Attitudes of Jordanian University Students and Professors towards the Role of Global English and its Influence on the Arabic Language and Culture

آراء واتجاهات طلبة الجامعات الأردنية وأساتذتها نـحو انتشـار اللغة الإنجليزية في عصر العولمة و أثرها على اللغة و الثقافة العربية

By

Shereen Abu Hweij

Supervisor

Prof. Bader Dweik

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Department of English Language and Literature

Faculty of Arts and Sciences

Middle East University

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Authorization

I, Shereen Najeh Abu Hweij, authorize Middle East University to provide libraries, organizations and individuals with copies of my thesis when required.

Name: <u>Shereen Najeh Abu Hweij</u>

Date: <u>Nov. 9th, 2010</u>

Signature:_____

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_____

Thesis Committee   Signature

   Dr. Bader Dweik

   Dr. Riyad Hussein

   Dr. Ahmad Al-Hassan

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Shereen Abu Hweij

Signature_____

Dedication

This thesis is dedicated to my beloved mother and father for supporting me all through this journey and surrounding me with faith, love and care. Special dedication is due to my husband who has stood beside me and encouraged me to fulfill the requirements of my M.A. I thank him for his love, patience and understanding. Final dedication goes to my brothers and sister who believed in me and taught me that nothing is impossible in life.

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Abstract

This study aimed at investigating the effect of the spread of English on the Arabic language and Jordanian culture. The study raised the following questions:

1. In what ways has the spread of the English language affected Arabic language?

2. In what ways has the spread of the Anglo- American culture and language affected the Jordanian culture, identity, economy and psychology?

To achieve the aim of the study, the researcher has used two instruments: semi-structured interview questions and a university students' questionnaire. A sample of one hundred students from the Jordanian universities has been selected to respond to the questionnaire.

The sample used in the semi- structured interviews consisted of six university professors who expressed their willingness to participate. They were all male professors. Five of them were chosen from the Middle East

University and they teach in the Faculty of Arts and Sciences. The sixth professor was chosen from the Department of English at the University of Applied Sciences. The questions of the interviews aimed at exploring the role of global English and its effect on Arabic language and culture.

Data obtained indicates that the Arabic language is influenced by the spread of the English language. As for culture, it is not directly affected. The young generation are attached to their culture. Nevertheless; the data obtained indicates that English language enjoys economic, social and scientific advantages. Thus, the young generation perceives English language as an essential means for keeping pace with the requirements of the age of globalization. This might lead to a further marginalization of the Arabic language in the future in all vital fields of life.

Based on the findings, the researcher recommends the following:

- An indepth review of the Arabic curricula and methods of teaching. It would present the distinctiveness of the Arabic language and beauty in a new and creative way capable of attracting the attention of students

- An intensified movement of translation of scientific and technological materials into Arabic is required.

- Giving the Arabic language the same advantages of the English language whether in the employment market or as a perquisite for passing the graduate studies at universities.

ملخص الدراسة

هدفت هذه الدراسة الى معرفة مدى تأثير انتشار اللغة الإنجليزية على اللغة و الثقافة العربية
و قد طرحت الدراسة هذه الأسئلة :

1- ما هو تأثير انتشار اللغة الإنجليزية على اللغة العربية؟

2- ما مدى تأثير انتشار اللغة و الثقافة الأنجلو أمريكية على الثقافة و اللغة العربية في الأردن
وعلى الوضع الإقتصادي و النفسي للمواطن الأردني؟

للإجابة عن أسئلة الدراسة استخدم ت الباحثة أداتين و هما : قامت الباحثة باجراء مقابلة مع
ستة أساتذه جامعيين ثم قامت بتوزيع استبيان على 100 طالب في الجامعات الأردنية .

بينت الدراسة أن اللغة العربية تتأثربا نتشار اللغة الانجليزية أما بالنسبة للثقافة فهي لا تتأثر
بشكل مباشر . بي أن اللغة الإنجليزية مرتبطة بالإمتيازات الإقتصادية و الإجتماعية و العلمية التي
يتطلبها عصر العولمة ، الأمر الذي قد يؤدي الى تهميش اللغة العربية في المستقبل .

و بناء على هذه النتائج، تقدمت الباحثة بالتوصيات التالية :

- مراجعه معمقة لمناهج اللغة العربية و طرق تدريسها أمر ضروري بحيث يتم عرض مدى تميز
و جمال اللغة العربيه بطريقة جديدة و مبتكرة قادرة غلى جذب انتباه الطلبة.

- الحاجة الى حراك مكثف لترجمة المواد المتعلقة بالأمور العلمية و التكنولوجية الى اللغة
العربية.

- اعطاء اللغة العربية ذات الفوائد المرتبطة باللغة الإنجليزية سواء في سوق العمل أو كمتطل ب
للنجاح في الدراسات الجامعية العليا.

Chapter One

Introduction

1.0 Background of the Study

Globalization is a process through which the people of the world are unified into a single society and function together. This process has affected several aspects of the world. On the industrial and economic level it has led to the emergence of worldwide production market and free movement and access to foreign products and companies. Financially the appearance of a global financial market and better access to external financing for borrowers have led also to the increasing instability of the global financial market. Politically, the creation of a world government has regulated the relationships among governments (represented by the United States of America). It has also regulated the flow and exchange of information between geographically remote locations. This has happened as a result of the rapid technological development with the advent of satellites, the internet and fiber optic communication.

In the past it was colonization that brought English from its European origin to different parts of the world, and today, in the twenty-first century; globalization has given English its power as a mediating

agent for all of life aspects. Crystal (2003) elaborated on the reasons why English is a global language:

> *A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past or because it was once associated with a great culture or religion, a language has become an international language for one chief reason: the power of its people- especially their political and military power. But international language dominance is not solely the result of military might, it takes an economically powerful nation to maintain and expand it (p. 8)*

He adds that our world had been preserved and maintained through the existence of one single economic power, represented by the United States. Nowadays; politics has been replaced by economy and it has become the main driving force. The language behind this economic power, the "US dollar", is the English language. He indicates that:

> *Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails. (p. 7)*

Crystal (2003) has discussed the advantage of having English as a global language. He has mentioned that the need for a global language is appreciated by the international academics and business communities.

The use of one lingua franca is evident at lecture-rooms and board rooms, and during thousands of daily communications done all over the globe. One of the advantages is that having a conversation over the internet between scientists in France, Italy and Jordan is at present feasible only if a common language is available. Moreover, business negotiations and contacts are nowadays done at ease between companies of various nationalities due to the existence of English as a global language.

Kim (2007) identified the advantage of having a global language. He has illustrated that in a global society, one has to interact with people who come from various national, cultural, political and economic backgrounds. One also needs an essential communication tool that makes it possible for each member to communicate with one another. Thus, in the midst of the globalization process, English has been recognized as the most popular global language.

On the other hand, one cannot disregard the negative impact of English as a global language on individuals, other languages and cultures.

Perhaps those who possess the language may be able to work and think quicker in it than those who don't even use it for their own benefit on the account of those who do not possess it. Moreover, perhaps the existence of a global language will discourage and reduce the interest of

learning another language. Also, the existence of a global language might affect the minority languages where it might expedite the loss of such languages, or even impose a more serious threat represented in marginalizing all the world languages (Crystal, 2003).

Zughoul (2003) argued that people from different cultures including some western countries expressed one major threat of globalization and the impact it might leave on the individual's culture and identity. One of the fears that was expressed is of being "assimilated" into a melting pot where they would acquire new values, new habits, and new loyalties and consequently would lose their identity in the process.

Phillipson (1992) referred to the transmission of American culture as cultural imperialism. He pointed out that the means used for this purpose included all kinds such as movies, television serials (in which the USA has been dominating telecommunication and satellite communications worldwide), youth culture, and the entire battery of activities in cultural diplomacy. It all ensured the place of the dominant language as school subject or even as the medium of education and ensured the highest standard of examinations in English language. He even took the definition more broadly to include economic, political and military ideologies as another dimension of cultural imperialism.

1.1   Statement of the Problem

The spread of English during the last century has left positive and negative effects on other languages and cultures. Many countries in the World have taken drastic measures to protect their national languages from influence that the spread of English has triggered such as code switching, borrowing and using English words in the home language. The spread of English has also led to the imposition of the Anglo- American culture on the national ones.

Therefore, due to the importance of this subject, and its impact on other languages and cultures, the researcher decided to examine this issue and to investigate the attitudes of Jordanian university students toward the role of English and its influence on the Arabic language and culture.

1.2   Objectives of the Study

This study aims to investigate the effect of the spread of English on the Arabic language and Jordanian culture. To achieve these goals, the study attempts to answer the following questions.

1.3   Questions of the Study

The study will particularly answer the following questions:-

1. In what ways has the spread of English language affected the Arabic language?

2. In what ways has the spread of the Anglo-American language and culture affected the Jordanian culture, identity, economy and psychology?

1.4 Significance of the Study

This study attempts to examine globalization and its impact on the Arabic language and the Jordanian society. The significance of this study stems from the following:-

1. Few researchers in the Jordanian community have tackled this issue. Therefore, this study is expected to fill a gap in the literature related to this issue.

2. This study may benefit English language instructors, academics, language planners, parents and other related entities. Thus, hopefully, it will make them review the way English language and culture are delivered within the classroom, mass media and within the family itself.

1.5 Limitations of the Study

Results of the study cannot be generalized to all university students and professors in Jordan because the results are limited to the sample of the study. The limited time and resources available when conducting this

study do not allow soliciting answers from a larger number of respondents.

1.6 Definition of Terms

In this study the following definitions will be adopted:

Globalization: is the ability to communicate with other people, cultures and countries without any abstract boundaries, through transnational investment, rapid communication and information technologies and free market forces. Within this process English language was chosen as a tool for such communication which inevitability has transmitted the culture of the most powerful English speaking language, the United States of America.

Culture: includes values, beliefs, attitudes, intellectual and physical products of a certain community. It also includes ways of dressing, eating, behaving, tradition, customs, social relations and modes of thinking.

Chapter two

Review of Literature

2.0 Introduction

In this part the researcher reviews two kinds of studies. The first deals with theoretical literature related to English and its spread in the world. The second examines empirical studies related to this issue in different parts of the world.

2.1 Review of Theoretical Literature

2.1.1 Linguistic Features as Signs of the Impact of English Spread

Phillipson (1992) has indicated that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages. He pointed that structural and cultural inequalities have ensured the continued allocation of more material resources to English than to other languages and benefited those who are proficient in English. He indicates that linguicism occurs if support is given to one language in teacher training, curriculum development, and school timetables. Phillipson mentions that:

Linguicism refers exclusively to ideologies and structures where language is the means for affecting or maintaining an unequal allocation of power and structure. (P. 55)

The phenomenon of linguicism took place long time ago. For instance, speakers of dialects were discriminated against because of the linguistic variety they speak. Nowadays, people are discriminated against if they do not speak English.

This word is attributed to the linguist Tove Skutnabb- Kangas, who coined this concept in the mid-1980's.

Another impact of the English language is code switching while it takes place on the sentence level, where the speaker tends to switch from one language into another. Romaine (1993) indicates that code switching is related to identity, power and transaction. Thus code switching can function as an identity marker where a speaker can use a specific code to indicate a certain identity, for example English or French for modernity or sophistication. On the other hand, it is used as a strategy to indicate power or a higher social status. It is also sometimes required for concluding official transactions or deals.

Winford (2003) identified borrowing from one language into another as a sign of influence. He discussed two social factors as reasons for borrowing. The first one is the "need" for borrowing and the second one is the "prestige" (p.56). He exemplified the need aspect, as the need to modernize and keep abreast of development in science and technology. Also through borrowing the speech community can fill gaps in the lexicon or introduce finer distinctions of meaning not available in native words. He indicates that borrowing usually occurs from a more prestigious into a socially subordinated language, and usually it is used to indicate a higher social class or learning.

Tsuda (2008) mentions that the people of the world are living in a social environment centered around English. In China, more than 500 million people are learning English. In Korea, unless you have good scores in the test of English, you cannot have a job interview. In Japan, billions of money are spent every year on the learning of English and the teaching of English for small children is becoming a big industry. It is possible that in these countries many people will shift to English in the future. Tsuda (2008) claims:

> *Throughout the world, the 'Englishmania' or obsession with*
> *English is taking place. Why? It is because the whole world has*
> *been organized in such a way that leaves no other choices but to*

choose English. Many people believe they have chosen English on their own wills, but actually they are made to choose English and not allowed to choose other languages. We are now living in an age of 'Speak English, or Perish'. This may result, sooner or later, in a 'Global Language Shift' in which people throw away their own languages and shift to English. When Global Language Shift takes place, it will lead to 'Global Language Loss', that is, 'Global Linguicide' "(p. 50).

Tsuda (2008) identifies English hegemony on culture as 'Coca-colonization' and 'MacDonaldization' of culture, both referring to an enormous influence of American consumer culture upon the local cultures of almost all parts of the world. He continues by adding that the global spread of American products influences the people's minds, values, and ways of life. Accordingly, English plays an important role. The spread of American products goes hand in hand with the spread of English, thus buying and using American products facilitates the spread of English which in turn facilitates the global spread of American products, creating the cycle of reinforcing the hegemony of English and American materialistic culture.

Tsuda referred to "Bad Simple English" label used to describe the English spoken by the non-English speaking people. Thus even the non-native English speaker is discriminated against.

In this relation, Tsuda introduced the "English- based class system". He argues that once English becomes a global standard language, there will be a global class structure based on the level of English proficiency. Below is the hierarchical order of the English speakers suggested by him.

English

Speakers

ESL Speakers

EFL Speakers

Silent Class
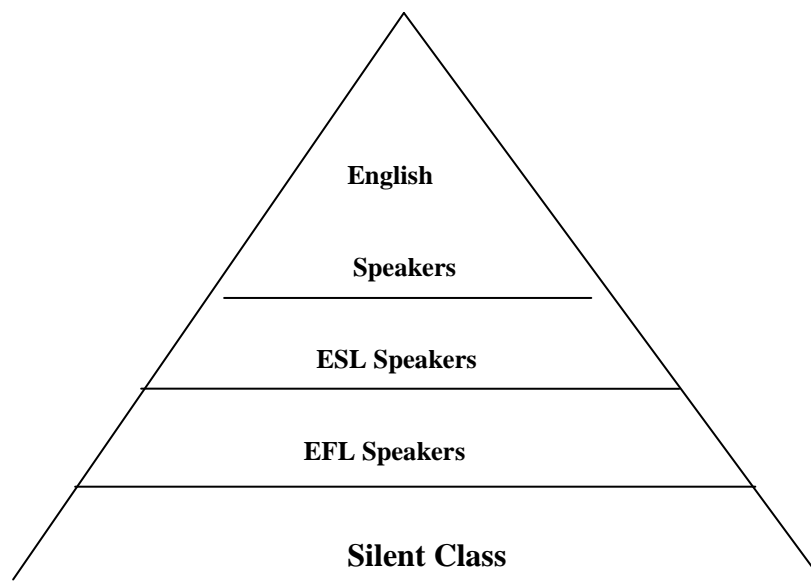
Likewise Tsuda (2008) indicates that some linguists predicted that in several hundred years from today, only one prestigious global language would prevail in the world, and it would be English. He points out that the reason behind such prediction is that English hegemony causes "Linguicide". He indicates that "Linguicide" has been coined from the

word, "Genocide" or the killing of a people. He designated that "Linguicide" is attributed to the global spread of western modernization which has destroyed the social environment of non- western countries since the 16th century. He perceived that Western modernization had led to the use of western languages and degrading the indigenous languages and tradition

2.1.2 Negative Impact of English Dominance

Phillipson (1992) argued that the dominance of English had placed it at the center while pushing other languages aside to the periphery position, creating the unequal power structure between English and other languages.

He added that English intruded on all the languages which it came into contact with, and that the English linguistic invasion had been so pervasive that some governments, representing both small linguistic communities, for instance Slovenia, and large ones, for instance France, has adopted measures to stem the tide and shore up their own languages.

In this, Phillipson indicates that linguistic imperialism is a primary component of cultural imperialism. He also recognized that cultural dissemination could also take non-linguistic forms (German music,

16$^{\text{th}}$ century

Italian painting) and could occur in translation (ranging from highbrow works to Walt Disney comics.) He also mentions that linguistic imperialism is also central to social imperialism, which passes the norms and behavior of a model social structure, and these are embedded in language. He pointed out that cultural imperialism might occur wherever a socializing influence is exerted, whether through individuals who operate internationally, or whether by working abroad or through the dissemination of their ideas in books and media.

Similarly, Zughoul (2003) indicated that English in its colonialist and neo-colonialist perspective had been a "killer language" (P.22). It has put to death and could not tolerate any of the languages surrounding it. He mentioned that it all started at home before it was put to practice in the occupied lands. He added that the question of how the Irish and the Welsh were stripped of their languages and cultures is a living example today, and one of the worst examples of English as a killer comes from Australia, where the rate of language death has been one of the highest in the world.

In this relation, Zughoul mentions that in the Arab World the American cultural influence represented in all its forms like fashion, music culture of the young, fast food, entertainment, business transactions

internet cafés, television and American ways of living is clear in every Arab urban center. He indicates that such imposition of the English culture and language has gained such influence after the Second Gulf War where English teaching started to take place in the Gulf public schools without any serious discussion on this issue or planning. He pointed out that Jordan and Kuwait are examples of such a case.

2.1.3 Attitude of EFL Speakers and English Linguists towards the Spread of English

The EFL speaker is trapped in a conflicting dilemma where she/he is currently encountering various emotions that start with the feeling of being proud of learning and mastering the language, and enjoying the treats that would come along with learning it such as better job opportunity, better salaries and better living standard (i.e. better status in the society). Sometimes she/he she might feel that the native language is inferior to English.

Fishman (1999) anticipates that even if English is the most language learned, it may become the most language disliked. He indicates that:

> The resentment of both the predominance of English and its tendency to spread along class lines could in the long time prove a check against its further globalization. (p.38)

Crystal (2003) maintains that one may have mixed feelings if English is not the mother tongue of the speaker, where a person might be strongly motivated to learn the language since it will put him in touch with more people than any other language. One may also exert a great deal of effort to master the language and ends feeling proud upon mastering it. However, this person, may none the less feel, that the mother-

tongue speakers of English have an unfair advantage over him. Crystal added that one's own language is threatened by the success of English. He may feel envious, resentful, or angry. He may also strongly object to the naivety of the populist account, with its simplistic and often suggestively triumphalist tone. He further suggests that such feelings are rather natural, and would arise whenever language emerged as a global language. They are feelings which give rise to fear and fears leading to conflicts.

Tsuda (2008) categorized the attitude towards the spread of English in the globalization area to three categories (1) Pro-Hegemonic   (2) Functional/Ideological (3) Critical/Transformative.

Pro-Hegemonic, indicates that the Pro-Hegemonic position basically welcomes and celebrates the global spread of English. The

advocates of the Pro-Hegemonic position often perceive the spread of English as the inevitable result of history and do not perceive it as a problem. They even support the global spread of English. The most representative linguist that advocates the Pro-Hegemonic position is the British linguist David Crystal, who exhibited a typically Pro-Hegemonic discourse as he emphasized the 'inevitability' of the global dominance of English. Crystal (2003) asserts that:

> *No other language has spread around the world so extensively, but...what is impressive is not so much the grand total but the spread with which expansion has taken place since the 1950s. In 1950, the case for English as a world language would have been no more than plausible. Fifty years on, and the case is virtually unassailable "It proves impossible for any single group or alliance to stop its growth, or even influence its future (p.61-62).*

Tsuda (2008) identified the second category as 'Functional/Ideological. Linguists of this position focused on and emphasized the neutral function of English and because of their emphasis on neutral functionality of English as a lingua franca, they produced an ideology that supported and reproduced English hegemony and divide. This position is not critical of English hegemony; rather it presupposes the use of English. What is characteristic about this position is that it

attempts to establish equality between Standard English and non-standard Englishes such as Indian English, Singaporean English, etc. They call these non-standard varieties of English as World Englishes.

As for the third category the Critical / Transformative, Tsuda perceived the global spread of English as a serious problem causing injustices, inequalities, and discriminations. Critical / transformative linguists critically examined the problems caused by the global dominance of English, and attempted to expose the ideology and the power structure that produce and reproduce these problems for the purpose of transforming the power relationships into a better one that is free from hegemony or excessive domination.

2.1.4 Overcoming Negative Effects

Many scholars have discussed the negative effects of the dominance of English on Arabic and other languages, such as Nasser (1999), Zughoul (2003), Maisami (2003) and Najjar (2005).

Nasser (1999) presented a paper, in the 30th annual convention of the Association of Arab- American University Graduates at Georgetown University, titled Arabs, Arab Americans and Globalization. She concluded that:

> *We are now at another very critical phase in our history, one that has brought new dynamics into play. To meet the challenges of this phase, we must revive the Arab national enterprise in a new format that conforms with the demands of this age in which we are living, if we are to protect the Arab World in the long run. An Arab bloc is the most valid framework- not only because of our historical and cultural heritage but for very practical reasons- for safeguarding Arab interests in a world heading towards a global order based on an inequitable division between its member nation…………Unfortunately, time is not on our side. We must move quickly and intellectuals, politicians and NGOs in the Arab World must double their efforts. (p.3)*

Zughoul (2003) proposes for facing such a spread, a solid foundation of mother tongue teaching especially in the formative years which is very much like building up immunity against all what may intrude on the core of the learner's identity. Moreover, he calls for exercising caution on the materials to be included in the foreign culture classroom. Zughoul asserts that content that portrays Western institutions, values or lifestyle as ideals to be emulated should be avoided. He adds that foreign culture is to be taught in the context of contrast where the target culture is different from the local culture but definitely not superior.

Maisami (2003) in her article "Islam and Globalization" argues that Islam is not against the process of globalization indicating that the tension

is due to the process of westernization. She indicates that there is a need to differentiate between the gifts of globalization and the products of westernization.

> *For Islamic society, the underlying concerns regarding globalization are: how to protect a unique heritage in the face of global pressure; to uphold religious tradition; to preserve linguistic purity; to defend social institutions; and ultimately, to maintain a viable identity in the midst of a rapidly changing global environment.(p.3)*

Maisami points out that the goal of globalization is to develop understanding of each other's values and codes and to establish a common ground, rather than provoking the bi-polarization of the world, separating Islamic values from Western values. She concludes that the challenge for the future of a globalized world, and not just Islam, is to be helpful to one another according to goodness and piety, and not to be helpful in evil and malice (Qur'an 5:2).

Najjar (2005) reported that the Arab intelligentsia is divided into three different attitudes toward globalization and he summarizes them in the following:

There are those who reject it as the "highest stage of imperialism" and a "cultural invasion" threatening to dominate people, undermine their distinctive "cultural identity" and destroy their "heritage", "authenticity", "belief" and "national identity". The second group welcomes globalization as the age of modern science, advanced technology, global communication and knowledge- based information. It argues that it is no longer possible for people to be "cocooned" within their own boundaries upon their heritage, be its captive and nurse nostalgia for an imagined past. The third group calls for finding an appropriate form of globalization that is compatible with the national and cultural interests of the people. (p.91)

Najjar concludes that Arabs lack clear perception on globalization referring it to lack of scholars and works in this field. He points out that Arabs and Muslims cannot ignore anymore modernity if they want to avoid marginalization and he states that:

What is actually happening is that they are availing themselves of modern civilian slowly and in an adhoc manner. As they proceed, they invoke pristine images of their early history that will not be able to withstand the hegemony of globalization. (p.105)

2.1.5 The Effect of Globalization

Tam (2005) elaborated on the impact of globalization on the English language itself. He asserted that *"The more globalized the English language, the more creatively localized it will be "(P.9)*

Concerning the above ,the global use of English has created varieties of English beside the "American English", "British English", such as the "Indian English", "West African English", "Singaporean English"….etc. Accordingly, English now belongs to those who use it as an additional language, whether in its standard form or in its localized form. However, the creation of these varieties may be encountered with resentful attitude by the native speakers of English (NS). As Kachru (1992) argued:

> *Conflict of attitudes occurs whenever a native speaker criticizes or rejects non native varieties of English……..Most NS, including EFL/ESL , have not experienced NNS varieties of English……Consequently they wrongly equate variations from NS norms with classroom errors and mistakes, or regard NNS varieties as some kind of interlanguage on the bath of NS English.*
> *(P.37)*

Oliver Radtke (2009) supports the view which says one of the English varieties is the Chinglish language. He indicated that he had first

discovered the odd and wonderful world of Chinglish in 2000 in a Shanghai cab, where he saw a curious sign reading: "Don't forget to carry your thing". Radtke indicated that in the Chinglish variety there are a lot of things other than just incompetent or incorrect English. He pointed that:

> *A lot of the Chinglish signs carry a certain Chinese notion in them which enriches the English language and makes English more Chinese in the sense that there is a certain Chinese way of thinking. (p.15)*

Graddoll (2007) suggests that people can expect a confusing time for another 10-15 years, which is characterized by four different kinds of change. First is the ephemeral change which is the result of rapid change and does not stay for a significant long term. Second is the transitional change that reflects moments. Third is the declining old paradigm that represents the attitudes, ambitions and values of the new emerging system. He presumes, that gradually, the business, political and social environment in which English is learned and used will reflect the realities and dynamics of the emerging new world order.

2.2 Empirical Studies

Various studies have been conducted in different parts of the World which have focused on the influence of English on other languages and cultures. Some of these studies were done in Jordan and the Arab World, others were performed internationally.

2.2.1 Studies in Jordan and the Arab World

Hussein (1999) investigated Jordanian university students' attitudes toward code- switching, and code mixing to find out when and why they code-switch and the most frequent English expressions that they use in Arabic discourse. The questionnaire he used showed that the students had negative as well as positive attitudes toward code-switching and code-mixing with English in Arabic discourse. The result indicated that students used code-switching and code-mixing with English for a variety of reasons. The most important of which was the lack of Arabic equivalents for English terms or expressions. Finally there was a frequent use of many English expressions, which varied in range and scope in the speech of Arab educated speakers.

Ismail (2008) presented a paper, at the TESOL conference at the American University of Sharjah, which was dedicated for TESOL in a Globalized World: Exploring the Challenges. In his presentation he

presented a study by Dr. Badri who aimed to see how language and the elements of identity are linked. In her presentation Badri examines the ways in which the use of more than one language "expresses different act of identity". Badri surveys 100 Arab students to determine the relation between the Arabic language and the Arab identity. She posed 33 questions to see whether Arab students studying English in the UAE believe that their predominant use of English in everyday life impacts their" Arab-ness", and how the linguistic behavior of these Arab students affects their perception of the Arab identity. Badri indicated that the overall responses of the students reveal that students prefer using English for interpersonal functions without feeling less Arab. She added that students felt they need to master English because it is the "Language of Knowledge". She believes that the threat does not come from English as a language, but from negligence toward Arabic.

Nawafleh (2008) has conducted a study which aimed to shed light on the way people in Jordan communicate and the phenomenon of code-switching between English and Jordanian Arabic, looking at the process of communication as an identity defining patterns from which we can trace the cultural, ethnic, social, economic and even religious factors. He concludes that the phenomenon of code-switching is a changing tool that can lead to some serious changes in the Arabic language, and that such

changes may cause Arabic to lose its essence as a powerful meaning and expression carrier. He predicted the birth of a new pidgin where Arabic is totally mixed with English in Jordan. He adds that it is good to live in a bilingual society where people are able to speak more than one language especially for causes such as learning, politics, business, trade…, but the bad thing is when using these bilingual skills just for the sake of showing that people have them!

Al- Khatib and Sabah (2008) conducted a study titled "Language Choice in Mobile Text Messages among Jordanian University Students". The study aimed at examining the linguistic structure and sociolinguistic functions of Arabic code- switching in mobile text messages as used by a group of Jordanian university students. The data were collected from 46 male and female undergraduate and postgraduate students studying at different Jordanian universities i.e. Jordan University, Yarmouk University, University of Science and Technology and Petra University ranging in age from 17 to 26. Furthermore a mixed method approach to data collection was employed using both a self report questionnaire and key informant interviews. Data analysis was carried out both quantitavely and qualitatively. Percentages were used to show how frequent English and Arabic elements were used in the text messages. The study indicates that code switching between English and Arabic is used overwhelmingly

in mobile texts and that Romanized version of Jordanian Arabic is used along with English expressions extensively. The result of this study also demonstrates that switching into English is used to serve certain communicative functions, such as prestige which has showed that there is unequivocal social prestige attached to English, particularly among the high educated group of speakers. Because students believe that such use may enhance their prestige, they tended to use a sizeable number of expressions from English in their text messages. Another common use of shifting into English is for euphemistic purposes that may permit Jordanians to discuss taboo and or offensive topics without embarrassment. The researcher concluded in the end that the emergence of new modes of SMS over the past twenty years has increased practices of both code-switching and borrowing throughout the country. They argued that when code-switching and borrowing become extensive, entirely new linguistic variety may emerge.

2.2.2 International Studies

Hidalgo (1986) conducted a study that aimed at investigating attitudes towards English, Spanish, and Spanish English code-switching in Juares, Mexico. The Researcher gathered a sample of forty- five males and forty females, all of whom were personally interviewed in the winter and spring of 1980-1981 at establishments such as stores, restaurants, U.S assembly plants, banks public offices and universities. The sample was

drawn haphazardly from these establishments, but it was purposive, for its goal was to include individuals of diverse backgrounds who had at the same time a relatively stable occupation in Juarez. The result of Hidalgo's research indicated that the majority of the individuals strongly agreed that English was valuable as a means to understand the U.S culture. The majority of the respondents also strongly agreed that English was useful for getting a well-paid job. The findings of the study showed that Mexicans perceived the value of the English language as equally instrumental and integrative. Thus, as a group, this sample of Juares residents intended to display a combination of personal and material interests in the language spoken in the United States, because English contributes to individuals' enrichment and mobility in the Mexican society.

In contrast to Hidalgo, Hodge (1991) worked for 17 years in Kashmir with Ladkh people to protect their culture and environment from the effects of rapid modernization. In these years she documented the effects of modernization as reflected in the American culture on Ladakh culture. She deplored the Westernization of Ladakh as follows:

The sudden influx of Western influence has caused some Ladakhis---

the young men in particular---to develop feelings of inferiority

complex. They reject their own culture wholesale, and at the same time eagerly embrace the new one. They rush after the symbols of modernity: sunglasses, Walkmans, and blue jeans several sizes too small---not because they find these jeans more attractive or comfortable, but because they are symbols of modern life. (p.98)

Hodge expressed her sadness that young Ladakhis have lost confidence in their own culture and developed inferiority complex towards the Western culture. She noted that it would be very difficult for the Ladakh culture to be transmitted to the next and the following generations. Hodge further argued that due to the influence of some violent Hollywood movies, the young Ladakis showed the tendency towards violent and emotionally unstable behaviors. She regretted to say that the traditionally calm and considerate Ladakhis have been transformed into a more aggressive people.

Kim *(2007)* conducted a study which aimed at identifying the conceptualization of English by Korean students in the age of globalization. This study investigated the attitudes of Korean students towards English in six different environments: social, cultural, economic, linguistic, technological and globalization environments. The study used mixed method research, which is the combination of quantitative and qualitative study. The quantitative portion of the study was composed of

98 surveys and the qualitative portion was based on 10 personal interviews. The study shows that English is the most dominant foreign language in Korea. In a social/cultural context, English has been recognized as the most influential language and that the Korean government's systemic support of English contributes to the popularity and favoring of English over Korean. On the linguistic context it has given concern to the purity of the Korean language, and the participants connected their linguistic understanding of English to the prevalence of American cultural elements in Korea. The participants in this study confirmed this tendency, which identified English as everything. However the participants recognize that English is the most essential foreign language in Korea in the age of globalization. But on the other hand, they have also expressed a concern for the influence of English on the Korean national identity, and the possible educational gap based on economic situations. Kim concludes that the excessive zeal for learning English has clashed with the emotional feelings that Koreans have toward the United States of America. He proceeded by adding that Koreans were aware of the dominant status of English in the Korean society but on the other side, there was also some resistance to English, American culture and the United States of America. He concluded that due to the explosion of American culture, the preference for Westernized thinking may lead Koreans to choose Westernized cultural artifacts in a more willing

manner. In the worst scenario, Koreans may belittle their own cultural and linguistic artifacts but welcome American ones. Kim also indicated a possible gap between the same generation and people in different generations and those who were exposed to English and those who were not. He added that English would still serve as the most dominant language

in the Korean society and the younger generation approach English in a much more naturalized environment in their life and thought.

As for the linguistic implication of the spread of English, Kim indicated that the development of the internet and the powerful waves of globalization were an imminent threat to the existing diversity of language. He added that although participants expressed strong attachment to native Korean culture and identity, the enormous power of English could be a challenge for Koreans who simultaneously strive to keep abreast of the wild wave of globalization.

Chapter Three

Methodology and Procedures

3.0 Introduction

This chapter explains the research methodology adopted in this study and presents an overview of the research plan. The chapter therefore covers the research design and the selection of the sample. It also describes the instruments of the study, their validity and reliability and also illustrates the steps used in the study and concludes with a summary.

3.1 Research Design

This study employed mixed methods to achieve its aims and to increase the reliability and validity of the results. In the first stage, a qualitative approach using interviews was used to explore the research matters in the real context of Jordan. The second stage was a quantitative approach using a survey strategy based on a questionnaire which was conducted to gather data from a random sample of (100) university students of different specialties selected from Jordanian public and private universities.

The research strategy which was adopted involved sequential procedures. A qualitative approach was used prior to a quantitative

investigation to provide insights into the context of the study and to inform later investigations.

3.2 Sample of the Study

Two samples were used in this study. The first one represented the students while the second one represented the professors. For the former, a convenient sample of (100) university students were selected from Jordanian public and private universities. The sample included 35 male and 65 female students whose ages range between 18 and 65 who were enrolled in different fields of study and different Jordanian universities as illustrated in Table (1) below.

Table (1) Student's Sample According to Gender, Age and Faculty

Item		Male	Female
Gender		35	65
Age	18-20	20	30
	21-23	12	30
	24-26	3	5
	Total	**35**	**65**
Faculty	Faculty of Arts	17	43
	Faculty of Engineer	9	3
	Faculty of Islamic Sciences (Shareaa')	0	6
	Faculty of Medicine	3	3
	Faculty of Financial Sciences	3	0
	Rest	3	10
	Total	**35**	**65**
University	University of Jordan	20	29
	University of Applied Sciences	15	65
	Total	**35**	**65**

The second sample represented the university professors. It included six professors whose opinions were solicited, regarding the effects of globalization on the Arabic language and culture. They were asked to describe the current situation of the Arabic language and whether the Arabic language, culture and identity are threatened by the global spread of the English language and culture. Five of them were chosen from the Middle East University; they teach in the Faculty of Arts and Sciences. The sixth professor was chosen from the Department of English at the University of Applied Sciences. (See Appendix A, p, 75)

3.3 Instruments

Two instruments were used in this study: a questionnaire and a semi- structured interview. Each one is followed by its validity and reliability procedures.

3.3.1 Semi- Structured Interview

The researcher used semi- structured interviews so that the participants or the interviewees would give more information. To elaborate, the major advantages of the semi-structured interviews is that they are often more flexible because they allow the researcher to interrupt into conversations at appropriate times to ask subjects to clarify their ideas and opinions. These interviews would also give the researcher a

clear idea about the questions that could be included later in the questionnaire. In addition to that, the questions used by the researchers in semi- structured interviews are flexible; the questions may be adjusted, and the interviewer may add question (Berg, 2004).

A checklist of seven open ended questions was prepared to interview the university professors (see Appendix B, p.76). The questions aimed at exploring the attitudes of Jordanian university students and professors toward the role of global English and its influence on the Arabic language and culture. The list included some of the following questions:

1- In your opinion what are the effects of globalization on the Arabic language and culture?

2- Do you believe that the Arabic language is threatened by the global spread of English?

3- Do you believe that the Arabic culture (Jordanian identity) is threatened by the global spread of English?

The researcher conducted the interviews herself by making appointments with the professors. All the interviews took place in the universities where the professors teach. For the purpose of recording the

procedures of the interviews, the researcher checked if the interviewees did not mind recording the interview on tape. However; most of the interviewees preferred not to tape the interview except for one. The researcher recorded the demographic data for each of the interviewees, stated the name of the study in English and Arabic, and gave a brief explanation on the study and the purpose of the interview. The researcher gave enough time for the interviewees to express their opinions and answer the questions of the interview. Each interview lasted for nearly one hour. The researcher analyzed the data and ,on its basis, the questions of the questionnaire were selected.

3.3.2 Questionnaire

The questionnaire (See, Appendix C, p.79) was the main instrument used by the researcher to collect the data. It aimed at knowing the attitudes of the Jordanian university students towards the role of global English and its influence on the Arabic language and culture. A three point scale was used for the subjects' responses on the statements. The respondents were asked to respond to the statements showing if they agree, neutral, or disagree.

The questionnaire consisted of six dimensions: the first one dealt with demographic data about the participants. The second one dealt with

English in the linguistic context that consisted of 13 items. The third one dealt with English in the social, cultural and identity context that consisted of 14 items. The fourth item dealt with English as an effective means for the empowerment of self in economic context and it consisted of 3 items. The fifth one dealt with globalization and English that consisted of 8 items. The sixth one dealt with English in the psychological context that consisted of 4 items.

3.3.2.1 Validity of the Questionnaire

The researcher sent a validation letter (see appendix D, P. 85) to a panel of experts (see Appendix E, P. 87) who are professors at the Faculty of Arts and Sciences and Faculty of Media. They were asked to review the phrasing, suitability, thoroughness, and ease of the questionnaire.

The jurors have sustained that the questionnaire is comprehensive and convenient to the purpose of the study. Some changes were made in the wording of some statements, few statements were deleted and others were added. Hence, the final copy of the questionnaire was developed and distributed to the subjects of the study.

3.3.2.2 Reliability of the Questionnaire

To establish reliability of the questionnaire, ten students who were excluded from the main samples were selected to respond to the items of the questionnaire. After one week, it was administered again for the second time and the results showed consistency in the answers.

3.4. Research Procedures

The researcher followed the following steps

1. Read about what had been written about the global spread of English in books and various references.

2. Determined the sample and the instruments of the study.

3. Obtained a permission letter from the MEU to assist the researcher's task in the target universities.

4. Prepared the check list of the semi-structured interviews. The interviews with the selected professors were performed on March 10-11, 2010.

5. Used the data collected from the semi-structured interviews to develop the second instrument, which is the questionnaire.

6. Sent the questionnaire to the panel of experts to measure its validity, suitability and its appropriateness.

7. Made the final draft of the questionnaire after collecting the questionnaire from the experts and measured the reliability.

8. Obtained permission from MEU to administer the questionnaire to the sample of the study.

9. Conducted the questionnaire from Sep. 27th- Oct. 11th, 2010. The questionnaire was delivered directly by hand to the respondents.

10. Collected responses with permission, then the researcher categorized and classified the responses in tables in order to calculate out percentages.

Summary

This chapter overviewed the methodology used in this study. It gave information about the population, the sample and how the participants were selected. It also described the instruments, the procedures used in the study and the rationale for using them, and concluded with data analysis.

Chapter Four

Results of the Study

4.0 Introduction

This chapter reports the findings of the two questions raised by the study. While the findings of the questionnaire are illustrated in tables, the results of the semi- structured interviews are described and narrated. The study tried to answer the following two questions:

1. In what ways has the spread of English language affected the Arabic language?

2. In what ways has the spread of the global Anglo-American culture and language affected the Jordanian culture, identity, economy and psychology?

4.1 Result of Question One

1. *In what ways has the spread of English language affected the Arabic language?*

Students' responses to the first statement, in Table (2) below in the dimension of English in the linguistic context, show that while 50% of the students agree that the spread of the English language is affecting

negatively the Arabic language, only 12 % of the students are neutral and

38% disagree.

Table (2) Percentages and Means for the ways in which the Spread of English Language has Affected the Arabic Language in the Linguistic Context

Item	Agree	Neutral	Disagree	Means	Level of Acceptance
1- The spread of the English language is affecting negatively the Arabic language	50%	12%	38%	3.04	Medium
2- Arabic is a very beautiful and rich language	88%	7%	5%	4.40	High
3-Speaking both Arabic and English is better than speaking Arabic only	73%	9%	18%	3.78	High
4- There are more useful languages that need to be learned other than English	75%	15%	10%	3.89	High
5- Arabic is flexible enough to keep pace with ongoing technological and scientific development	62%	17%	21%	3.63	Medium
6- Arabic language is not being promoted properly by its native speakers	68%	16%	16%	3.72	High
7-It is better to learn scientific issues in English	61%	18%	21%	3.46	Medium
8- English grammar is easier than Arabic grammar	74%	6%	20%	3.77	High
9-English language curricula introduce the language better than the Arabic	62%	16%	22%	3.59	Medium
10-English language teaching methods are more creative than Arabic teaching method	70%	12%	18%	3.76	High
11- It is rather normal to mix Arabic with English in the middle of a social conversation	43%	11%	32%	2.85	Medium

12- Using English terms related to technological and scientific issues is easier in English than Arabic	68%	16%	16%	3.70	High
13- Speaking English is prestigious in the society	56%	5%	39%	3.18	Medium

Responses to the second statement show that 88% of the students believe that Arabic is a beautiful and rich language, 5% disagree and 7% of the students neutral. Responses to statement three indicate that 73% of students agree that speaking both Arabic and English is better than speaking Arabic only, 18% disagree and 9% of students neutral. Answers given to question four show that 75% believe that there are more useful languages that need to be learned other than English, 15% are neutral while 10% disagree. Statement five indicates that 62% agree that Arabic is flexible enough to keep pace with ongoing technological and scientific development, 17% are neutral and 21% of students disagree. Answers to statement six show that 68% report that Arabic language is not being promoted properly by its native speakers, 16% disagree and 16% are neutral. Responses to item seven show that 61% agree that it is better to learn scientific issues in English, 18% are neutral and 21%disagree. Statement eight indicates that 74% agree that English grammar is easier than Arabic grammar, 6% are neutral while 20% of students disagree. Responses to statement nine show that 62%of students

believe that English language curricula introduce the language better than the Arabic curricula, 16% are neutral and 22% disagree. Answers to statement 10 illustrate that 70% believe that English language teaching methods are more creative than Arabic teaching methods, 12% are neutral and 18% disagree. Statement 11 shows that 46% disagree that it is rather normal to mix Arabic with English in the middle of a social conversation, 43% agree while 11% are neutral. Responses given to item 12 show that 68% agree that using English terms related to technological and scientific issues is easier in English than Arabic, 16% are neutral and 18%disagree. Responses to item 13 show that 56% agree that speaking English is prestigious in the society, 5% are neutral and 39% disagree.

The level of Acceptance in Table (2) was determined through the following equation:

Interval Width= maximum point – minimum point /number of levels

- Low level Effect= from 1 to 2.33

- Medium level Effect= from 2.34 to 3.67

- High level Effect = from 3.68 to 5

4.2 Results of Question Two

2. In what ways has the global spread of the Anglo/ American culture and language affected the Jordanian culture, identity economy and psychology?

Results reported in Table (3) below show how the spread of the Anglo /American culture affected the Jordanian culture and identity. Responses to the first statement in the dimension of English in the social, cultural and identity contexts show that 90% agree that there is close relation between language and identity, 7% are neutral while 3% disagree.

Table (3) Percentages and Means of what ways have the Global Spread of the Anglo/ American Culture and Language Affected the Jordanian Culture and Identity

Item	Agree	Neutral	Disagree	Means	Level of Acceptance
1-There is a close relation between language and Identity	90%	7%	3%	4.21	High
2- English has a strong Influence in Jordan	77%	14%	9%	3.94	High
3- Speaking Arabic shows that you are an Arab	51%	10%	39%	3.06	Medium
4- Speaking both Arabic and English will help people benefiting from both cultures	87%	8%	5%	4.31	High
5- Speaking English does not affect the Jordanian identity	50%	15%	35%	3.11	Medium
6- English language is very popular in Jordan	71%	15%	14%	3.74	High

7-Culture and language are two separate entities	25%	11%	64%	2.40	Medium
8-Speaking English does not conflict with traditional Jordanian values	69%	12%	19%	3.69	High
9-Americanization is not happening in Jordan	17%	37%	46%	2.67	Medium
10-learning English helps to understand different cultures	87%	4%	9%	4.22	High
11-People who mix Arabic with English belong to a higher social status	21%	11%	68%	2.21	Low
12- Arabic is usually the language used while speaking with parents or grandparents	78%	5%	17%	3.96	High
13- Speaking English and behaving like Americans are two different things	77%	15%	8%	4.10	High
14- American English is the best variety of English	38%	24%	38%	2.93	medium

Answers to item two indicate that 77% believe that English has a strong influence in Jordan, 14% are neutral and 9% of students disagree. Item three indicates that 51% agree that speaking Arabic shows that you are an Arab, while 39% disagree and 10% are neutral. Answers of item four show that 87% of respondents believe that speaking both Arabic and English will help people benefiting from both cultures, 8% are neutral and 5% disagree. Responses to the fifth statement show that 50% agree that speaking English does not affect the Jordanian identity, 15% are neutral and 35% disagree. Statement six reports that 71% agree that English is very popular in Jordan, 15% neutral while 14% disagree. Answers related to statement seven indicate that 64% disagree that culture and language are two separate entities, 11% are neutral and 25%

agree. Item eight shows that 69% agree that speaking English does not conflict with traditional Jordanian values, 12% are neutral and 19% disagree. Answers given to item nine indicate that 46% disagree that Americanization is not happening in Jordan, 37% are neutral and 17% of students agree. Item 10 shows that 87% agree that learning English helps to understand different cultures, 4% are neutral and only 9% disagree. Item 11 shows that 68% of students disagree that people who mix Arabic with English belong to a higher social status, while 21% agree and 11% are neutral. Item 12 illustrates that 78% agree that Arabic is usually the language used while speaking with parents or grandparents, 5% are neutral and 17% disagree. Answers related to statement 13 show that 77% agree that speaking English and behaving like Americans are two different things, while 15% are neutral and 8% of students disagree. Responses to statement 14 illustrate that 38% agree that American English is the best variety of English with a similar figure of 38% of respondents disagree and 24% are neutral.

Table (4) Level of English Language Effect on the Economic Status of the

Country and the Individual

Item	Agree	Neutral	Disagree	Means	Level of effect	Rank
16-English competency is important for the business world in Jordan	93%	6%	1%	4.62	High	1
17- English helps people get better jobs in Jordan	92%	5%	3%	4.55	High	2
18-The popularity of English in Jordan brings economic benefits to Jordan in international trades	79%	16%	5%	4.24	High	3

Table (4) indicates the effect of English on the economic status of the individual and the country. Responses to item 16 show that 92% agree that English helps people get better jobs in Jordan, 5% are neutral and 3%disagree. The answer to item 17 indicates that 93% agree that English competency is important for the business world in Jordan, while 6% are neutral and 1% disagree. Item 18 demonstrates that 79% of respondents believe that the popularity of English in Jordan brings economic benefits to Jordan in international trades, meanwhile 16% are neutral and 5% disagree.

The level of English language effect on the economic status of the country and the individual was determined by the following equation

Interval Width= maximum point – minimum point /number of levels

- Low level Effect= from 1 to 2.33

- Medium level Effect= from 2.34 to 3.67

- High level Effect = from 3.68 to 5

Table (5) Globalization and English Language

Item	Agree	Neutral	Disagree	Level of Acceptance	Means
19-Globalization is another face of colonization	64%	21%	15%	High	3.64
20-Western dominance is the reason behind the spread of English language	66%	17%	17%	High	3.69
21- I want my children to speak both English and Arabic	91%	4%	5%	High	4.53
22-English is necessary for the use of the internet	93%	3%	4%	High	4.45
23- The Arab media contributes in spreading the American culture as well as the English Language	68%	20%	12%	High	3.83
24-Speaking Arabic only in the age of globalization is not enough	82	8%	10%	High	4.01
25-If I have to choose one global language as a communication tool in the era of globalization, I will choose Arabic	44%	30%	26%	Medium	3.22
26-Islam is not against globalization	54%	33%	13%	Medium	3.61

The level of acceptance of each of the above statements in table (5) above

was determined by this equation:

Interval Width= (maximum point – minimum point) / number of levels.

$$= (5\text{-}1)/3 = 1.33$$

- High level of Acceptance = from 3.68 to 5

- Medium level of Acceptance= from 2.34 to 3.67

- Low level of Acceptance= from 1 to 2.33

Table (5) indicates that the highest mean was given to item 21 (M= 4.53) where the respondents highly believe that in the era of globalization and with the spread of English language, they want their children to speak both Arabic and English. As for item 19, the respondents level of acceptance to the statement that globalization is another face of colonization was medium with a mean of (3.64). Meanwhile responses to item 20 indicate that the respondents highly accept that western dominance is the reason behind the spread of English with a mean of (3.69). Statement 22 shows that respondents highly accept that English is necessary for the use of the internet and its mean is (4.45) Item 23 has a mean of (3.83) demonstrating a high acceptance that the Arab media contributes in spreading the American culture as well as the English Language. Similarly, item 24 is considered of high acceptance for

speaking Arabic only in the age of globalization is not enough (M=4.01).

On the other hand, statement 25 and 26 are considered of medium acceptance for if they have to choose one global language as a communication tool in the era of globalization, they will choose Arabic (M=3.22) and Islam is not against globalization (M.3.61).

Table (6) Level of English Language Effect on the Psychology of the Jordanian University Students

Item	Agree	Neutral	Disagree	Means	Level of Acceptance	Rank
27-English non-native speakers are discriminated against according to the individual's proficiency in English.	72%	15%	13%	3.81	High	1
28-English native speaker receives a preferable treatment compared to the non-native speaker	54%	24%	22%	3.43	Medium	2
29-The spread of English is maintained through confirming the cultural and social differences	44%	42%	14%	3.31	Medium	3
30- The spread of the English language creates a feeling that the Arabic language is less significant and inferior to English language	44%	12%	44%	2.98	Medium	4

The level of acceptance of each of the above statements in table (6) above was determined by this equation:

Interval Width= (maximum point – minimum point) / number of levels.

$$= (5\text{-}1)\,/3 = 1.33$$

- High level of Acceptance = from 3.68 to 5

- Medium level of Acceptance= from 2.34 to 3.67

- Low level of Acceptance= from 1 to 2.33

Table (6) above shows the English language effect on the psychology of non-native speakers. Statement 27 shows that respondents highly accept that English non- native speakers are discriminated against according to the individual's proficiency in English with a high mean of (3.81). Meanwhile, medium level of acceptance was given to statement 23 where 54% of respondents agree that an English native speaker receives a preferable treatment compared to the non-native speaker, and its mean is (3.43). The third ranked statement indicates that the respondents' level of acceptance is medium towards the idea that the spread of English is maintained through confirming the cultural and social differences with a mean of (3.31). While statement 25 ranks last; its mean is (2.98). The respondents level of acceptance that the spread of English language creates a feeling that the Arabic language is less significant and inferior to English language is medium with 44 % agreeing, 44% disagreeing and 12% of respondents are neutral.

4.3 Analysis of the Semi Structured Interviews

Six university professors were interviewed, three of them were professors of Arabic language, the other two were professors of English and the sixth one was a professor of political science. The interviewed professors were all males; five of them teach at the Middle East

University for Graduate Studies and one at the Applied Science University.(See Appendix A, P.75). For the convenience of the interviewed professors names of the professors will not be mentioned.

Professor (A) was asked about the effect of globalization on the Arabic language and culture. He reported that "the Arabic language is a very genuine one". However, due to the existence of the internet and the rapid communication means, Arabic is rather normal to affect and be affected. Such influence can be reflected in culture, economy, social life as well as language. He indicated that "the power of any language is associated with the power of its speakers". He also pointed out that "through observing the attitude of the students, there are discrepancies between attitudes and practices. Whereas students' attitude toward the Arabic language is positive, the practice doesn't reflect these attitudes". As for the spread of English Arabic pidgin, the professor did not agree that such pidgin might spread, since the Arabs are well known for being proud of their language and religion and those two aspects are interrelated to one another. Furthermore, he elaborated on the economic benefits of learning English as represented in getting better job opportunities as well as being an element of prestige in the Arab world. As for the Arabic culture he indicated that "it is not threatened but largely affected as the western ideologies are widely spreading starting from jeans to rock music

and ending with MacDonald's restaurant". Professor (A) has recommended that confining the spread of globalization would be done by paying attention to the role of the educational system and curriculum and the role of media.

The second interviewee professor (B) pointed to the element of power and its relation with the spread of any language as well as to the role of technology in spreading the language. As for the possibility of the spread of Arabic English Pidgin, professor (B) indicated that such a phenomenon could be one of the fashions that would come and go, pointing out that "there is no problem if people tend to express themselves in another language". As for the Arabic curriculum, professor (B) indicated that "there is no fault in the curriculum itself but the way it is taught. "

The third interviewee professor (C) indicated that people should not put all the blame on globalization, pointing out that language is powerful with the power of its people. When the researcher asked the professor to describe the current status of the Arabic language, he pointed that Arabic language "is an immortal language as it is the language of the Holy Quraan". He explained that the current weakness of the Arabic language is due to the following:

1- Lack of confidence in the language by its people

2- Job opportunities exist more in foreign language

3-Job opportunities through the Arabic language is closed

4-Educational opportunities exist more in the Arabic language.

Professor (C) indicated that the Arabic language can be the vehicle of all kinds of sciences and cultures more than any other language; only if it was well promoted by its speakers and introduced in the new technologies. He added "that the problem do not exist in the Arabic language itself but in the speakers of the language, as well as in the current teaching method in which Arabic is being taught."

When Professor (C) was asked about the attitude of the students towards the Arabic /English culture and language, he commented that "students are influenced by the surrounding environment. Unfortunately, most of them can realize the prevailing notion that Arabic do not qualify them for a good living status, as there is no practical experience that proves otherwise." He suggested that the solution is to reintroduce the Arabic language as the language of thinking, industry, technology…etc.

As for the Arabic curriculum, professor (C) noted that "the problem is not in the curriculum, because the content of the curriculum is a good one". However, such good content requires qualified teachers who are capable of teaching the Arabic language curriculum and realizing the aim of the content.

Furthermore, professor (C) reported that "the Arabic culture (Jordanian identity) is not threatened by the spread of the American culture and will never be because it belongs to deeply rooted, solid and clinging Arab traditions, morals and religion". Professor (C) mentioned the following measures for overcoming the negative effects from the spread of English language and American culture: replacing the English language by Arabic in all facilities; making the Arabic language the language used at home and schools. He also pointed at the same time that "this do not mean that people should not learn foreign languages but should learn and benefit from without blind mimicry".

The fourth interviewee was Professor (D). When asked about the effect of globalization on the Arabic language and culture, he commented that "English is the language of our time, the language of science, trade, inventions and culture". He added that "students should know how to interact in English so as to keep pace with the demand of this age. But the

dangerous thing which most people fall in is that being proficient in English comes at the expense of the Arabic language". So at first, educational institutions should take care of their mother tongue (ie. Arabic language) until the students are well qualified in Arabic, then move on to introducing English to them. However, what is happening now is completely the opposite. Students are proficient in English on the account of the Arabic language. Professor (D) added that as a consequence to this situation a gap is created, represented by the student's continuous feeling that she/he is not capable of mastering the Arabic language and then this feeling is enhanced by the feeling that she/he is not in need of the Arabic language.

When the researcher asked Professor (D) about the possibility of having a new Arabic variety or a pidgin, his answer was "If things continue in the same way, then the future of Arabic "Fusha" will not be very promising". He added that "many educated people tend to mix Arabic with English to reflect their level of education". Professor (D) indicated that in general the curriculum is appropriate and of good content. He indicated that he headed a committee in 1990 for prescribing the Arabic curriculum for the fifth grade, and the text book was used in education for several years until it was recently canceled. This text book and other similar books were one of the best books because they "match students' levels and therefore

motivate them. "If the curriculum is laid in such a way, then it will lead the students to become proficient in Arabic".

He also indicated that in the past, "the Arabic language was the language of science, art and culture and nothing would prevent it from assuming the same role at any time". However; "nowadays all the inventions and technologies are in English since they are created and invented by foreigners due to the lack of translation into Arabic". He also mentioned "that the Jordanian identity and Arabic culture are not threatened; pointing out that the Arabic language is persevered by its educated speakers". He commented that "young generations have taken from globalization the way of dressing…. and speaking and some foreign terms. They only take the façade of globalization while its essence is left behind".

The fifth interviewee was Professor (E). He pointed out that "the Arabic Fusha is in a difficult situation, because the new generation has refrained from using it as they consider it a difficult language. Meanwhile, the Colloquial is spreading on the account of Fusha, while some English terms are also being introduced in the Colloquial conversation such as (good morning, hi , bye…)." He added that "the Arabic language is not threatened since it is the language of the Holy Quraan". As for the

attitude of students towards Arabic and English language he replied that Arabic language "is present in the mind of the students". He indicated that "culture is not threatened by the spread of the English language, because the society is still considered conservative and maintains the same traditions and morals which can limit the spread of any Western effect". He also pointed out that young generations do not pay very much attention to the phenomenon of globalization. He added that "so far, people are just taking the negative aspect of such phenomenon and do not comprehend any positive sides of it".

The sixth interviewee was professor (F). He indicated that "the effect of the English language is not on the Arabic language but on the speakers of Arabic. Noting that Arabic is capable of comprehending all new terms however the speakers of Arabic language are the one to be blamed as they have abandoned their native language and denied their identity believing that English is better."

He pointed out to the need of revising the Arabic curricula by Arab language specialists, illustrating that educational strategies of teaching Arabic language put obstacles and borders before its learners. Prof. (F) resumed by indicating that the attitudes of Arabic learners can be divided into the following:

a- Students who lack the desire to learn the language and to specialize in it due to the negative impact of satellite channels, journals, newspapers, enemies of Arabic language and curricula. He pointing out that some of these believe if they specialized in the field of Arabic language they will not find appropriate working opportunity, contrary to the English language learners.

b- Students with the desire to learn the language due to the way they were raised, sense of loyalty to the Arabic language and identity.

Prof. (F) commented on the relation between the language and identity indicating that "those who are proficient in the Arabic language are of real loyalty to their nation". He indicated that this "does not mean that we should not learn foreign languages; on the contrary we should follow the instructions of our Prophet Mohammed on the need of learning the languages of other nations". He resumed by indicating that "nowadays the Western culture is widely influencing the Arabic and Islamic nations and this can be observed in the way we eat, dress…., pointing out that

the political and economic power of a country goes hand in hand

with the spread of its language and culture. "

Chapter Five

Discussion and Recommendations

5.0 Introduction

This chapter presents a brief summary and a short discussion of the findings of the two research questions. It also attempts to explain and interpret the results in light of the reviewed literature. The chapter concludes with recommendations and suggestions for future research.

5.1 Discussion of the Findings of Question One: *In what ways has the spread of the English language affected the Arabic language?*

Results of the first question show that there are major and medium ways in which the spread of the English language affected the Arabic language. Results reported in Table (2) (p. 36) indicate that it is preferable to use English language in issues related to science and technology. For example; items (7, 12) show that the respondents prefer to learn scientific issues in English as well as it is easier for them to use English terms related to technological and scientific issues than in Arabic. These results agree with Winford (2003) who elaborated on the reasons for borrowing among which is the need factor, which is represented in the

need to modernize and keep abreast of developments in science and technology.

Similarly; items (11, 12) as shown in Table 2, indicate that respondents believe that it is rather normal to mix Arabic with English in the middle of a social conversation in addition to perceiving that speaking English is prestigious in the society. These findings are in line with (Winford 2003), and Romain (1993) who asserted that one of the reasons for borrowing and code switching is to indicate a higher social class or learning as well as an identity marker. Furthermore such findings agree with Phillipson (1992) who pointed to the phenomenon of "linguicism" where language is a means of affecting or maintaining an unequal allocation of power and structure. Moreover, item (3) of the same table indicates that the respondents highly accept the idea that speaking both Arabic and English is better than speaking Arabic only. This matches Phillipson's (1992) argument that the dominance of English has placed it in the center while pushing other languages to the periphery position, creating an unequal structure of power.

Results reported in Table (2) item (8, 9, 10) (p.36) state that English language curriculum and teaching methods are better than Arabic teaching methods and curricula. Furthermore, the respondents believe that English grammar is easier than Arabic Grammar. These results match the

findings and recommendations of Zoghoul (2003) who reported that the spread of English can be encountered by the solid foundation of mother tongue teaching especially in the formative years which is very much like building up immunity against all what may intrude on the core of the learner's identity.

5.2 Discussion of the Findings of Question Two: *In what ways has the spread of the global Anglo/ American culture and Language affected the Jordanian culture, Identity, economy and Psychology?*

Results reported in Table (3) (p.39) for example items (5, 8, 14) indicate that students believe that speaking English does not affect the Jordanian identity, neither does it conflict with the traditional Jordanian identity indicating that speaking English and behaving like Americans are two different things. These results are in agreement with Ismail (2008) who showed that students prefer using English for interpersonal functions without feeling less Arab.

Responses given to item 9 in Table (3) (p.39) show that 46% of the students disagree with the statement that Americanization is not happening in Jordan. This is line with Tsuda (2008) who identified English hegemony on culture as "Macdonaldization" of culture. He

pointed out that the spread of American products goes hand in hand with the spread of the English language. Also it is in agreement with Philipson (1992) who indicated that linguistic imperialism is also central to social imperialism, which passes the norms and behaviors of a model structure. Furthermore; it agrees with Zoghoul (2003) who mentioned that in the Arab World the American culture influence is represented in all its forms.

As for the economic effects, results in Table (4) items (16, 17, 18) (P.41) indicate that students highly perceive English as important for getting better jobs and because it is crucial for the business world in Jordan and for bringing economic benefits for the Jordanian international trades. Accordingly, such results are consistent with Kim (2008) who indicated that the people of the world are living in a world centered around English, where a person cannot get a job interview unless she/he has good scores in English language.

Furthermore; items (21, 22 24) Table (5) illustrate that English is necessary for the use of the internet. They also show that the respondents prefer to have their children speak both Arabic and English and speaking Arabic only in the age of globalization is not enough. All the above is in line with Tsuda (2008) who introduced the term "Englishmania", where people have no other choice than to speak English or to perish. He

predicted that this may result sooner or later in "Global Language Shift" which would eventually lead to "Global linguicide". Furthermore, it is consistent with Kim (2007) who indicated that English is the most important language in the age of globalization and that the development of the internet and the powerful waves of globalization were an imminent threat to the existing diversity of languages.

Responses in Table (6) (p.44) to item (27) indicate that the respondents highly believe that non-native speakers of English are discriminated against according to their proficiency in English. Item (28) illustrates that 54% believe that the native speaker of English receives a preferable treatment compared to the non-native speaker. This supports Crystal's (2003) argument who mentioned that non-native speakers may have mixed feelings starting from the feeling of being motivated to learn the language, and feeling proud in speaking the language. However; he would still feel that the mother tongue speaker has an unfair advantage over him. It also supports Tsuda (2008) who indicated that non- English speakers maybe discriminated against.

5.3 Conclusions*:*

The obtained data indicate that English is the most dominant foreign language in the Hashemite Kingdom of Jordan. Accordingly, both Arabic language and culture are threatened by the global spread of English. Despite that, participants have shown loyalty to their language, identity and culture. Nevertheless, through the responses of the respondents one can induce that young generations are trapped between being loyal to their own language and culture and enjoying the treats of globalization by speaking English which helps them keep abreast with technological and scientific developments, using the internet, getting good job opportunities and improving their economic status. Consequently, the Jordanian culture is in direct confrontation with American culture since any language is a carrier of culture too. Based on the above, the Arabic language is threatened because its speakers perceive it as their mother tongue only without relating it to any social, economic and scientific advantages, a matter that may lead to a further marginalization of the Arabic language in the future in all vital fields of life.

Based on the findings of the study, the researcher would like to present the following recommendations:

- A deep review for the Arabic curricula and methods of teaching is needed where it would present the distinctiveness of the Arabic language and beauty in a new and creative way capable of attracting the attention of the students

- An intensified movement of translation of science and technological materials into Arabic is required.

- Giving Arabic language the same advantages of the English language whether in the employment market or as a perquisite for passing the graduate studies at universities or in the educational field is necessary.

5.4 Recommendations for Future Research

The researcher recommends the following for further future research:

1- An investigation of the Jordanian English language teachers' views towards the native and non- native English language speakers.

2-An investigation of the Jordanian Arabic language teachers towards globalization and the spread of English in Jordan and its effect on the Jordanian language and culture.

3- A textbook analysis of the English language curricula in Jordan from a distinctive cultural point of view.

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Appendix A

Interviewed Professors

Number	Name	Rank	Affiliated University (Place of Work)	Faculty
1	Riyadh Hussein	Professor	Middle East University (MEU)	Faculty of Arts and Sciences
2-	Odeh Khalil Odeh	Associate Professor	Middle East University (MEU)	Faculty of Arts and Sciences
3	Abdul Ra'ouf Zohdi Mostafa	Professor	Middle East University (MEU)	Faculty of Arts and Sciences
4	Omar Mohammed Al Asaa'd	Associate Professor	Middle East University (MEU)	Faculty of Arts and Sciences
5-	Mohammed Al Hazaymeh	Professor	Middle East University (MEU)	Faculty of Arts and Sciences
6-	Ahmad Tawfiq	Associate Professor	University of Applied Sciences	Faculty of Arts and Sciences

Appendix B

Semi–Structured Interview

Length of Interview:…………

1**. Date of Interview**

2. Venue

3. Name of Interviewee

4. Place of Work

5. Specialization

6. Department:

_____

Topic: Attitudes of Jordanian University Students and Professors towards the Role of Global English and Its Influence on the Arabic Language and Culture.

أراء و اتجاهات طلبة الجامعات الأردنية و أسأتذتها نحو انتشار اللغة الإنجليزية في عصر العولمة و أثرها على اللغة و الثقافة

_____

Recording and Verification:

 The researcher will use a tape- recorder for the purpose of recording the interview. The researcher will inform and take the permission of the interviewees for using a tape recorder

Interview Checklist

1. Required Information

1.1 Current status of the Arabic language

1.2 Feelings and attitudes of the students towards Arabic language

1.3 Feelings and attitudes of the students towards Jordanian (Arab) identity

1.4 Feelings and attitudes of the students towards American culture

1.5 Feelings and attitudes of the students towards English language

1.6 Educational system role in promoting the Arabic language and culture

1.7 Educational system role in promoting the English language and American culture

1.8 Globalization and its role in spreading English and American culture

1.9 Students level of understanding of the globalization term

2. Why the above information is needed

The above information is supposed to answer the questions of the study which are:

1. In what ways has the spread of the English language affected the Arabic language?

2. In what ways has the spread of the Anglo/ American language and culture affected the Jordanian culture, identity, economy and psychology?

List of Questions:-

1- In your opinion what are the effects of globalization on the Arabic language and culture?

2- Please describe the current status of the Arabic language

3- Do you believe that the Arabic language is threatened by the global spread of English?

4- Do you believe that the Arabic culture (Jordanian identity) is threatened by the global spread of the American culture?

5- Based on your observation and daily communication with young students, how do you describe the attitude of the Arab students toward Arabic/ English culture and language?

6- Are the Arabic curricula capable of meeting the challenges of the global spread of the English language and culture?

7- What are the measures need to be taken for overcoming any negative effects from the global spread of English language and American culture?

8- Please describe the level of understanding and comprehension of the globalization term among Jordanian students?

Appendix C
Students' Questionnaire

Dear student:

I am a graduate student at the Middle East University for Graduate Studies (MEU). I am conducting a study for my M.A degree. The purpose of this research is to collect information about the students' attitudes towards the global spread of the English Language and its effect on the Arabic language and culture.

I am requesting your participation, which will involve filling in the attached questionnaire. Please note that the questionnaire is confidential and the data will only be used for the purpose of this research.

Demographic information:

Gender: Male_____ Female_____

Age:

Faculty:

Major:

Name of University:

Level of Education:

English in the Linguistic Context

	Agree	Neutral	Disagree
1- The spread of the English language is affecting negatively the Arabic language			
2- Arabic is a very beautiful and rich language			
3-Speaking both Arabic and English is better than speaking Arabic only			
4- There are more useful languages that need to be learned other than English			
5- Arabic is flexible enough to keep pace with ongoing technological and scientific development			
6- Arabic language is not being promoted properly by its native speakers			
7-It is better to learn scientific issues in English			
8- English grammar is easier than Arabic grammar			
9-English language curricula introduce the language better than the Arabic			
10-English language teaching methods are more creative than Arabic teaching methods			
11- It is rather normal to mix Arabic with English in the middle of a social conversation			

English in the Social Cultural and Identity Context

	Agree	Neutral	Disagree
13- Speaking English is prestigious in the society			
14-There is a close relation between language and Identity			
15- English has a strong Influence in Jordan			
16- Speaking Arabic shows that you are an Arab			
17- Speaking both Arabic and English will allow people to benefit from both cultures			
18- Speaking English does not affect the Jordanian identity			
19- English language is very popular in Jordan			
20-Culture and language are two separate entities			
21-Speaking English does not conflict with traditional Jordanian values			
22-Americanization is not happening in Jordan			
23-learning English helps to understand different cultures			
24-People who mix Arabic with English belong to a higher social status			

25- Arabic is usually the language used while speaking with parents or grandparents			
26- Speaking English and behaving like Americans are two different things			
27- American English is the best variety of English			

English as an Effective Means for the Empowerment of Self in Economic Context

	Agree	Neutral	Disagree
28-English competency is important for the business world in Jordan			
29- English helps people get better jobs in Jordan			
30-The popularity of English in Jordan brings economic benefits to Jordan in international trades			

Globalization and English in Jordan

	Agree	Neutral	Disagree
31-Globalization is another face of colonization			
32-Western dominance is the reason behind the spread of the English language			
33- I want my children to speak both English and Arabic			

34-English is necessary for the use of the internet			
35- The Arab media contributes in spreading the American culture as well as the English Language			
36-Speaking Arabic only in the age of globalization is not enough			
37-If I have to choose one global language as a communication tool in the era of globalization, I will choose Arabic			
38- Islam is not against globalization			

English in the Psychological Context

	Agree	Neutral	Disagree
39- The spread of the English language creates a feeling that the Arabic language is less significant and inferior to English language			
40- The cultural and social differences help in maintaining the spread of English			
41-English native speaker receives a preferable treatment compared to the			

non-native speakers'			
42-Englishnon- native speakers are discriminated against according to the individual's proficiency in English.			

Appendix D

Validation Letter

Dear Professors,

I am currently in the process of determining the content *validity* of a questionnaire. It is the main instrument in my MA thesis titled *"Attitudes of Jordanian University Students and Professors towards the Role of Global English and its Influence on the Arabic Language and Culture"* . The questions of my study are:

2. In what ways has the spread of the English language affected the Arabic language?

3. In what ways has the spread of the global Anglo/ American culture and language affected the Jordanian culture, Identity, economy and psychology?

I truly value your comments as an expert to help determine the content validity of the questionnaire. This questionnaire will be administered to a sample of 100 university students in Jordanian public and private universities.

I appreciate any comments on the contents of the questionnaire. Through out your review, please feel free to comment on the proposed questionnaire based on the following points:

Content Validity:

Do the items represent the concepts related to each dimension?

Face Validity:

Does the instrument "look like" it is measuring what it supposed to measure?

Clarity:

Are the items clear and their language appropriate?

Other:

Please make any additional suggestions.

Will you please register your full name and position to be included in the documents?

Name_____   Position_____

Sincerely,

Shereen Abu Hweij

MA Candidate

Appendix E

Panel of Experts

Number	Name	Rank	Affiliated University (Place of Work)	Faculty
1	Riyadh Hussein	Professor	Middle East University (MEU)	Faculty of Arts (English)
2-	Ra'ed Al Bayati	Professor	Middle East University (MEU)	Faculty of Media
3	Abdul Ra'ouf Zohdi Mostafa	Professor	Middle East University (MEU)	Faculty of Arts (Arabic)