

**The Effects of the Spread of English  
Language as a Lingua Franca on Jordanian  
Society and Its Languages**

أثار انتشار اللغة الانجليزية كلغة تواصل عالمية على  
المجتمع الأردني ولغاته

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**Language and Literature**

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## Authorization

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## Thesis Committee Decision

This thesis “**The Effects of the Spread of English Language as a Lingua Franca on Jordanian Society and Its Languages**” was discussed and certified on 02/06/2019

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## **Dedication**

This thesis is dedicated to my beloved mother and father. Special dedication goes to my brothers and sisters.

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# **The Effects of the Spread of English Language as a Lingua Franca on Jordanian Society and Its Languages**

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**Abstract**

This study aimed at investigating the effects of the spread of English language as a lingua franca on Jordanian society and its languages. The study raised the following questions:

1. What are the positive aspects of the spread of English on Jordanians and their way of life?
2. What are the negative influences of the spread of English on Jordanians and their languages?
3. What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

To achieve the aims of the study, the researcher used two instruments: semi-structured interviews and a questionnaire. A sample of 50 Jordanians has been selected to respond to the questionnaire. The semi- structured interviews were conducted with four university professors, two lecturers and one teacher.

The obtained data indicate that English is the most dominant foreign language in Jordan. However, the spread of English language does not practically threaten Arabic or Jordanian ethnic languages such as Circassian. Participants have shown loyalty to the Arabic language, Jordanian culture and identity. Through the responses of the respondents one can induce that young generations are trapped between being loyal to their own language and English. On the one hand, these results indicate that the spread of English language has some positive effects on Jordanians and their society, culture and way of life such as learning English is essential in Jordan because English language helps Jordanians keep abreast with technological and scientific developments. Moreover, knowledge of English enables Jordanians to get good job opportunities and improve their economic status. Also, English as a lingua franca helps to understand different cultures and facilitates

their modern life. On the other hand, the spread of English language has negative influences on Jordanians and their languages. English as a lingua franca affects the Arabic language in many ways such as English is competing with Arabic because many sectors require it as tourism, government, business, and travel, etc. In addition, the flow of English borrowings will affect the purity of Arabic language. Furthermore, English affects our children; it makes them lose interest in learning the Arabic language. Thus, Jordanians should maintain and strengthen the role of Arabic language in the educational system and in its development of terminologies especially in science and technology.

**Keywords: English as a lingua franca, Positive effects, Negative effects.**

## أثار انتشار اللغة الانجليزية كلغة تواصل عالمية على المجتمع الأردني ولغاته

إعداد

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### الملخص

هدفت الدراسة إلى معرفة أثار انتشار اللغة الإنجليزية كلغة تواصل عالمية على المجتمع الأردني ولغاته. وقد طرحت الدراسة الأسئلة التالية:

1- ما الجوانب الإيجابية لانتشار اللغة الإنجليزية على الأردنيين وأسلوب حياتهم؟

2- ما التأثيرات السلبية لانتشار اللغة الإنجليزية على الأردنيين ولغاتهم؟

3- ما الاقتراحات لدعم وتعزيز استخدام وتطوير اللغة العربية في الأردن؟

للإجابة عن أسئلة الدراسة، استخدمت الباحثة أداتين: المقابلة شبه منظمة والاستبيان. تم اختيار عينة من 50 أردنياً للإجابة على الاستبيان. وكانت العينة المستخدمة في المقابلات تتألف من أربعة أساتذة جامعيين ومحاضرين ومعلمة.

تشير البيانات التي تم الحصول عليها إلى أن اللغة الإنجليزية هي اللغة الأجنبية الأكثر أهمية في الأردن. ومع ذلك، فإن انتشار اللغة الإنجليزية لا يهدد فعلياً اللغة العربية أو اللغات العرقية مثل الشركسية. أظهر المشاركون ولاءهم للغة العربية والثقافة والهوية الأردنية. من ناحية، تشير هذه النتائج إلى أن انتشار اللغة الإنجليزية له بعض الآثار الإيجابية على الأردنيين وعلى مجتمعهم

وتقافتهم وأسلوب حياتهم على سبيل المثال تعلم اللغة الإنجليزية أمر ضروري في الأردن لأن اللغة الإنجليزية تساعد الأردنيين على مواكبة التطورات التكنولوجية والعلمية. ايضاً، فإن معرفة اللغة الإنجليزية تمكن الأردنيين من الحصول على فرص عمل جيدة وتحسين وضعهم الاقتصادي. كما أن اللغة الإنجليزية كلغة عالمية تساعد في فهم الثقافات المختلفة وتسهل حياتهم الحديثة. من ناحية أخرى، فإن انتشار اللغة الإنجليزية له تأثير سلبي على الأردنيين ولغاتهم. كما تؤثر اللغة الإنجليزية كلغة عالمية على اللغة العربية بعدة طرق على سبيل المثال تتنافس اللغة الإنجليزية مع اللغة العربية لأن العديد من القطاعات تتطلب ذلك كالسياحة والحكومة وقطاع الأعمال والسفر، إلخ. بالإضافة إلى ذلك، إن زيادة استخدام الكلمات الإنجليزية المستعارة يؤثر على نقاء اللغة العربية. وكذلك، تؤثر اللغة الإنجليزية على أطفالنا وتجعلهم يفقدون الاهتمام بتعلم اللغة العربية. وبالتالي، يجب على الأردنيين الحفاظ على دور اللغة العربية وتعزيزه في النظام التعليمي وفي تطوير المصطلحات خاصة في العلوم والتكنولوجيا.

**الكلمات المفتاحية: اللغة الانجليزية كلغة تواصل عالمية، الآثار الإيجابية، الآثار السلبية.**

## **Chapter One**

### **Background**

#### **1.0 Introduction**

This chapter starts with the background of the study. It sheds light on the main reason for the spread of English in Jordan. Then it presents the statement of the problem, objectives, questions, significance, limitations and limits of the study. Finally, it ends with the definition of terms.

#### **1.1 Background of the Study**

English is used as a lingua franca in all continents of the world. It is used as an official one in more than 85% of international institutions. In fact, “the nonnative speakers (NNSs) of English outnumber native speakers (NSs) by a ratio of 3:1” (Crystal,2003, p ,107). English serves as the common vehicle of communication among speakers with or without the same linguistic and cultural background. It is the language of aviation, the Internet, academic conferences, politics, business, education, media, diplomacy, sports, and international scientific exchanges.

The main reason for the spread of English was British colonialism. English became a lingua franca in the 19th and 20th centuries. British colonialism dominated most parts of the earth, such as the United States, Canada, Australia, India, Bangladesh and Niger. Recently, British colonialism dominated Arab countries after the fall of the Ottoman

Empire. Long after the colonial power faded away, countries under colonialism still widely use English language as the main language or at least the institutional language in countries as in Jamaica, Pakistan, Uganda and New Zealand.

After the fall of the Ottoman Empire Jordan became under the British mandate. English was the first foreign language to be taught in Jordan before and after independence in 1946. After independence, English was taught in all Jordanian schools at an early date. But after the 1990s, English was taught alongside Arabic in all Jordanian schools at the age of six. This gave English a unique place in Jordan. (Drbseh, 2013).

However, Arabic language is both the official language and the language of communication in everyday life. English is the main foreign language, especially in business and commerce. Also, English is taught at public and private schools and it is widely understood by the upper and middle classes. English has a co-official status in the education sector; almost all university- level classes are held in English and all public and private schools teach English along with standard Arabic. French is offered as an elective in many schools, mainly in the private sector. German is an increasingly popular language; it has been introduced at a larger scale since the establishment of the German- Jordanian University in 2005. (Dweik,1986)

Jordan's culture is a pleasant jumble of old and new, and Amman (its capital) has rapidly become one of the most sophisticated cities in the Middle East. Jordan has diverse communities with many different ethnic groups living in this small country, where Jordan's

population are either Bedouin or from Palestinian origins. The remaining come from different ethnic origins such as, Circassians, Chechens, Armenians, Kurds, Turkmen and Gypsies. The culture of Jordan follows Arab traditions as the Kingdom is in the heart of the Middle East. Alongside traditional culture, Jordan's younger generation are producing new forms of music, art and theatre. As such, new cultural hotspots are appearing with cafes, bookshops and galleries.

Economic development is one of the advantages of the spread of English. The economy is improved through profitable companies for multinational corporations. In addition, the number of incoming tourists is increasing due to the hospitality enjoyed when speaking in a common language. Moreover, this flow increases government revenues generated by the tourism.

English language plays a key role in the educational system around the world. English language is the international language of all higher universities around the world. The disadvantages of the spread of English include promotion of international companies that can harm local business expansions. Because of the increasing use of English, many local languages have become less of a priority and thus affected the cultural identity of many countries.

Thus, this research is about "The Effects of the Spread of English Language as a Lingua Franca on Jordanian Society and Its Languages". The researcher used the word



“languages” which refers to Arabic language and other world languages like Chechen, Circassian, French and others. All of these languages are used in Jordan.

## **1.2 Statement of the Problem**

Globalization is a double-edged sword that helps unite and connect people all over the world, but it also threatens to lose the identity and culture of individuals. The global language phenomenon is of interest to many linguists due to its significance and influence on people and their languages. English language has become a global language, because it has spread all over the world. While some linguists believe that the spread of English language has positive effects, others believe it has negative effects on society and its languages. This contradiction necessitates conducting further research about the impact of the spread of English on Jordanian society and its languages.

## **1.3 Objectives of the Study:**

The study aims to attain the following objectives:

- 1- To investigate the positive effects of the spread of English on the Jordanians and their way of life.
- 2- To explore the negative effects of the spread of English on the Jordanians and their languages.
- 3- To suggest ways for the enhancement of Arabic in scientific and technological fields.

#### **1.4 Questions of the Study:**

The following questions are to be answered in order to fulfill the objectives of the study:

- 1- What are the positive aspects of the spread of English on Jordanians and their way of life?
- 2- What are the negative influences of the spread of English on Jordanians and their languages?
- 3- What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

#### **1.5 Significance of the Study:**

In this age where the world becomes a small village as a result of the power of technology and the spread of English as a powerful global language, smaller languages may have been influenced negatively under this invasion. Since there is an intimate relationship between languages and their users, it is interesting to investigate this relationship and to find out the influence of language on society. Although there are many studies that have been conducted on this subject in many countries, studies conducted in Jordan are relatively scanty. This study may add new information which may help in filling the gap in literature. The study may benefit teachers, students, researchers, linguists, language scholars, language planners and any other individuals interested in the subject of English language.

## **1.6 Limitations of the Study:**

The results of this study cannot be generalized to all Jordanians. The findings are limited to the samples and instruments used in the study.

## **1.7 Limits of the Study:**

The study is conducted in Amman, Jordan during the academic year 2018/2019.

## **1.8 Definition of Terms**

**English as a lingua franca: - Theoretically**, (Richards et al., 1989, p, 166) define lingua franca as “a language that is used for communication between different groups of people each speaking a different language. The lingua franca could be an internationally used language of communication.”

**English as a lingua franca: - Operationally**, it means the variety of English language used and taught in Jordan.

## **Chapter Two**

### **Review of Literature**

#### **2.0 Introduction**

In this chapter the researcher reviews two types of studies. The first deals with theoretical literature related to the spread of English as a lingua franca and its effects on other languages and cultures. The second examines empirical studies related to this issue in different parts of the world.

#### **2.1 Review of Theoretical Literature**

#### **2.2 The Spread of English as a Lingua Franca and Its Effects on Other Languages and Cultures**

Aktuna (1998) believes that there are consequences for the spread of English in Turkey, which indicates a need for language planning and policy making to teach English for the biggest number of students as possible as in Turkey to balance the unequal distribution of power and wealth. The Ministry of Education has a problem in finding enough qualified English language teachers to meet their demand. Also, The Ministry of Education must maintain and strengthen the Turkish role in the educational system in order to assist in the development of the national language. In contrast, there is a need to find alternatives to English borrowings to preserve the purity of the mother tongue.

Meanwhile, the Turkish people have two attitudes towards the spread of English: first, they desire to spread English as a foreign language, for the instrumental gains it offers nationally and individually, and second, they desire to keep the national language pure from external influences. In fact, Turkish linguists and some nationalists worry about the purity of the Turkish language, because they think that if the influx of English borrowings continues in Turkish society, it will destroy the purity of the language. It also prevents Turkish language from developing into a means of communication for science and technology. Turkish linguists and some nationalists express their anger about the influx of English borrowings in many domains of Turkish life and the spread of English as the medium of education, and in most other sectors of society. Consequently, Turkish society is affected by the influx of English borrowings.

Aktuna (1998) believes that many Turkish educators think that national education must be done through the mother tongue, since language and culture are interrelated, and feel that this will also help Turkish to become a language of education and science. They oppose university education through English by saying that this increases the poverty of the national language (Turkish language).

Phillipson (2001) believes that the spread of English as a *lingue franca* unfairly benefits English-speaking countries and the developed world over the undeveloped world. In fact, knowing English gives one access to information, education, travel, and jobs. However, it is much easier for some to acquire English language because, they were either born in English - speaking countries or they live in a developed country with a high-quality

education system that can teach them English. For instance, someone born in Netherlands will be able to learn English more easily than someone born in Uganda. The reasons are the following: Netherlands has more education funding, better education materials, more technology, and better-trained teachers. This creates more opportunities for the Dutch, while Ugandans remain stuck, their opportunities limited by their lack of English. This seems to add to world inequality, solidifying the gap between the developed and undeveloped world.

Crystal (2003) focuses on the factors that have assisted in spreading English as a lingua franca. He reported that information technology is considered as one of the factors that led to the spread of English as a lingua franca. He mentions that the information which is written on the internet 80% is written in English. So, people from all over the world need to know English to enable them to search for information on Google, and watch major broadcast networks, such as CNN or send an email to their business partner.

House (2003) emphasizes that the continent's linguistic diversity is threatened because of the spread of English in Europe. He considers English as a lingua franca in Europe is a killer language that 'kills' a mother tongue. People speak English at the expense of their mother tongue. She makes distinction between language for communication and language for identification. From her point of view, people use English as a means for communication while, they are not native speakers. So, nonnative English speakers differ from native English speakers. For this reason, one's identity will thus be determined, not by

English, but by the languages that one speaks locally and in the private sphere. She stresses that local languages are very important for identification and cultural traditions.

Brooke (2005) indicates that English is believed to open ways that local languages do not, owing to the fact that English is a lingua franca. For instance, in Mongolia there is a major drive to make English the primary foreign language in schools. The Mongolian prime minister reports that besides its communicative functions English is actually “a way of opening windows on the wider world”. Brooke explains that learning English is very important. When people can speak English, they will have jobs in international companies and institutions and will earn high incomes. Thus, learning English as a foreign language can improve their lives.

Olson (2012) recognizes that he is very lucky, because he was born into native English-speaking countries. Even though, he is a native English speaker, he feels a bit guilty; because the ability to speak the world’s lingua franca creates more opportunities for jobs, and travel that are not available for those born into nonnative English-speaking countries, where it is difficult to learn English. He wishes that everyone has the chance to learn English and take advantage of these opportunities. Even though, he appreciates the advantages of English as a lingua franca, he emphasizes that lingual and cultural diversity is an important idea to uphold. It also seems that a major disadvantage of English may further the gap between the first and third world. In this case, he emphasizes that people need to consider the negative and positive repercussions of English as a lingua franca. Moreover, he believes that having a shared language provides numerous benefits to the

world, but it may also negatively affect other languages, Anglo-Americanize other cultures, and create barriers for the undeveloped world.

Meanwhile, Drbseh (2013) indicates that the spread of English in Jordan has affected education and mass media. The spread of English language as a lingua franca has increased the number of English learners in Jordan. Because English is considered a first priority, most jobs in Jordan require English from their employees or candidates. Sometimes, English is competing with Arabic because many English sectors require it as is the case in the tourism sector, foreign ministry, higher scientific study, business, airport, etc. Drbseh believes that English has a unique position in Jordan, where it competes with Arabic. He said that:

*“Believe it or not English is getting to compete Arabic language and in many sectors, English is first, for instance, in tourism sector, ministry of foreign affairs, higher scientific study, business, airport, etc.” (p,1).*

He also believes that the attitudes of school and university students reflect the general views of Jordanians. Eventually, Jordanian university students believe that the general attitude toward English is positive. One of the reasons for their positive attitude toward English is that Jordanian children learn English at age six. So, if Jordanian children like English, they may grow up liking it. He emphasizes that Jordanian society accepts the spread of English but as a means of wider communication and with no potential threat to Arabic language.



Shehu and Shittu (2015) mention that communication on the internet in English has many effects. One of these effects is reshaping many aspects as a lingua franca of the world's economies. Therefore, there is a need to be aware of the role of English and to exploit it for the benefit of business. Actually, there is a need for a good command of English to attract foreign investors or sell products abroad. The economic security of African countries depends on negotiation and marketing skills, this means that their effectiveness or otherwise in the global market may be determined by the extent to which their entrepreneurs possess a good command of English. Consequently, activity as well as better communication in English can boost economic prospects and open the doors to the world market.

Zikmundová (2016) stresses the importance of English as a lingua franca in different fields of knowledge. He explains the position of English as a foreign language (EFL) in areas such as international business, information technology, aviation, sea transportation or education. He also reports that English is a language holding a role of a lingua franca in international trade and is highly required. In Europe, English is the most frequently used as a lingua franca in the international trade and other language domains. He further states that the American information technology companies such as Microsoft or Apple have contributed to the spread of English as global language, because anyone who wants to use computer and internet, he or she needs to use them in English. Thus, people need to know English to enable them to use computers and the internet. He believes that air and sea transportation help in the spread of English as a lingua franca. International travel has increased it, so there is a need for a unified language to enable passengers to communicate

with pilots of different language backgrounds. After the establishment of the International Civil Aviation Organization, English has become the official language of air transportation. Consequently, English has become a lingua franca used during management of transportation both in the air and at sea.

Melitz (2018) mentions that the internet started mostly in the United States, and there was a strong sense in its early days in the 1980s that it would spur the learning of English. Also, there is a progressive tendency to make the internet available in other languages. Until the 1990s, the only script available on the internet was the American Standard Code for Information Interchange (ASCII). He reports that the internet is considered as one of the factors that led to the spread of English as a lingua franca. The internet was in English until September 1999 allowed the internet in other languages.

### **2.3 Empirical Studies Related to the Spread of English as a Lingua Franca and Its Effects on Other Languages and Cultures**

Abu Hweij (2010) aimed to explore the effect of the spread of English language on the Arabic language, and the effect of the spread of Anglo-American culture and language on Jordanian culture, identity, economy and psychology. She investigated the impact of the spread of English on Arabic language and Jordanian culture. She used two instruments: semi-structured interview questions and a university students' questionnaire. A sample that consisted of one hundred students from the Jordanian universities was selected to respond to the questionnaire. The sample used in the semi-structured interviews comprised of six

university professors who expressed their willingness to participate. The study concluded that while Arabic language is influenced by the spread of the English language, Arabic culture is not directly affected. English language enjoys economic, social and scientific advantages. Eventually, 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.

Fielder (2011) aimed at the distinction between 'language for communication' and 'language for identification' which is sometimes made when considering the cultural implications of the spread of English. He used recordings and interviews. The data for this study were taken from a corpus of naturally occurring interactions between non-native speakers of English who come from different countries and from different linguistic backgrounds. The material included tape and video recordings of speech events such as conference presentations and discussions, seminars and informal conversations about 15 hours, seminar corpus; about 10 hours, and informal conversations corpus; about 6 hours. Where possible, interviews were conducted face-to-face with some of the speakers to learn about their motivation for using a specific phraseological unit. This study concluded, that EFL is not merely a language of communication, or a neutral code stripped bare of culture and identity. Speakers of English as a lingua franca display an array of various identities, with the English native language and culture(s), their own primary languages and cultures and a specific ELF identity being important pillars. The degrees to which these three constituents are activated as well as their interaction depend on a variety of factors that are of influence in a specific communicative situation.

Jenkins (2013) aimed to explore orientations towards English in universities that describe themselves as 'international'. Actually, English is the lingua franca of the majority of university programmes /courses around the world that recruit international students, that the majority of international students are not native English speakers, and that they therefore study, and often also socialise, in (English) lingua franca groups. The research consisted of three separate parts: firstly, a study of 60 international university websites across 23 countries, secondly an open-ended questionnaire completed by 166 university staff across 24 countries, and finally, an unstructured interview (conversation) with 34 international students in one UK university. The findings of the study demonstrated the following:

1. A lack of critical thinking towards English on the part of much university management, staff, and native English-speaking students.
2. While many students welcomed the national diversity brought onto their campuses by international students, the majority did not welcome the linguistic diversity, because they considered that correct English equals native English. Also, they had little awareness of the phenomenon of English as a lingua franca, despite the fact that it was being used daily under their noses.
3. There were, however, some signs for optimism, especially in the views of the international student participants in the third study, who seemed rather more aware than those who taught them or their native English student peers, of the language issues involved.

Hopkyns (2014) aimed to analyze the attitudes and perceptions of female Emirati undergraduate students and female Emirati primary school teachers with regard to global English and its effects on local culture and identity. She used open-response questionnaires. The sample consisted of 35 undergraduates and twelve teachers. The results showed that 75% of the teachers had positive attitudes as they focused on the opportunities English brought, such as greater self-confidence and being able to communicate with a range of nationalities. The undergraduates and teachers had similar perspectives toward the effects of English on Emirati culture and identity. The results showed that 57% of undergraduates and 67% of teachers feel changes. These changes were both positive and negative with the latter category including 'Arabic loss', clothing and lifestyle changes' and 'desires to be like English native-speakers'. It is clear that, the participants value the importance of English, concerns about its effects on their society were numerous, indicating the 'double-edged sword' nature of English as very much present.

Ke and Cahyani (2014) aimed to investigate something different: How English as a lingua franca online communication activities affects learners' belief of English, including their ideas and attitude toward English native speakers, the cultures behind English language, and their identity and relationship with English. The data included questionnaires conducted before and after the experiences, students' correspondence records, messages they left in the online exchange forums, students' reflections after each semester, and students' retrospective interviews after the experience. The sample consisted of 58 Taiwanese students and 48 Indonesian students participated in the two-semester project

using English as a lingua franca. Results indicated that although most students' beliefs about English remain consistent with the traditional NS-based ELT paradigm, students cared less about grammar after using English as a lingua franca in their written communication. Students gained confidence and started to perceive English as a language they may be able to use.

Pereira (2015) aimed to examine the presence of English in the national context of Portugal and focuses on students of English at the School of Technology and Management (ESTG/IPL), in Leiria. He used in this study questionnaires and a placement test. The sample consisted of incoming students. Despite having successfully undergone at least seven years of prior English learning, it has been observed that the majority of these undergraduates struggle with the demands of this language in its standard form. The results of the study concluded that students of English at the School of Technology and Management (ESTG/IPL) may be capable of communicating effectively in English if teaching approaches are adjusted to accommodate their communicative competence.

Poggensee (2016) aimed to establish a better understanding of the effects of globalization in both countries by focusing on the increasing use of the English language. He investigated the Effects of Globalization on English Language Learning in Senegal and the United States. He conducted a literature review, observations, and ethnographic interviews. The sample used in the interviews consisted of students who were learning English at the university level, and were part of the middle to upper class. The results of the study concluded that the negative effects were on the first languages observed by English

learners in Senegal and the United States. On the other hand, there are positive effects. Students in Senegal expressed their motivation to learn English as a lingua franca to reach out to people from all over the world who also speak English as a foreign language. However, students interviewed in the United States had a strong desire to be assimilated in the language and culture of the United States.

Zikmundova (2016) aimed to investigate the linguistic phenomenon of English as a lingua franca (ELF) and sought to know the degree of awareness that university students have of this phenomenon. He used a questionnaire to find out, if an international environment helps in creating a wider cognition of the English as a lingua franca phenomenon. The questionnaire was designed for university students in the age of 18-30, is anonymous and its electronic form allows an easy way of answering which does not take more than 10 minutes. The results of the study showed the following:

- 1- Students were aware of ELF. However, they did not recognize this phenomenon under the term “English as a lingua franca”.
- 2- Even though the students currently used English more in contact with non-native speakers, the majority of students still aim to use English in situations where native speakers are present.

Hopkyns (2017) aimed to investigate the effects of global English on the cultural identity of UAE students and teachers. Three distinct participant groups were chosen to respond a questionnaire. All of them were working or studying at a large state university in the UAE’s capital, Abu Dhabi. The researcher used open-response questionnaires, focus

groups and the researcher's research journal. Findings from this study revealed differing views concerning English and Arabic. While English was associated with the wider world, education, future careers and global communication, Arabic was connected to religion, home life, traditions and the region of the Middle East. The majority of Emirati participants held positive views towards English, seeing it as important, necessary and enabling. Concerns were raised throughout the study over its dominance in multiple domains, including education, and its effects on the Arabic language and local culture, especially for the next generation. The study revealed that Emirati cultural identities were complex, multifaceted and at times conflicting. Hybridity in identity construction was prominent in terms of differentiated bilingualism, code switching and use of an informal creative written language combining English and Arabic, known as 'Arabizi'. In terms of teaching preferences, native-speaker English teachers were favoured, along with a marked interest in learning about western culture as part of an English course.

## **2.4 Summary**

This chapter included some theoretical and empirical studies conducted by pioneer linguists such as Crystal, Phillipson, House and Hopkyns etc. The researcher benefited from the results of the previous studies by familiarizing herself with the positive and negative effects of the spread of English on other languages and cultures.



## **Chapter Three**

### **Methodology and Procedures**

#### **3.0 Introduction**

This chapter discusses the research methodology adopted in this study and presents an overview of the research procedures. It covers the research design and the selection of the sample, and describes the instruments of the study, their validity and reliability. It also illustrates the steps used in the study.

#### **3.1 Research Design**

This study employed mixed methods to achieve its aims and to confirm the reliability and validity of the results. In the first stage, a qualitative approach using a semi-structured interview was used to explore the research issues in the real context of Jordan. The second stage used a quantitative approach with a survey strategy based on a questionnaire which was conducted to gather data from a purposive sample of (50) Jordanian citizens.

The adopted research strategy involved sequential procedures. A qualitative approach was used prior to a quantitative investigation to provide insights into the context of the study and to perform later investigations.

### 3.2 Sample of the Study

The Sample of the study consisted of Jordanian citizens who responded to the interview and the questionnaire. The first sample represented the faculty members with whom the researcher conducted interviews. The interviewees represented Jordanian university professors, lecturers and teachers. They were asked to describe the effects of the spread of English language as a lingua franca on Jordanian society, languages and culture. See Appendix (1, p,61) for their names, ranks and affiliations. The second sample represented Jordanians who live in the city of Amman. It included students, employees, men, women, educated and people of all ethnic background. From this population the researcher selected a sample of (50) Jordanians to respond to the questionnaire, during the second semester 2018/2019. The demographic background information about the participants' general background included data such as gender, age, education, level of learning English, occupation and marital status. The demographic characteristics of the sample are shown through the following table:

**Table (1): Demographic Characteristics of the Sample**

<b>Gender</b>		
<b>Gender</b>	<b>No.</b>	<b>Total</b>
Males	23	50
Females	27	
<b>Age</b>		
<b>Age</b>	<b>No.</b>	<b>Total</b>
less than 20	2	
20-29	30	

30-39	13	50
40-49	3	
50-59	1	
60 and above	1	
<b>Education</b>		
<b>Education</b>	<b>No.</b>	<b>Total</b>
Diploma	6	50
Bachelor degree	29	
Master degree	15	
<b>Level of Learning English</b>		
<b>Level of Learning English</b>	<b>No.</b>	<b>Total</b>
Beginner	3	50
Intermediate	30	
Advanced	17	
<b>Occupation</b>		
<b>Occupation</b>	<b>No.</b>	<b>Total</b>
Student	25	50
Administrative officer	13	
Housewife	2	
Teacher	2	
Trainer	2	
Translator	1	
Cashier	1	
Pharmacist	1	
Engineer	2	
Driver	1	
<b>Marital Status</b>		

<b>Marital Status</b>	<b>No.</b>	<b>Total</b>
Single	25	<b>50</b>
Engaged	2	
Married	20	
Divorced	2	
Widowed	1	

### **3.3 Instruments**

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

#### **3.3.1 Semi- Structured Interviews**

The researcher used semi- structured interviews so that the researcher would obtain first-hand 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 questions.

A checklist of three open ended questions was prepared to interview the Jordanian university professors, lecturers and teachers. (See Appendix 2, p.62). The questions aimed

at exploring the views of the university professors, lecturers and teachers towards the effects of the spread of English language as a lingua franca on the Jordanian society, languages and culture. The checklist included the questions the study:

- 1- What are the positive effects of the spread of English on Jordanians and their way of life?
- 2- What are the negative influences of the spread of English on Jordanians and their languages?
- 3- What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

The researcher conducted the interviews herself by making appointments with the Jordanian university professors, lecturers and teachers. The researcher collected 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 3, p.65) was the main instrument used in collecting the data. It aimed at exploring the influences of the spread of English on the Jordanian society, languages and culture. A five-point Likert scale was used for the subjects'

responses on the statements. The respondents were asked to respond to the statements showing if they strongly agree, agree, undecided, disagree, strongly disagree. The questionnaire consisted of the following sections: the first section started with demographic data about the participants. The second section dealt with the positive effects of the spread of English language on Jordanian society and culture. The third section dealt with the negative influences of the spread of English language on Jordanian society and languages. The fourth section dealt with suggestions to support the use and development of standard Arabic in Jordan.

### **3.3.2.1 Validity of the Questionnaire**

The researcher sent a validation letter (See appendix 4, P.74) to a panel of jurors who are professors at the Faculty of Arts and Sciences in different Jordanian universities. They were asked to review and comment on the phrasing, suitability, thoroughness 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 and 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 Jordanian citizens 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 spread of English in different sources i.e books, Journals and the net.
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 population.
4. Prepared the checklist of the semi-structured interviews.
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 jurors to measure its validity, suitability and its appropriateness.
7. Made the final draft of the questionnaire after collecting the questionnaire from the jurors and measured the reliability.
8. Obtained permission from MEU to administer the questionnaire to the sample of the study.

9. Conducted the questionnaire and delivered it directly by hand to the respondents.
10. Collected responses with permission, then the researcher categorized and classified the responses in tables in order to present the results.
11. Added the list of references according to APA style.
12. Added appendices as mentioned in the body of the research.



## **Chapter Four**

### **Results of the Study**

#### **4.0 Introduction**

This chapter reports the findings of the three 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 three questions:

1. What are the positive aspects of the spread of English on Jordanians and their way of life?
2. What are the negative influences of the spread of English on Jordanians and their languages?
3. What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

#### **4.1 Results of the Interviews with Faculty Members**

Four university professors, two lecturers and one teacher were interviewed, one of them was professor of Arabic language, the other five were professors, lecturers and teachers of English language and the seventh one was a professor of political science. The interviewed professors were six females and one male; four of them teach at the Middle East University, fifth one at the Isra University and seventh one at the International School of Choueifat. (See Appendix 1, P. 61).

### **The First Interview**

Her name is Maisa Suleiman, she is an instructor and teaches English language at Middle East University. She was asked: “What are the positive effects of the spread of English on Jordanians and their way of life?” She answered that English is one of the most important languages all over the world. So, learning it is a must for anyone who would like to make progress in his career for instance. She explained that as for Jordanians English can increase their chances in getting better jobs, conducting scientific research and obtaining opportunities for studying abroad. She added that English allows them to study in universities as well, taking into consideration that almost 90% of the subjects in the Jordanian universities are taught in English. The spread of English can be a path to getting to know and understand other cultures. So, it has a positive impact on the quality of life of Jordanians.

Then, she was asked: “What are the negative influences of the spread of English on Jordanians and their languages?” She answered that the spread of English has a great influence on the Arabic language usage. It is well noticed that Arabic is no longer used in companies and some schools for example. She indicated that the Arabic cultural heritage, literature, and identity can be in danger due to the wide spread of English. She added that it can also make the difference between social classes very clear. Unlike Arabic, English separates people instead of bringing them together. She stated that the new generation is divided into two categories; those who use English as their first language everywhere even at home with their Arabic parents, and those who are not fluent enough in English hence they face many difficulties when they graduate from high school.

Finally, she was asked: “What are the attitudes of Jordanians towards learning English?” She answered that some Jordanians consider English as a prestigious tool. Also, she pointed out that English would raise their classification. She said that “based on my experience as an English teacher, I think that the majority of students do not really like English classes or the fact that all the subjects are taught in English”. Eventually, she mentioned that most of the students who received their education in all provinces and specially in governmental schools have a serious problem with English. And that is well understood since human beings usually tend to dislike what they do not understand.

### **The Second Interview**

Her name is Dr. Nisreen Yousef who is an assistant professor and teaches English language and literature at Middle East University. She was asked: “What are the positive effects of the spread of English on Jordanians and their way of life?” She answered that “I think that English allows the Jordanian people to become more exposed to other cultures and to be a crucial part of the globalization process”. She mentioned that it also enhanced the chances of cultural and scientific cooperation between Jordan and other countries; this includes sports, music, technology, art, and so in so forth.

Then, she was asked: “What are the negative influences of the spread of English on Jordanians and their languages?” She answered that “I do not think that the spread of English has negatively affected the Jordanian community.”

Finally, she was asked: “What are the attitudes of Jordanians towards learning English?” She answered that there is a split in attitude, while most of the people in Jordan are for learning English, some people are against the wide spread of English language. She stated that this might be interpreted in many ways: some people fear using English language; other people consider English a colonial heritage. Yet, a considerable number of people look at English as a prestigious language that adds to their social image. Ultimately, she emphasized that one cannot underestimate the value of English as a medium of learning and communication in the different scientific fields. She assured that people in Jordan are aware of the significance of English in the process of learning.

### **The Third Interview**

Her name is Rana Pshippi, she is a teacher who teaches English language at the International School of Choueifat. She was asked: “What are the positive aspects of the spread of English on Jordanians and their way of life?” She answered that being able to communicate in English is very crucial nowadays. She mentioned that English as a lingua franca became the major way to communicate in a lot of professions in Jordan. She emphasized that having an excellent proficiency in English is a must to get the desired job. Also, English will enhance the applicant resume.

Then, she was asked: “What are the negative influences of the spread of English on Jordanians and their languages?” She answered that using English all the time make people feel easier to communicate in English rather than Arabic. She emphasized that most people focus on enhancing their English language skill at the expense of mastering Arabic language. She stated that English language does not affect her Circassian language. In fact,

when they speak Circassian language with each other in their home they do not use any English or Arabic word. So, when they speak Circassian language, they speak pure Circassian language. But when Jordanians speak Arabic, they use English words such as hi, sorry, thank you and excuse me.

Finally, she was asked: “What are the attitudes of Jordanians towards learning English?” She answered that if you are capable of communicating in English it will be an advantage at a professional level and the majority of people connect speaking English to high level of education or to upper class. She added that Jordanians’ attitude to English is very positive that is why parents spend a lot of money on private schools for their children. Also, she mentioned that their children can master English language and the parents are aware of the importance of learning English.

#### **The Fourth Interview**

Her name is Dr. Jumana Al Salam who is an associate professor and teaches Arabic language and literature at Middle East University. She was asked: “What are the positive aspects of the spread of English on Jordanians and their way of life?” She answered that English is very important because English is related to development such as: technology and science. She added that the positive effects of the spread of English language in Jordan helps understanding other cultures and communicate with people from all over the world.

Then, she was asked: “What are the negative influences of the spread of English on Jordanians and their languages?” She answered that some Jordanians try to speak in

English language rather than Arabic language in communication in Jordanian society, however those can not master neither Arabic language nor English language. She mentioned that some Jordanians consider speaking in English is a prestigious way of life and they show off their English language and western culture. She added that is why some Jordanians write messages and use “Arabizi”. Hence, some Jordanians lose their competence in writing standard Arabic; nowadays, some Jordanians are writing in English letters their messages and using their slang Arabic language.

Finally, she was asked: “What are the attitudes of Jordanians towards learning English?” She answered that Jordanian society supports the spread of English; the evidence is excellent English curricula which is used in the Jordanian schools. She pointed out that although these excellent English curricula is not taught correctly in the schools. She emphasized that eventually, Jordanians do not achieve their goal which is learning English. Moreover, she gave an example; in the past, some Jordanian families were proud of their children when they memorize the Holy Quran but now, they are proud of their children when they memorize English vocabulary.

She added that Jordanian culture was affected by the spread of English language and Americanization. Some Jordanians wear clothes and act like Americans. But she stated that our Jordanian culture is still present, also our Jordanian customs and traditions are still in Jordanian society. Jordanians should maintain Arabic language. She stressed that Jordanians should master Arabic language and use Arabic language in Jordanian society to maintain the purity of Arabic language from the influx of English borrowing words. Lastly,

she mentioned that the spread of English should not be at the expense of our mother tongue. She added that most countries are interested in their mother tongues. They reject the dominance of foreign languages.

### **The Fifth Interview**

Her name is Dr. Reema Abu Hmedan who is an associate professor and teaches Political Science at Middle East University. She was asked: “What are the positive aspects of the spread of English on Jordanians and their way of life?” She answered that nowadays, English as a foreign language is considered one of the most important languages spoken and used in most parts of the world. She added that English is used for the purpose of communication worldwide. English language has a key role in education.

When she was asked: “Do you believe that English language has positive effects more than negative effects? Please answer yes or no and why?” She answered yes, positive effects are more than negative effects because English is a global language which enables people to communicate from all over the world. Thus, people from all over the world are learning it.

Then, she was asked: “What are the negative influences of the spread of English on Jordanians and their languages?” She answered that learning English in Jordan is very important. However, it also has negative effects on Arabic language because English language threatens Arabic language.

When she was asked “What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?” She answered that people use a lot of English words in everyday speech. So, people have to be aware of this phenomenon. People have to concentrate on Arabic language curricula. People should maintain the Arabic language.

Finally, she was asked: “What are the attitudes of Jordanians towards learning English?” She answered that Jordanians have positive attitude towards learning English and using it in Jordanian society. Also, learning English is compulsory not optional in Jordanian schools. She assured that we have to learn English but do not neglect learning Arabic language.

### **The Sixth Interview**

Her name is Lama Oqili who is a lecturer and teaches English language at Middle East University. She was asked: “What are the positive aspects of the spread of English on Jordanians and their way of life?” She answered that in her opinion she thinks that nowadays English language is a must to learn and use, because it is everywhere this means that it uses around the world. She mentioned that English the language of science and global economic. It is used in communication so it is everywhere. She thinks that English plays an important role in our life because it uses in education and in working. She assured that we have to learn English. It is taught from early age. Students learn it from the elementary school. Also, parents always seek to teach their children English. Moreover, they will be so proud of their children when they speak English fluently. Regardless if they



know other languages or not moreover from her opinion English language became a second language is not a lingua franca because everyone has a minimum level of using English for communication. She stated that English helps people to be open minded because when they learn language also, they learn its culture. She indicated that people do not have a problem when they traveling or working abroad according to the language because they speak English very well.

Then, she was asked: "What are the negative influences of the spread of English on Jordanians and their languages?" She answered that from her opinion everyone seeks and works hard to speak English fluently and this may cause problems to mother tongue which is Arabic language. For example, parents want their children to speak English fluently. So, they started teaching them from early age and they talk with them in English at school, at home and everywhere. She pointed out that children do not acquire their first language which is Arabic or standard Arabic and they instead learn English this may cause problems to the future of Arabic language because there will be no future for our standard Arabic and children will not be able to learn or speak standard Arabic. She stressed that according to society beside English becomes a must for working. In addition to, people try always to speak it for prestigious issue is not only for working or education. So, this may lose our identity, because language is related to our identity. For example, Europe and other countries do not speak in English even though they can speak it. But they speak in their languages because they want to preserve their languages and they want to express their identities. She added that unfortunately this is not applied in Jordan. We are proud if we do not speak Arabic language.

Finally, she was asked: “What are the attitudes of Jordanians towards learning English?” She answered everyone in Jordan seeks to learn and speak English fluently because English is becoming a must. it is not an option because it is used in working and in daily life, she added that “I think that anyone who does not know English he is not well-educated enough to speak with people who speak English”. Also, English is spreading in very quickly way in Jordan.

### **The Seventh Interview**

His name is Dr. Isam Kayed who is an assistant professor and teaches English language at Isra University. He was asked: “What are the positive aspects of the spread of English on Jordanians and their way of life?” He answered: direct contact updates in all fields of life, which will be echoed in every aspect: cultural aspect like food, clothes, behaviors, etiquette and speech, education aspect like the Scholastic Aptitude Test (SAT), technological aspect use technology in teaching language. He added that people become broad minded and they are ready to coexist with other nations and societies.

Then, he was asked: “What are the negative influences of the spread of English on Jordanians and their languages?” He answered that some might be just imitators without trying to think why they imitate. He mentioned that it might harm the use of the mother tongue as those who are conversant with foreign language all that to interfere in their Arabic. He stated that the negative effects of the spread of English include:

1. Became more imitators in using the language as that might create misunderstanding due to difference in culture.
2. Might harm Arabic as some people blend Arabic with English and that hybrid language does not go with the pure standard of neither Arabic nor English.
3. Might bring up various dialects which in the long run can create lots of difficulties in the phonological, morphological and semantic fields.

When he was asked: “What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?” He answered that “I have some suggestions to propagate the use of Arabic”.

First, educators should design updated curricula that cope with modern technology by adapting Arabic to all that is new.

Second, awards should be assigned to the best creative works in literature with its three genres: poetry, fiction and drama. this will highly motivate using standard Arabic.

Third, schools and universities should encourage having clubs in these institutions to focus and propagate using Arabic.

#### **4.2Result of Question One**

- 1- What are the positive aspects of the spread of English on Jordanians and their way of life?

**Table (2) Percentages and Means Concerning the Positive Aspects of the Spread of English Language on Jordanians and Their Way of Life.**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Level of Acceptance
	%	%	%	%	%		
	1-English gives Jordanians general knowledge about science and technology.	24	54	16	2		
2 – English is important because knowledge of English allows us to earn higher incomes.	36	48	12	2	2	4.1400	High
3-Most jobs in Jordan require the use of English.	48	40	8	2	2	4.3000	High
4- English opens windows on the wider world that local languages do not, because English is a lingua franca.	44	48	2	4	2	4.2800	High
5- English is important in communication with foreigners from all over the world.	64	30	4	—	4	4.4600	High
6- English is a language we need to use in international businesses and trades.	50	40	4	4	2	4.3400	High
7- Knowledge of English attracts foreign investors in Jordan.	34	40	24	—	2	4.0200	High
8- English is needed in aviation	56	32	6	2	4	4.3200	High

and travel.							
9- English is needed to boost our economic prospects and open the doors to the world market.	36	50	10	—	4	4.1400	High
10- Knowledge of English helps Jordanians to understand different cultures	30	40	20	8	2	3.8600	High
11- Knowledge of English is essential in the development of Jordan at all levels.	32	42	16	8	2	3.9400	High
12- Knowledge of English is necessary in using the internet.	48	26	12	12	2	4.0400	High
13- Knowledge of English facilitates our modern life.	28	50	16	2	4	3.9600	High

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

Responses to the first statement (English gives Jordanians general knowledge about science and technology) show that 24% of the participants chose strongly agree, 54% agree, 16% undecided, 2% disagree and 4% strongly disagree. Responses to the second

statement (English is important because knowledge of English allows us to earn higher incomes) illustrate that 36% of the participants chose strongly agree, 48% agree, 12% undecided, 2% disagree and 2% strongly disagree. Responses to statement three (Most jobs in Jordan require the use of English) indicate that 48% of the participants chose strongly agree, 40% agree, 8% undecided, 2% disagree and 2% strongly disagree. Answers given to question four (English opens windows on the wider world that local languages do not, because English is a lingua franca) show that 44% of the participants chose strongly agree, 48% agree, 2% undecided, 4% disagree and 2% strongly disagree. Statement five (English is important in communication with foreigners from all over the world) indicates that 64% of the participants chose strongly agree, 30% agree, 4% undecided, 0% disagree and 4% strongly disagree. Answers to statement six (English is a language we need to use in international businesses and trades) show that 50% of the participants chose strongly agree, 40% agree, 4% undecided, 4% disagree and 2% strongly disagree. Responses to statement seven (Knowledge of English attracts foreign investors in Jordan) show that 34% of the participants chose strongly agree, 40% agree, 24% undecided, 0% disagree and 2% strongly disagree. Statement eight (English is needed in aviation and travel) indicates that 56% of the participants chose strongly agree, 32% agree, 6% undecided, 2% disagree and 4% strongly disagree. Responses to statement nine (English is needed to boost our economic prospects and open the doors to the world market) show that 36% of the participants chose strongly agree, 50% agree, 10% undecided, 0% disagree and 4% strongly disagree.

Answers to statement 10 (Knowledge of English helps Jordanians to understand different cultures) illustrate that 30% of the participants chose strongly agree, 40% agree, 20%

undecided, 8% disagree and 2% strongly disagree. Statement 11 (Knowledge of English is essential in the development of Jordan at all levels) shows that 32% of the participants chose strongly agree, 42% agree, 16% undecided, 8% disagree and 2% strongly disagree. Responses given to statement 12 (Knowledge of English is necessary in using the internet) show that 48% of the participants chose strongly agree, 26% agree, 12% undecided, 12% disagree and 2% strongly disagree. Responses to statement 13 (Knowledge of English facilitates our modern life) show that 28% of the participants chose strongly agree, 50% agree, 16% undecided, 2% disagree and 4% strongly disagree.

### 4.3 Results of Question Two

- 2- What are the negative influences of the spread of English on Jordanians and their languages?

**Table (3) Percentages and Means Concerning the Negative Influences of the Spread of English Language on Jordanians and Their Languages.**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Level of Acceptance
	%	%	%	%	%		
	1-English as a lingua franca affects the Arabic language in many ways.	24	52	8	16		
2- Jordanians use English at the expense of their mother tongue.	16	28	38	18	_____	3.4600	Medium
3- English in Jordan represents the western dominance and	10	26	36	24	4	3.1800	Medium

colonialism.							
4- English is competing with Arabic because many sectors require it as tourism, government, business, and travel, etc.	24	42	22	6	6	3.7200	High
5- English makes us deny part of our Jordanian identity.	6	26	12	38	18	2.6400	Medium
6- Arabic and other languages are endangered by the spread of English language.	16	32	16	26	10	3.2200	Medium
7- English creates a feeling that Arabic language is less significant and inferior to English language.	12	28	22	34	4	3.1000	Medium
8- English has negatively affected our values, traditions, Jordanian culture and religious beliefs.	10	22	28	30	10	2.9200	Medium
9- The flow of English borrowings will destroy the purity of our language.	26	40	10	24	—	3.7000	High
10-English prevents Arabic from becoming a means of communication for science and technology.	26	34	18	14	8	3.5600	Medium
11- English affects our children. It makes them lose interest in learning the Arabic language.	36	30	18	16	—	3.8600	High
12 -English is superior to Arabic	12	26	24	28	10	3.0000	Medium



because the Arabs are weak and the west is powerful.							
13- The flow of English cultural values i.e food, clothes, behaviors threatens our society.	18	38	32	12	---	3.6200	Medium
14- Jordanians who do not know English will not get better jobs in Jordan.	26	32	24	16	2	3.6400	Medium

Responses to the first statement (English as a lingua franca affects the Arabic language in many ways) show that 24% of the participants chose strongly agree, 52% agree, 8% undecided, 16% disagree and 0% strongly disagree. Answers to statement two (Jordanians use English at the expense of their mother tongue) indicate that 16% of the participants chose strongly agree, 28% agree, 38% undecided, 18% disagree and 0% strongly disagree. Statement three (English in Jordan represents the western dominance and colonialism) indicates that 10% of the participants chose strongly agree, 26% agree, 36% undecided, 24% disagree and 4% strongly disagree. Answers of statement four (English is competing with Arabic because many sectors require it as tourism, government, business, and travel, etc.) show that 24% of the participants chose strongly agree, 42% agree, 22% undecided, 6% disagree and 6% strongly disagree. Responses to the fifth statement (English makes us deny part of our Jordanian identity) show that 6% of the participants chose strongly agree, 26% agree, 12% undecided, 38% disagree and 18% strongly disagree. Statement six (Arabic and other languages are endangered by the spread of English language) reports that 16% of the participants chose strongly agree, 32% agree, 16% undecided, 26% disagree and

10% strongly disagree. Answers related to statement seven (English creates a feeling that Arabic language is less significant and inferior to English language.) indicate that 12% of the participants chose strongly agree, 28% agree, 22% undecided, 34% disagree and 4% strongly disagree. Statement eight (English has negatively affected our values, traditions, Jordanian culture and religious beliefs.) shows that 10% of the participants chose re strongly agree, 22% agree, 28% undecided, 30% disagree and 10% strongly disagree. Answers given to statement nine (The flow of English borrowings will destroy the purity of our language) indicate that 26% of the participants chose strongly agree, 40% agree, 10% undecided, 24% disagree and 0% strongly disagree. Statement 10 (English prevents Arabic from becoming a means of communication for science and technology) shows that 26% of the participants chose strongly agree, 34% agree, 18% undecided, 14% disagree and 8% strongly disagree. Statement 11(English affects our children. It makes them lose interest in learning the Arabic language) shows that 36% of the participants chose strongly agree, 30% agree, 18% undecided, 16% disagree and 0% strongly disagree. Statement 12 (English is superior to Arabic because the Arabs are weak and the west is powerful) illustrates that 12% of the participants chose strongly agree, 26% agree, 24% undecided, 28% disagree and 10% strongly disagree. Answers related to statement 13 (The flow of English cultural values i.e food, clothes, behaviors threatens our society) show that 18% of the participants chose strongly agree, 38% agree, 32% undecided, 12% disagree and 0% strongly disagree. Responses to statement 14 (Jordanians who do not know English will not get better jobs in Jordan) illustrate that 26% of the participants chose strongly agree, 32% agree, 24% undecided, 16% disagree and 2% strongly disagree.

#### 4.4 Results of Question Three

- 3- What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

**Table (4) Percentages and Means for Suggestions to Support and Enhance the Use and Development of Arabic Language in Jordan.**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Level of Acceptance
	%	%	%	%	%		
1-Jordanians should master Arabic language and use it in all field.	36	48	10	2	4	4.1000	High
2- Jordanians should reject the dominance of foreign languages.	16	22	24	32	6	3.1000	Medium
3- The Ministry of Education must maintain and strengthen the role of Arabic language in the educational system in order to assist in the development of Arabic language.	38	42	18	—	2	4.1400	High
4-Jordanians should not use English words while speaking or writing Arabic to preserve the purity of Arabic language from English borrowings such as hi, thank you and excuse me.	36	38	14	10	2	3.9600	High
5-University education must be done through the Arabic language.	12	14	38	18	18	2.8400	Medium
6-Jordanians should not use English	18	26	34	18	4	3.4200	Medium

at the expense of Arabic language.							
7- Develop the Arabic curricula to strengthen the process of learning it.	36	52	10	2	—	4.2200	High
8-Create new methods for the teaching of Arabic in Jordanian schools.	54	36	8	2	—	4.4200	High
9- Develop scientific and technological vocabulary in Arabic to replace the foreign ones.	32	34	28	6	—	3.9000	High
10- Knowledge of Arabic language should be required for employment.	40	32	20	4	4	3.9800	High
11-Jordanians should give the Arabic language the same advantages of the English language.	40	48	10	2	—	4.2600	High
12- Jordanians should minimize using English because it weakens our Arabic language.	22	28	32	16	2	3.5200	Medium

Responses to the first statement (Jordanians should master Arabic language and use it in all field) indicate that 36% of the participants chose strongly agree, 48% agree, 10% undecided, 2% disagree and 4% strongly disagree. Second statement (Jordanians should reject the dominance of foreign languages.) shows that 16% of the participants chose strongly agree, 22% agree, 24% undecided, 32% disagree and 6% strongly disagree. Responses to statement three (The Ministry of Education must maintain and strengthen the role of Arabic language in the educational system in order to assist in the development of

Arabic language) illustrate that 38% of the participants chose strongly agree, 42% agree, 18% undecided, 0% disagree and 2% strongly disagree. Answers given to statement four (Jordanians should not use English words while speaking or writing Arabic to preserve the purity of Arabic language from English borrowings such as hi, thank you and excuse me) indicate that 36% of the participants chose strongly agree, 38% agree, 14% undecided, 10% disagree and 2% strongly disagree. Statement five (University education must be done through the Arabic language) indicates that 12% of the participants chose strongly agree, 14% agree, 38% undecided, 18% disagree and 18% strongly disagree. Answers related to statement six (Jordanians should not use English at the expense of Arabic language) show that 18% of the participants chose strongly agree, 26% agree, 34% undecided, 18% disagree and 4% strongly disagree. Responses to the seventh statement (Develop the Arabic curricula to strengthen the process of learning it) show that 36% of the participants chose strongly agree, 52% agree, 10% undecided, 2% disagree and 0% strongly disagree. Statement eight (Create new methods for the teaching of Arabic in Jordanian schools) reports that 54% of the participants chose strongly agree, 36% agree, 8% undecided, 2% disagree and 0% strongly disagree. Responses given to statement nine (Develop scientific and technological vocabulary in Arabic to replace the foreign ones) show that 32% of the participants chose strongly agree, 34% agree, 28% undecided, 6% disagree and 0% strongly disagree. Tenth statement (Knowledge of Arabic language should be required for employment) shows that 40% of the participants chose strongly agree, 32% agree, 20% undecided, 4% disagree and 4% strongly disagree. Answers related to statement 11 (Jordanians should give the Arabic language the same advantages of the English language) show that 40% of the participants chose strongly agree, 48% agree, 10%

undecided, 2% disagree and 0% strongly disagree. Statement 12 (Jordanians should minimize using English because it weakens our Arabic language.) indicates that 22% of the participants chose strongly agree, 28% agree, 32% undecided, 16% disagree and 2% strongly disagree.

## Chapter Five

### Discussion, Conclusions and Recommendations

#### 5.0 Introduction

This chapter presents a brief summary and a short discussion of the findings of the three 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: *What are the positive aspects of the spread of English on Jordanians and their way of life?*

Results of the first question reported in table (2) (p.39) indicate the positive effects of the spread of English language on the Jordanian society, culture and their way of life. The level of acceptance of all statements is high. These results indicate that all the participants completely agree that the spread of English on the Jordanian society, culture and their way of life is positive. For example; statements (2, 3 and 6) as shown in table (2) indicate that the respondents believe that knowledge of English allows them to earn higher incomes. Since most jobs in Jordan require the use of English. Also, they believe that English is used in international businesses and trades. These findings are in line with Brooke (2005), Drbseh (2013) and Shehu and Shittu (2015) who asserted that knowledge of English allows people to earn higher incomes because knowledge of English gives people opportunities to

work at international companies. In fact, there is a need for a good command of English to attract foreign investors or sell products abroad.

Similarly; statements (5, 8) show that the respondents believe that English is important in communication and aviation. These results agree with Drbseh (2013), Zikmundova (2016) who reported that the spread of English has positive effects on people from all over the world their communities, cultures and lifestyle. Since there is a need for a global language to enable people from all over the world to communicate with each other. So, there is a need for a unified language to enable passengers to communicate with pilots of different language backgrounds. Eventually, English has become a lingua franca used during the management of air and sea transport.

Likewise, statement (12) indicates that the respondents believe that knowledge of English is necessary in using the internet. These results are in agreement with Crystal (2003) Zikmundova (2016) and Melitz (2018) who showed that Knowledge of English enable people to search for information on the internet. Because the internet was in English until September1999 allowed the internet in other languages. Moreover, the information which is written on the internet 80% is written in English. So, people from all over the world need to know English to enable them to search for information on the internet.

**5.2 Discussion of the Findings of Question Two:** *What are the negative influences of the spread of English on Jordanians and their languages?*



Results of the second question reported in table (3) (p.42) indicate the negative influences of the spread of English on Jordanians and their languages. The level of acceptance of the most of statements is medium. These results indicate that most participants partially agree that the spread of English on Jordanians and their languages is negative. For example; statements (4 and 14) as shown in table (3) indicate that the respondents believe that English is competing with Arabic because many sectors require it as tourism, government, business and so on. Hence, English language is a double-edged sword. Actually, English has both positive and negative impacts on Jordanian society. These findings are in line with Drbseh (2013) who confirmed that knowledge of English is required for employment. Also, they think that knowledge of English enables Jordanians to get good jobs in Jordan. However, if they do not have knowledge of English, they will not get good jobs in Jordan.

Meanwhile, statement (5) indicates that the respondents do not believe that English makes us deny part of our Jordanian identity. These findings contrast with Hopkyns (2014) and Hopkyns (2017) who revealed that Emirati cultural identities were complex, multifaceted and at times conflicting. Hybridity in identity construction was prominent in terms of differentiated bilingualism, code switching. Also, her studies revealed the changes were both positive and negative with the latter category including 'Arabic loss', clothing and lifestyle changes' and 'desires to be like English native-speakers'. It is clear that, the spread of English influenced Emiratis, their identity. But it did not affect the Jordanians and their identity.

Likewise, statements (6,9 and 10) indicate that the respondents believe that Arabic and other languages are endangered by the spread of English language. These results are in agreement with House (2003) who considered English as a lingua franca in Europe is a killer language that 'kills' a mother tongue. People speak English at the expense of their mother tongue. The respondents think that the flow of English borrowings will destroy the purity of their language. In addition to, English prevents Arabic from becoming a means of communication for science and technology. These results are in agreement with Aktuna (1998) who emphasized that Turkish linguists and some nationalists worry about the purity of the Turkish language, because they think that if the influx of English borrowings continues in Turkish society, it will destroy the purity of their language. It also prevents Turkish language from developing into a means of communication for science and technology.

Statement (8) indicates that the respondents do not believe that English has negatively affected our values, traditions, Jordanian culture and religious beliefs. On one hand, such results are consistent with Abu Hweij (2010) who concluded that Arabic language is influenced by the spread of the English language, Arabic culture is not directly affected. English language enjoys economic, social and scientific advantages. Eventually, 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. On the other hand, these results disagree with Hopkyns (2017) who revealed differing views concerning English and Arabic. While English was associated with the wider world, education, future careers and

global communication, Arabic was connected to religion, home life, traditions and the region of the Middle East. The majority of Emirati participants held positive views towards English, seeing it as important, necessary and enabling. Concerns were raised throughout the study over its dominance in multiple domains, including education, and its effects on the Arabic language and local culture, especially for the next generation.

### **5.3 Discussion of the Findings of Question Three:** *What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?*

Results of the third question reported in table (4) (p.46) indicate suggestions to support and enhance the use and development of Arabic language in Jordan. The level of acceptance of the most of statements is high. These results indicate that most of the participants support and enhance the use and development of Arabic language in Jordan. For example; statements (3 and 5) as shown in table (4) indicate that the respondents believe that the Ministry of Education must maintain and strengthen the role of Arabic language in the educational system in order to assist in the development of Arabic language. And they believe that university education must be done through the Arabic language. These findings are in line with Aktuna (1998) who concluded that the Ministry of Education must maintain and strengthen the Turkish role in the educational system in order to assist in the development of the national language.

Similarly, statement (6) indicates that the respondents believe that Jordanians should not use English at the expense of Arabic language. These findings are consistent with

Drbseh (2013) who reported that Jordanian society accepts the spread of English but as a means of wider communication and with no potential threat to Arabic language.

Likewise, statements (7,8 and10) indicate that the respondents believe in developing the Arabic curricula to strengthen the process of learning it and to create new methods for the teaching of Arabic in Jordanian schools. Also, knowledge of Arabic language should be required for employment. These results match the findings and recommendations of Abu Hweij (2010) who reported that there is a need to develop of Arab curricula and teaching methods. Moreover, giving Arabic language the same advantages of the English language whether in the employment market or as a prerequisite for passing the graduate studies at universities or in the educational field is necessary.

#### **5.4 Conclusions:**

The obtained data indicate that English is the most dominant foreign language in Jordan. However, the spread of English language does not practically threaten Arabic or Jordanian ethnic languages such as Circassian. Participants have shown loyalty to the Arabic language, Jordanian culture and identity. Through the responses of the respondents one can induce that young generations are trapped between being loyal to their own language and English. On the one hand, these results indicate that the spread of English language has some positive effects on Jordanians and their society, culture and way of life such as learning English is essential in Jordan because English language helps Jordanians keep abreast with technological and scientific developments. Moreover, knowledge of

English enables Jordanians to get good job opportunities and improve their economic status. Also, English as a lingua franca helps to understand different cultures and facilitates their modern life. On the other hand, the spread of English language has negative influences on Jordanians and their languages. English as a lingua franca affects the Arabic language in many ways such as English is competing with Arabic because many sectors require it as tourism, government, business, and travel, etc. In addition, the flow of English borrowings will affect the purity of Arabic language. Furthermore, English affects our children; it makes them lose interest in learning the Arabic language. Thus, Jordanians should maintain and strengthen the role of Arabic language in the educational system and in its development of terminologies especially in science and technology.

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

- 1- The Ministry of Education must maintain and strengthen the role of Arabic language in the educational system in order to assist in the development of Arabic language.
- 2- Jordanians should not use English at the expense of Arabic language.
- 3- Develop the Arabic language and English language curricula to strengthen the process of learning them.
- 4- Create new methods for the teaching of Arabic and English languages in Jordanian schools.
- 5- Develop scientific and technological vocabulary in Arabic to replace the foreign ones.

- 6- Jordanians should give the Arabic language the same advantages of the English language. Also, knowledge of Arabic language should be required for employment.

### **5.5 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 views 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.
- 4- An investigation of the effects of the internet and technology on learning Arabic in Jordanian schools

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## Appendix (1)

### Interviewed Professors, Lecturers and Teachers

Number	Name	Specialization	Rank	Affiliated University (Place of Work)	Faculty
1	Jumana Al salam	Arabic language and literature	Assistant Professor	Middle East University	Faculty of Arts and Sciences
2	Isam kayed	English language	Assistant Professor	Isra University	Faculty of Arts
3	Reema Abu Hmedan	political science	Associate Professor	Middle East University	Faculty of Arts and Sciences
4	Nisreen Yousef	English language and literature	Assistant Professor	Middle East University	Faculty of Arts and Sciences
5	Maisa Suleiman	English language	Lecturer	Middle East University	Faculty of Arts and Sciences
6	Lama Oqili	English language	Lecturer	Middle East University	Faculty of Arts and Sciences
7	Rana Pshippi	English language	Teacher	The International School of Choueifat	English Department

## Appendix (2)

### Checklist of the Semi-Structured Interviews

أعزائي المشاركين

أنا الطالبة مها صلاح محمد ، طالبة دراسات عليا في جامعة الشرق الأوسط ، أقوم بإجراء دراسة للحصول على درجة الماجستير في تخصص اللغة الانجليزية وادابها بعنوان **آثار انتشار اللغة الانجليزية كلغة تواصل عالمية على المجتمع الأردني ولغاته.**

والغرض من هذا البحث معرفة الآثار الايجابية والسلبية لانتشار اللغة الانجليزية في المجتمع الأردني. و اعطاء بعض الاقتراحات لدعم اللغة العربية وثقافتها وحمايتها من الآثار السلبية لانتشار اللغة الانجليزية. وذلك لاننا نعيش في عصر اصبح فيه العالم قرية صغيرة نتيجة قوة التكنولوجيا، ونظرا لانتشار اللغة الإنجليزية كلغة عالمية قوية ، قد تتأثر اللغات الأخرى سلبيًا في ظل هذا الانتشار؛ وكذلك تؤثر سلبيًا على ثقافات الناس وسلوكهم. وذلك لوجود علاقة قوية بين اللغات ومستخدميها ، ومن الأهمية بمكان البحث في هذه العلاقة ومعرفة تأثير اللغة الانجليزية على المجتمع الاردني و لغاته.

وتهدف الدراسة إلى تحقيق الأمور الآتية:

- 1- دراسة الآثار الإيجابية لانتشار اللغة الإنجليزية على المجتمع الأردني ولغاته وثقافته.
- 2- التعرف على الآثار السلبية لانتشار اللغة الإنجليزية في المجتمع الأردني وأسلوب حياتهم وثقافتهم وسلوكهم ولغاتهم.

3- معرفة وسائل دعم اللغة العربية والحفاظ عليها.

وتهدف هذه المقابلة الى اتمام اجراءات البحث، وأود التعبير مسبقا عن شكري وامتناني لمساعدتكم لي في الاجابة عن الاسئلة الآتية:

1 - برأيك هل انتشار اللغة الانجليزية كلغة تواصل عالمية له آثار ايجابية و أخرى سلبية ما هي؟

2- برأيك ما هي الآثار الايجابية و السلبية لانتشاراللغة الانجليزية التي أثرت بها على اللغة العربية و اللغات الأخرى الصغيره والكبيره و ثقافة الأردنيين؟

3- ان كنت تعتقد ان لانتشار اللغة الانجليزية أثر سلبا على اللغة العربية و ثقافتها أرجو توضيح أو اعطاء بعض اقتراحات لدعم لغتنا وثقافتنا؟

### **Semi-Structured Interview for Jordanian University Professors, Lecturers and Teachers**

1. Date of Interview

3. Name of Interviewee

4. Specialization

5. Department:

---

Topic: The Effects of the Spread of English Language as a Lingua Franca on Jordanian Society and It Languages

The interview list included the following questions:

1. What are the positive effects of the spread of English on Jordanians and their way of life?
2. What are the negative influences of the spread English on Jordanians and their languages?
3. What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

## Appendix (3)

### Questionnaire

Dear participant:

I am Maha Salah Mohammad, a student at the Middle East University (MEU). I am conducting a study for my M.A degree. The purpose of this research is to collect information about the effects of the spread of English language as a lingua franca on Jordanian society, languages and culture.

The questionnaire consisted of four sections: the first section started with demographic data about the participants. The second section dealt with the positive effects of the spread of English language on Jordanian society and culture. The third section dealt with the negative effects of the spread of English language on Jordanian society and culture. Finally, the fourth section dealt with suggestions to support and enhance the use and development of Arabic language in Jordan. I am requesting your participation, which will involve filling the attached questionnaire. Please note that the questionnaire is confidential and the data will only be used for the purpose of this research.

Thank you so much for your cooperation.

Best regards,

Maha Salah Mohammad

E-mail: mahamoh925@gmail.com

أعزائي المشاركين

أنا الطالبة مها صلاح محمد ، طالبة دراسات عليا في جامعة الشرق الأوسط ، أقوم بإجراء دراسة للحصول على درجة الماجستير في تخصص اللغة الانجليزية وادابها بعنوان آثار انتشار اللغة الانجليزية كلغة تواصل عالمية على المجتمع الأردني ولغاته .

والغرض من هذا البحث معرفة الآثار الايجابية والسلبية لانتشار اللغة الانجليزية في المجتمع الأردني. و اعطاء بعض الاقتراحات لدعم اللغة العربية وثقافتها وحمايتها من الآثار السلبية لانتشار اللغة الانجليزية. وذلك لاننا نعيش في عصر اصبح فيه العالم قرية صغيرة نتيجة قوة التكنولوجيا، ونظرا لانتشار اللغة الإنجليزية كلغة عالمية قوية ، قد تتأثر اللغات الأخرى سلبيًا في ظل هذا الانتشار؛ وكذلك تؤثر سلبيًا على ثقافات الناس وسلوكهم. وذلك لوجود علاقة قوية بين اللغات ومستخدميها ، ومن الأهمية بمكان البحث في هذه العلاقة ومعرفة تأثير اللغة الانجليزية على المجتمع الاردني و لغاته.

سيتم التعامل مع المعلومات الواردة في هذه الاستبانة بسرية تامة.

واشكركم على حسن تعاونكم .

E-mail: mahamoh925@gmail.com

## Questionnaire

### The First Section: Demographic Background of the Participants:

القسم الأول: الخلفية الديموغرافية للمشاركين

يرجى الاجابة على الأسئلة التالية عن طريق وضع علامة اختيار (√) في مربع الإجابة بما يتوافق مع إجابتك و / أو

قم بملء الفراغ .

الجنس	ذكر.....			انثى.....			المجموع
العمر	اقل من 20	29-20	39-30	49-40	59-50	60 فما فوق	
التعليم	دبلوم	بكالوريوس		ماجستير			
مستوى تعلم اللغة الانجليزية	مبتدئ	متوسط		متقدم			
المهنة	.....						
الحالة الاجتماعية	اعزب	مخطوب	متزوج	مطلق	ارمل		

### The Second Section: The Positive Effects of the Spread of English Language on the Jordanian Society and Culture.

القسم الثاني: الآثار الإيجابية لانتشار اللغة الإنجليزية على المجتمع الأردني وثقافته.

يرجى الإجابة على الأسئلة بأمانة قدر الإمكان.

Please answer the questions as honestly as possible to show how much you strongly agree, agree, undecided, disagree or strongly disagree.



<b>Statements</b>	اوافق بشدة 5	اوافق 4	محايد 3	لا اوافق 2	لا اوافق بشدة 1
1-English gives Jordanians general knowledge about science and technology. اللغة الإنجليزية تمنح الأردنيين معرفة عامة بالعلوم والتكنولوجيا.					
2 – English is important because knowledge of English allows us to earn higher incomes. اللغة الإنجليزية مهمة لأن المعرفة باللغة الإنجليزية تتيح لنا حصول على دخل أعلى.					
3-Most jobs in Jordan require the use of English. معظم الوظائف في الأردن تتطلب استخدام اللغة الإنجليزية.					
4- English opens windows on the wider world that local languages do not, because English is a lingua franca. اللغة الإنجليزية تفتح نوافذ على عالم أوسع لا تتيحها اللغات المحلية، لأن اللغة الإنجليزية هي لغة عالمية.					
5- English is important in communication with foreigners from all over the world. اللغة الإنجليزية مهمة للتواصل مع الأجانب من جميع أنحاء العالم.					
6- English is a language we need to use in international businesses and trades. نحتاج إلى استخدام اللغة الإنجليزية في الأعمال التجارية الدولية.					
7- Knowledge of English attracts foreign investors in Jordan. معرفة اللغة الإنجليزية تجذب المستثمرين الأجانب إلى الأردن.					
8- English is needed in aviation and travel. اللغة الإنجليزية مطلوبة في مجال الطيران والسفر.					

9- English is needed to boost our economic prospects and open the doors to the world market. اللغة الإنجليزية ضرورية لتعزيز آفاقنا الاقتصادية وفتح الأبواب أمام الاسوق العالمية.					
10- Knowledge of English helps Jordanians to understand different cultures معرفة اللغة الإنجليزية تساعد الأردنيين على فهم الثقافات المختلفة.					
11-Knowledge of English is essential in the development of Jordan at all levels. المعرفة باللغة الإنجليزية أمر أساسي في تطوير الأردن على جميع المستويات.					
12- Knowledge of English is necessary in using the internet. المعرفة باللغة الإنجليزية ضرورية لاستخدام الإنترنت.					
13- Knowledge of English facilitates our modern life. المعرفة باللغة الإنجليزية تسهل حياتنا الحديثة.					

..... أي ملاحظات اخرى

### The Third Section: The Negative Effects of the Spread of English Language on Jordanian Society and Culture.

القسم الثالث: الآثار السلبية لانتشار اللغة الإنجليزية على المجتمع الأردني و ثقافته

Statements	لاوافق بشدة	لاوافق	محايد	لاوافق	لاوافق بشدة
	5	4	3	2	1
1-English as a lingua franca affects the Arabic language in many ways.					

اللغة الإنجليزية كلغة عالمية تؤثر على اللغة العربية في نواح كثيرة.					
2- Jordanians use English at the expense of their mother tongue. الأردنيون يستخدمون اللغة الإنجليزية على حساب لغتهم الأم					
3- English in Jordan represents the western dominance and colonialism. اللغة الإنجليزية في الأردن تمثل الهيمنة والاستعمار الغربي.					
4- English is competing with Arabic because many sectors require it as tourism, government, business, and travel, etc. تتنافس اللغة الإنجليزية مع اللغة العربية لأن العديد من القطاعات تتطلب ذلك كالسياحة والحكومة وقطاع الأعمال والسفر ، إلخ					
5- English makes us deny part of our Jordanian identity. اللغة الإنجليزية تجعلنا نتخلى عن جزءاً من هويتنا الأردنية					
6- Arabic and other languages are endangered by the spread of English language. انتشار اللغة الإنجليزية يهدد اللغة العربية واللغات الأخرى.					
7- English creates a feeling that Arabic language is less significant and inferior to English language. اللغة الإنجليزية تخلق شعوراً بأن اللغة العربية أقل أهمية وأقل شأن من اللغة الإنجليزية.					
8- English has negatively affected our values, traditions, Jordanian culture and religious beliefs. تؤثر اللغة الإنجليزية سلباً على قيمنا وتقاليدنا وثقافتنا الأردنية ومعتقداتنا الدينية.					
9- The flow of English borrowings will destroy the purity of our language.					

إن زيادة استخدام الكلمات الإنجليزية المستعارة يؤثر على نقاء لغتنا.					
10-English prevents Arabic from becoming a means of communication for science and technology. تعيق اللغة الإنجليزية استخدام اللغة العربية كوسيلة اتصال للعلوم والتكنولوجيا.					
11- English affects our children. It makes them lose interest in learning the Arabic language. تؤثر اللغة الإنجليزية على أطفالنا وتجعلهم يفقدون الاهتمام بتعلم اللغة العربية.					
12 -English is superior to Arabic because the Arabs are weak and the west is powerful. تتفوق اللغة الإنجليزية على اللغة العربية لأن العرب ضعفاء والغرب أقوياء.					
13- The flow of English cultural values i.e food, clothes, behaviors threatens our society. إن انتشار القيم الثقافية الإنجليزية ، مثل: الطعام والملبس والسلوكيات ، يهدد مجتمعنا.					
14- Jordanians who do not know English will not get better jobs in Jordan. الأردنيون الذين لم يتعلموا اللغة الإنجليزية لن يحصلوا على وظائف جيدة في الأردن.					

.....أي ملاحظات اخرى

#### **The Fourth Section: Suggestions to Support and Enhance the Use and Development of Arabic Language in Jordan.**

القسم الرابع: اقتراحات لدعم وتعزيز استخدام وتطوير اللغة العربية في الأردن

<b>Statements</b>	اوافق بشدة 5	اوافق 4	محايد 3	لا اوافق 2	لا اوافق بشدة 1
<p>1-Jordanians should master Arabic language and use it in all fields.</p> <p>يجب على الأردنيين إتقان اللغة العربية واستخدامها في جميع المجالات.</p>					
<p>2- Jordanians should reject the dominance of foreign languages.</p> <p>يجب على الأردنيين رفض هيمنة اللغات الأجنبية.</p>					
<p>3- The Ministry of Education must maintain and strengthen the role of Arabic language in the educational system in order to assist in the development of Arabic language.</p> <p>يجب على وزارة التعليم ان تحافظ على دور اللغة العربية وتعزيزها في النظام التعليمي من أجل المساعدة في تطوير اللغة العربية.</p>					
<p>4-Jordanians should not use English words while speaking or writing Arabic to preserve the purity of Arabic language from English borrowings such as hi, thank you and excuse me.</p> <p>يجب على الأردنيين ألا يستخدموا الكلمات الإنجليزية أثناء التحدث أو الكتابة باللغة العربية للحفاظ على نقاء اللغة العربية من الكلمات الإنجليزية المستعارة مثل: hi, thank you and excuse me</p>					
<p>5- University education must be done through the Arabic language.</p>					

يجب أن يكون التعليم الجامعي باللغة العربية.					
6-Jordanians should not use English at the expense of Arabic language. لا يجوز للأردنيين استخدام اللغة الإنجليزية على حساب اللغة العربية.					
7- Develop the Arabic curricula to strengthen the process of learning it. يجب تطوير مناهج اللغة العربية لتقوية العملية التعليمية.					
8-Create new methods for the teaching of Arabic in Jordanian schools. ابتكار طرق جديدة لتعليم اللغة العربية في المدارس الأردنية.					
9- Develop scientific and technological vocabulary in Arabic to replace the foreign ones. تطوير المفردات العربية في المجالات العلمية والتكنولوجية لتحل محل المفردات الأجنبية					
10- Knowledge of Arabic language should be required for employment. يجب أن تكون معرفة اللغة العربية متطلب للتوظيف.					
11- Jordanians should give the Arabic language the same advantages of the English language. يجب على الأردنيين منح اللغة العربية نفس مزايا اللغة الإنجليزية					
12- Jordanians should minimize using English because it weakens our Arabic language. يجب على الأردنيين التقليل من استخدام اللغة الإنجليزية لأنه يضعف لغتنا العربية.					

**Thank you very much for agreeing to participate in this study.**

## **Appendix (4)**

### **Validation Letter and Panel of Jurors**

#### **Validation Letter**

Dear Professors,

I am currently in the process of determining the content validity of questionnaire. It is the main instrument in my MA thesis titled “The Effects of the Spread of English Language as a Lingua Franca on Jordanian Society and Its Languages”. The questions of my study are:

- 1-What are the positive aspects of the spread of English on Jordanians and their way of life?
- 2- What are the negative influences of the spread English on Jordanians and their languages?
- 3- What are the suggestions to support and enhance the use and development of the Arabic language in Jordan?

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 50 Jordanian citizens who live in the city of Amman. It included students, employees, men, women, educated and people of all ethnic background.

I appreciate any comments on the contents of the questionnaire. Throughout 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 “looks 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,

Maha Salah Mohammad

MA Candidate



### Panel of Jurors

Number	Name	Specialization	Rank	Affiliated University (Place of Work)	Faculty
1	Ibrahim Abu Shihab	English language	Associate Professor	Al-Zaytoonah University of Jordan	Arts
2	Majed Abd -Al latif	English language	Associate professor	Middle East University	Arts and Sciences
3	Nadia Hamandi	English language and literature	Assistant Professor	Middle East University	Arts and Sciences
4	Norma Al - Zaid	English language	Assistant Professor	Middle East University	Arts and Sciences
5	Nisreen Yousef	English language and literature	Assistant Professor	Middle East University	Arts and Sciences