficult for other people to understand.	627	2.85	1.16	6
7	I use English words while speaking Arabic.	627	2.75	1.13	7
8	I sometimes use English words when I speak Arabic to show off.	627	1.94	0.99	8

Table 7 summarizes the results of Table 6. It is clear from Table 7 that the sample is neutral when it comes to code-switching, vocabulary and white language; that is, sometimes they use it, and sometimes they do not use it. The standard deviation of the variables is (0.61, 0.84, 0.55). Therefore, the standard deviation of the variables is lower than (1), which indicates that there is an agreement between the participants.

Table 4 *Descriptive Analysis for the Research Variables*

Variable Name	Mean	Std. Deviation
Vocabulary	3.03	0.61
Code switching	2.69	0.84
White language	2.85	0.55
Prestige	2.95	0.55
Social Media	3.21	0.51

The second question of the study is, "*What is the relationship between white language and both prestige and social media?*". Preciously, Table 5 revealed that 73.4% of the sample use social media intensively, that is, more than two hours on a daily basis. This uncovers how much social media is present in people's lives. Furthermore, Table 8 presents the descriptive analysis of the statements related to the study's second question.

Table 5 *Descriptive Analysis for the Statements Related to Social Media and Prestige*

No.	Statement	Number	Mean	Std. Deviation	Ranking
1	I use simple words far from complexity while using social media.	627	4.02	0.74	1
2	I learn new words and expressions from social media.	627	3.96	0.91	2
3	I like the speech of people who use simple words that lack their regional characteristics.	627	3.86	1.01	3
4	I prefer when people use simple words that lack any regional characteristics on social media because it is easier to understand.	627	3.71	1.01	4
5	I feel proud when I use vocabulary that belongs to my family region.	627	3.71	1.01	5
6	I notice that the speech of famous people on social media is easy, simple and lack any regional characteristics.	627	3.47	0.99	6
7	I try to consciously choose the words I use in order to fit in.	627	3.35	1.07	7
8	I use the words that I learned from social media in my everyday conversation.	627	3.18	1.05	8
9	I judge people by the vocabulary they use.	627	2.82	1.21	9
10	I find the people who mix Arabic with English when they are talking very prestigious	627	2.50	1.21	10

11	When someone uses words which belong to their region or their tribe, I consider them less prestigious.	627	2.33	1.10	11
12	I criticize people who use regional words on social media.	627	2.29	1.05	12
13	I am afraid that people will think that I am uneducated when I use my regional vocabulary.	627	2.07	1.01	13
14	I try to imitate the speech of famous people on social media.	627	1.87	0.90	14

According to Table 8, the sample agrees that they use simple vocabulary while using social media; also, it is clear from the table that the sample admires and prefers the speech of people who use simple vocabulary that lacks their regional characteristics, not only in their everyday speech but also in social media because it is easier to understand. These results are reflected in statements 1, 2 and 3. In statement 6, the sample agrees that the speech of famous people on social media is easy, simple and lacks any regional characteristics; however, they do not try to imitate their speech. Although the sample agrees that they use simple vocabulary and prefer non-regional vocabulary, they still feel proud when they use the vocabulary that belongs to their family region, as shown in statement 5. Additionally, they do not criticize people who use regional vocabulary in social media, as statement 12 states. Furthermore, the sample agrees that social media has an effect on their language since they learn new words and expressions from it; however, they do not necessarily always use this vocabulary in their everyday life; these results are drawn from statements 2 and 8. Moreover, that table shows that the sample sometimes tries to consciously choose the words they use in order to fit in, which is understandable since they acknowledged that they sometimes judge people by the vocabulary they use; this is conveyed in statements 7 and 9. Statement 10 indicates that the sample does not relate code-switching with prestige. Besides, Table 8 shows that when someone uses words that belong to their region or tribe, the sample does not consider them less prestigious, as statement 11 specifies. Moreover, it is clear from the table that the sample disagrees with statement 14, "*I am afraid that people will think that I am uneducated when I use my regional vocabulary.*".

Furthermore, to answer the second question of the study, the Pearson correlation coefficient test is used. The results of the Pearson correlation coefficient test, which shows the relationship between the research variables, are presented in Table 9. The table indicates that there is a significant relationship between white language, code-switching and vocabulary with prestige. Those who think code-switching, white language and its vocabulary are prestigious tend to use it more. On the other hand, the table also shows that there is a significant relationship between white language, code-switching and vocabulary with social media. That is, those who use social media more tend to use white language, code-switching and vocabulary more. To clarify, using social media more means actively engaging in social media; it does not mean the frequency of using social media. Furthermore, the results reveal that the frequency of social media usage, that is, the frequency of accessing social media, does not have any significant relationship with white language, vocabulary or code-switching. That is, whether the sample uses social media intensively or never uses it does not affect the sample's usage of white language.

Table 6. *Pearson Correlation Coefficient*

Variable	Age	Prestige	Social Media	Social Media Frequency	English Level
Vocabulary	-.092*	.231**	.171**	.051	.003
Code-Switching	-.175**	.265**	.215**	.043	.421**
White Language	-.185**	.330**	.259**	.061	.324**

*Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

The third question of the study is, "*What is the relationship between white language and the following: age, area of origin and English level of proficiency?*". The answer to the first part of the question lies in Table 9. According to the results of the Pearson test, age has a significant inverse correlation with white language, vocabulary, and code-switching. That is to say, as age increases, white language usage decreases. To answer the second part of the question, unrelated one-way ANOVA and Tamhane Post Hoc are used to reveal the results. The results of both tests are illustrated in Table 10.

Table 7. *ANOVA and Tamhane Post Hoc Tests*

Variable	Region	Number	Mean	Std. Deviation	"F" Value	"P" Value	Post Hoc
Vocabulary	Central	440	2.99	0.62	2.947	*.020	Between central region and southern region
	Western	55	3.03	0.65			
	Eastern	12	3.38	0.62			
	Northern	33	2.97	0.42			
	Southern	87	3.18	0.57			
Code-Switching	Central	440	2.68	0.83	.347	.846	-
	Western	55	2.65	0.91			
	Eastern	12	2.79	1.11			
	Northern	33	2.83	0.82			
	Southern	87	2.65	0.82			
White Language	Central	440	2.84	0.54	.969	.424	-
	Western	55	2.84	0.67			
	Eastern	12	3.08	0.69			
	Northern	33	2.90	0.49			
	Southern	87	2.92	0.53			

ANOVA is used to show if there are any differences in using white language among the different groups. It is evident from Table 10 that there is a significant difference between the groups in the use of vocabulary (F= 2.947 and P< 0.05). Equally important, ANOVA reveals that there are no differences between the groups in using white language and code-switching. Moreover, Tamhane Post Hoc is used to find out where the difference lies exactly. As shown above, in the table, the results of the Post Hoc test reveal that the difference lies between the central and southern region groups. After observing the means of the two groups in Table 10, it is clear that the southern region group uses more non-geographical vocabulary compared to the central group. In conclusion, Table 10 shows that there are no significant differences between all the groups in their use of white language and code-switching; however, there is a difference in the usage of non-regional vocabulary between the central and southern regions. The answer to the last part of the question, which investigates the relationship between English level of proficiency and the use of white language, lies in Table 9. The table presents the results of the Pearson correlation coefficient. Table 9 indicates that there is no significant relationship between non-geographical vocabulary and the level of English proficiency. On the other hand, the table shows that the level of English proficiency has a significant relationship with code-switching and white language. That is, those who have a high-level of English proficiency tend to use code-switching and white language more.

Table 8. *The Differences Between Males and Females Using T-test*

Variable	Gender	Number	Mean	Std. Deviation	T Value
Vocabulary	Female	435	3.01	0.59	-1.007
	Male	192	3.07	0.65	
Code-switching	Female	435	2.74	0.84	* 2.456
	Male	192	2.56	0.84	
White Language	Female	435	2.87	0.54	1.297
	Male	192	2.81	0.57	
Prestige	Female	435	2.91	0.54	* -2.900
	Male	192	3.05	0.58	
Social Media	Female	435	3.21	0.49	-0.100
	Male	192	3.22	0.55	

* The T test is significant at the 0.05 level

To answer the fourth and last question, "*Is there a significant statistical difference between females and males in the use of white language?*" a T-test is used. The results of the T-test are presented in Table 11. The table indicates that there are no significant differences between males and females in the use of vocabulary, white language and social media. Furthermore, the results show that there is a significant difference between males and females in the use of code-switching. Moreover, looking at the means in Table 11, it is clear that females tend to use code switching more than males (2.74 > 2.56). In addition, the results of the T-test reveal that there is a significant difference between males and females in the prestige variable. Indeed, the results show that males are more aware or sensitive to their prestige than females, with a mean of (3.05 >2-91).

4.4 Discussion

This study is conducted to investigate the relationship between age, gender, prestige, social media, area of origin, and English level of proficiency with the use of white language in Riyadh. The study employed a questionnaire to gather the data (see Appendix A).

Concerning the first question of the study, "*What is the level of white language usage among people in Riyadh?*", the findings show that the sample is neutral when it comes to code-switching, vocabulary and white language; that is, sometimes they use it, and sometimes they do not use it. Still, the sample acknowledges that when they do use code-switching, they do so when they do not know the equivalent of the word they want to use in Arabic or when they want to deliver their message more clearly. This is confirmed by the study of Montes-Alcala (2000) and Grosjean (1982). Furthermore, the sample disagrees with the statement that indicates that they code-switch to show off; thus, this finding is in contrast with the results of Alsbiai (2010).

The findings of the second question of the study, *"What is the relationship between white language and both prestige and social media?"* reveal that those who perceive code-switching, white language and non-regional vocabulary as prestigious tend to use it more. Therefore, this finding supports the findings of Labov (1966) and Trudgill (1974). Moreover, the results also show that the use of regional vocabulary is not stigmatizing. Equally important, the results verify that in using white language, males are more aware or sensitive to their prestige than females; this finding contrasts with the results of Alsbiai (2010). On the contrary, this result is in accordance with the findings of Trudgill (1974). Moreover, the results indicate that those who use social media more tend to use white language, code-switching and vocabulary more. Thus, social media has an effect on language; this finding is in harmony with the findings of Edwards (2015), who asserts that social media has an effect on people's language. In addition, this finding follows the claims of Obaid (2013) and Alhitary (2015), who emphasize that social media affects the existence of white language. Correspondingly, the findings conclude that whether the sample uses social media intensively or not, it does not affect the sample's usage of white language.

Regarding the third question of the study, which is *"What is the relationship between white language and the following: age, area of origin and English level of proficiency?"* the results prove that as age increases, white language usage decreases. That is to say, the older a participant is, the less he will use the white language. Thus, this finding supports the findings of Al-Hourani and Afizah (2013), Mahdad (2012) and Pipe (2014). Moreover, the results demonstrate that there are no differences among different areas of origin when it comes to the use of white language and code switching. Indeed, the sample claims that they use the same vocabulary used by their friends who originally belonged to different regions, which indicates the widespread use of white language. Even though all the participants in the current study are from Riyadh city, which is located in the middle of Saudi Arabia, not all of them originally belong to the central region. This further indicates that people in Riyadh talk in the same way and use the same language no matter where they are originally from; this language that unifies them is the white language. Nevertheless, when it comes to non-regional vocabulary, the results indicate that there is a difference between central and southern areas of origin. According to the results, the southern regional group uses more non-regional vocabulary compared to the central group. Furthermore, the

results substantiate that those who have a high command of English tend to use code-switching and white language more. However, the same does not apply to non-regional vocabulary since the results indicate that the sample's level of English proficiency has no relationship with the use of non-regional vocabulary.

Concerning the last question, "*Is there a significant statistical difference between females and males in the use of white language?*" the findings reveal that there are no differences between males and females in the use of non-regional vocabulary in white language. Hence, this result contrasts with the findings of Pipe (2014). Moreover, the results indicate that there is a difference between them in their use of code-switching. Indeed, the results show that females tend to use code switching more than males, which seconds the findings of Alsbiai (2010).

4.5 Summary
After displaying the descriptive statistics of the findings, the research questions are answered. In order to answer the research questions accurately, many tests are used: Pearson Correlation Coefficient, ANOVA and T-test. The results of the findings are discussed and linked to the literature reviewed previously in chapter two.

5. Conclusion
5.1 Introduction
The aim of the final chapter is to present the final conclusion drawn from the findings. Additionally, it offers some recommendations for future research.

5.2 Conclusions
The aim of this study is to shed light on the relationship between age, gender, prestige, social media, area of origin, English level of proficiency and the use of white language in Riyadh city. In light of the results of the study, it could be concluded that:

1. The use of white language is common among people in Riyadh.
2. Generally speaking, the age of the speaker has an effect on the language the speaker uses. To put it differently, different age groups use language differently.
3. The gender of the speaker does not affect the language the speaker uses. Hence, females and males use language relatively in the same way.
4. Prestige affects the speaker's language. Speakers tend to carefully choose the language they use in order to avoid judgment by other people.
5. Social media influence the language people speak. People not only learn new vocabulary from social media but also modify their language when using it in order to be understood more clearly by others.

5.3 Recommendations for Future Research
This study provides the following recommendations for further research:

1. Replicating this study to other cities in Saudi Arabia is recommended in order to investigate whether this phenomenon is restricted to Riyadh or if it exists outside Riyadh.
2. This study recommends the investigation of specific aspects of white language, such as pronunciation.
3. It is also recommended to investigate the vocabulary used in white language. In this study, vocabulary used in white language is characterized as lacking any specific regional characteristics.

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