

**LECTURERS AND STUDENTS' ATTITUDES
TOWARDS THE IMPACT OF ENGLISH TO LIBYANS**



A Thesis

**In Partial Fulfillment of the Requirements
For Master's Degree in Linguistics**

**MONIR AHMED NASER ALMESHRI
No :13020210409005**

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Submitted by:

MONIR AHMED NASER ALMESHRI

No :13020210409005

Approved by
Advisor,

Dr.Dwi Anggani Linggar Bharat,M.Pd

Master's Program in linguistics
Head,

Prof.Dr.Sudaryono,S.U.
NIP.195105281979031001

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Submitted by:

MONIR AHMED NASER ALMESHRI

CHAIRMAN

DR ANGIAN.....

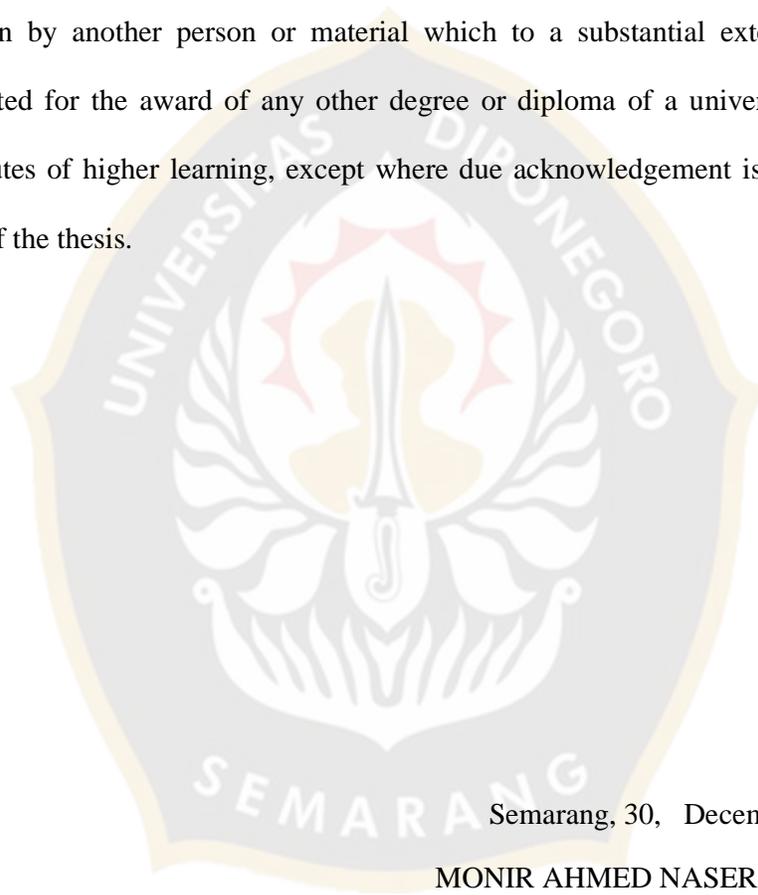
DR DELI.....

DR SWEAIND.....

DR ANMFMNF.....

STATEMENT OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.



Semarang, 30, December 2011

MONIR AHMED NASER ALMESHRI

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DEDICATION

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ABSTRACT

The spread of English during the last century has left positive and negative effects on other languages and cultures. So the spread of English has triggered such as code switching, borrowing and using English words in the home language. This study aimed at investigating the impact of the spread of English on the Arabic language and Libyan culture. So by showing the use of English in classrooms and library the spread of English in Libya so clear in the field of higher education, all The focus of this thesis on how to find out the lecturers and students attitudes towards the impact of English to Libyans among other things to Arabic language (Libya), On the other hand, the results of what impact it positive or negative on the Arabic language and Libyan culture. For the method this study employs mixed methods to achieve its aims and to increase the reliability and validity of the results. The study was going to employ qualitative design by using descriptive method, so the researcher has used two instruments: open-ended questions for lecturer and a university students' questionnaire. A sample of ninety students from Libyan universities has been selected to respond to the questionnaire to achieve the aim of the study. The sample used in the open-ended questions consisted of six university professors who expressed their willingness to participate. They were all male professors. They had been chosen from different departments in Libyan Universities some of them teach in the Faculty of Arts and Sciences. And one of professors was chosen from the Department of English. Data obtained indicates that the Arabic language is influenced by the spread of the English language. As for culture, it is not directly affected. The young generation is attached to their culture. Nevertheless; the data obtained indicates that English language enjoys economic, social and scientific advantages. Thus, the young generation perceives English language as an essential means for keeping pace with the requirements of the age of globalization. This might lead to a further marginalization of the Arabic language in the future in all vital fields of life.

ABSTRACT

Penyebaran bahasa Inggris selama abad terakhir telah meninggalkan dampak positif dan negatif pada bahasa lain dan budaya. Jadi penyebaran bahasa Inggris telah memicu seperti switching kode, meminjam dan menggunakan kata-kata bahasa Inggris dalam bahasa rumah. Penelitian ini bertujuan untuk menyelidiki dampak dari penyebaran bahasa Inggris dalam bahasa Arab dan budaya Libya. Jadi dengan menunjukkan penggunaan bahasa Inggris di ruang kelas dan perpustakaan penyebaran bahasa Inggris di Libya begitu jelas di bidang pendidikan tinggi, semua Fokus dari tesis ini tentang bagaimana untuk mengetahui dosen dan sikap siswa terhadap dampak dari Inggris ke Libya antarahal-hal lain ke Bahasa Arab bahasa (Libya), Di sisi lain, hasil apa dampak itu positif atau negatif pada bahasa dan budaya Arab Libya. Untuk metode penelitian ini menggunakan metode campuran untuk mencapai tujuan dan untuk meningkatkan keandalan dan validitas hasil. Penelitian ini akan menggunakan desain kualitatif dengan menggunakan metode deskriptif, sehingga peneliti telah menggunakan dua instrumen: pertanyaan terbuka untuk dosen dan mahasiswa universitas kuesioner. Sebuah sampel dari sembilan puluh mahasiswa dari universitas Libya telah dipilih untuk merespon kuesioner untuk mencapai tujuan penelitian. Sampel yang digunakan dalam pertanyaan terbuka terdiri dari enam profesor universitas yang menyatakan kesediaan mereka untuk berpartisipasi. Mereka semua profesor laki-laki. Mereka telah dipilih dari departemen yang berbeda di Universitas Libya beberapa dari mereka mengajar di Fakultas Seni dan Ilmu Pengetahuan. Dan salah satu profesor dipilih dari Departemen Bahasa Inggris. Data yang diperoleh menunjukkan bahwa bahasa Arab adalah dipengaruhi oleh penyebaran bahasa Inggris. Adapun budaya, tidak secara langsung terpengaruh. Generasi muda adalah melekat pada budaya mereka. Namun demikian, data yang diperoleh menunjukkan bahwa bahasa Inggris menikmati keuntungan ekonomi, sosial dan ilmiah. Dengan demikian, generasi muda memandang bahasa Inggris sebagai sarana penting untuk menjaga kecepatan dengan persyaratan era globalisasi. Hal ini dapat menyebabkan marjinalisasi lebih lanjut dari bahasa Arab di masa depan dalam semua bidang penting kehidupan.

CHAPTER I

INTRODUCTION

1. 1 Background of the Study

In recent years the impact of English has developed at a fast pace and English has become one of its prominent languages so we can observe that by the global spread of English it impact on many other languages and culture. On the other hand, the use of English as a means and as a tool for globalization has contributed to wider spread of the language that is perceived as a threat on culture identity in different parts of the world. The spread of English does not affect the language only but has been affected by several aspects of the world such as economic part it has let to emergence of worldwide production and by spread of English. It's easy to get free movement and access to foreign product and companies and easy for international export and import. In addition to economic aspect there is another aspect let the English language have power this affect is politically so presently. America being the only superpower with all its technology, wealth and military power, is playing a crucial role in the world of economic and politics, the policies have helped to expand the use of English, Today we can say that the English language not only services as an international language, but it has also has acquired the position of global language and many country use it as the language of wider, so by English language communication has social changes in the past it was colonization that brought English from its European origin to different parts of the world, and today, in the twenty-first

century ; globalization has given English its power as a mediating agent for all of life aspects.

Due to the effects of globalization that mentioned the study looks at how the globalization can be instrumental in the spread of English language and be effected in Arabic language and Libyan culture, so by the study several aspects of spread of and its impact on the Arabic language, the study addresses the topic by taking a look at the language situation in the Arabic language the study has remained a controversial issue about the impact of English on the Arabic language and Libyan culture has badly or negative affect or positive affect on the Arabic language examine that by all aspects that mentioned to help the spread of English and its impact on the Arabic language. The study investigates and to know what is the reasons for impact English language on the Arabic language and Libyan culture.

After explaining the impact of English on Arabic language in the background, the researcher will define, the (Attitudes) because through attitudes of lecturers and students the researcher will get the data, Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views of an "attitude object": i.e. a person, behavior or event. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. And to be clearer must define an attitude as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in the environment.

Crystal (2003:8) elaborated on the reasons why English is a global language. A language does not become a global language because of its intrinsic structural properties or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past or because it was once associated with a great culture or religion, a language has become an international language for one chief reason: the power of its people especially their political and military power. But international language dominance is not solely the result of military might, it takes an economically powerful nation to maintain and expand it. He adds that our world had been preserved and maintained through the existence of one single economic power, represented by the United States. Nowadays; politics has been replaced by economy and it has become the main driving force.

Kim (2007) identified the advantage of having a global language. He has illustrated that in a global society, one has to interact with people who come from various national, cultural, political and economic backgrounds. One also needs an essential communication tool that makes it possible for each member to communicate with one another. Thus, in the midst of the globalization process, English has been recognized as the most popular global language. On the other hand, one cannot disregard the negative impact of English as a global language on individuals, other languages and cultures.

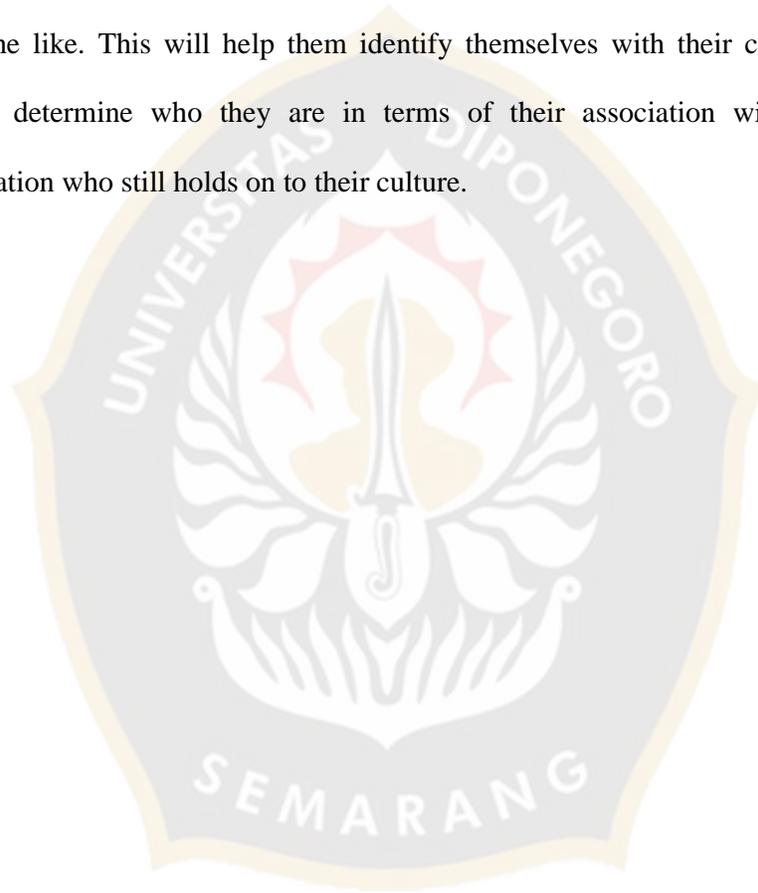
Perhaps those who possess the language may be able to work and think quicker in it than those who don't even use it for their own benefit on the account of those who do not possess it. Moreover, perhaps the existence of a global

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

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

(Phillips 1992) referred to the transmission of American culture as cultural imperialism. He pointed out that the means used for this purpose included all kinds such as movies, television serials (in which the USA has been dominating telecommunication and satellite communications worldwide), youth culture, and the entire battery of activities in cultural diplomacy. Most people, especially the young generation do not understand the importance of culture and why it is necessary to preserve it. It is therefore high time that measures are taken to involve them in the rebuilding of the Arab culture so that they can take back their identity which is largely lost to westernization. The fact globalization and the spread of the western culture through various forums such as the internet, music, films, art, and other literary works, is increasing by the day, poses a major challenge to those who are making an effort of trying to bring back the Arabic culture. But this does not mean that the effort should stop. More ways of

popularizing the Arab people's culture should be put in place, to bring back the Arab spirit, especially among the young people between the ages of twelve and twenty-two years. The same way the western culture is using to infiltrate the Arab regions is the same one which should be used to popularize the Arab culture. That is, campaigns should be made more vigorous through the internet, music, poetry and the like. This will help them identify themselves with their culture and in effect determine who they are in terms of their association with the older generation who still holds on to their culture.



1.2 Statement of the Problem

The spread of English during the last century has left positive and negative effects on other languages and cultures. Many countries in the World have taken drastic measures to protect their national languages from influence that the spread of English has triggered such as code switching, borrowing and using English words in the home language. The spread of English has also led to the imposition of the Anglo- American culture on the national ones. Therefore, due to the importance of this subject, and its impact on other languages and cultures, it is decided to examine this issue and to investigate, Lectures and Student's Attitudes towards the impact of English to Libyans.

1.3 Research Questions

The study will particularly answer the following questions:-

1. What are the attitudes of university students and lecturers towards the spread of English language affecting the Arabic language?
2. What are the attitudes of the lecturers and students towards the impact of English to the Libyans as culture, identity, economy and psychology?
3. Why do they have those attitudes towards the impact of English language on the Arabic language?

1. 4 Purpose of the Study

1. This study aims to investigate the lecturers and university students attitudes towards the impact of English to the Libyans by showing the use of English in classrooms and library, because the spread of English in Libya so clear in the field of higher education.
2. The study aims to investigate the attitudes of lecturers and students towards the impact of English to the Libyans as culture, identity, economy and psychology that some observed impacted on the Arabic language and Libyan culture.
3. This study aims to investigate all the attitudes of lecturers and students towards the impact of English dominance on the Arabic language and Libyan culture.

1. 5 Significant of the Study

Since the role of English has many a great impacts on many language over the world and with the onset of globalization and the role played by the English language which by the time effects on many languages as Arabic language for that this study attempts to examine globalization and its impact on the Arabic language and Libyan society by lecturers and student's attitudes to get the result of this study. The significance of this study stems from few papers in the Libyan community have tackled this issue. Therefore, this study is expected to be related

to this issue and to examine to how the impact of English effects on the Arabic language.

1. 6 Scope of the Study

The focus of this thesis is on how to find out the lecturers and students attitudes towards the impact of English to Libyans among other things to Arabic language (Libya), On the other hand, the results of what impact it positive or negative on the Arabic language and Libyan culture, for this reason the field of study aims to investigate the results of the study which conducted on Lecturers and Students' Attitudes towards the impact of English to Libyans.

1.7 Definition of Terms

In this study the following definitions will get clear idea and more information about this study, and the definition of these terms becomes easy to know and understand globalization and its impact on other languages, including Arabic language and culture because of globalization is the most important factors on the impact of other languages and culture.

1.7.1 Globalization

The integration of national economies into international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology. However, globalization is usually recognized as being driven by a

combination of economic, technological, sociocultural, political, and biological factors. The term can also refer to the transnational circulation of ideas, languages, or popular culture through acculturation. In another words the Global Social Justice Movement Human societies across the globe have established progressively closer contacts over many centuries, but recently the pace has dramatically increased. Jet airplanes, cheap telephone service, email, computers, huge oceangoing vessels, instant capital flows, all these have made the world more interdependent than ever. Multinational corporations manufacture products in many countries and sell to consumers around the world. Money, technology and raw materials move ever more swiftly across national borders. Along with products and finances, ideas and cultures circulate more freely. As a result, laws, economies, and social movements are forming at the international level. Many politicians, academics, and journalists treat these trends as both inevitable and (on the whole) welcome. But for billions of the world's people, business-driven globalization means uprooting old ways of life and threatening livelihoods and cultures. The global social justice movement, itself a product of globalization, proposes an alternative path, more responsive to public needs. Intense political disputes will continue over globalization's meaning and its future direction. And we can say globalization as "Americanization" or, perhaps, the "McDonaldization," of the world presents globalization as a process driven by American consumer culture that rolls over other cultures. On the other hand, another definition of globalization would highlight its cross-cultural impact, taking into account the nature of globalization as a way cultures interact and learn

from each other. Moreover the globalization as a process of interaction and integration a focus on the spread of American ideas or products that ignores the counterbalancing impact of the access to the international arena of ideas and products formerly kept out of it, promotes an impoverished and unbalanced understanding of the process.

Globalization is the acceleration and intensification of interaction and integration among the people, and governments of different nations. This process has effects on human well-being including health and personal safety, on the environment, on culture including ideas, religion, and political systems, and on economic development and prosperity of societies throughout the world.

7.1.2 Culture

The system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning. In another words culture: Learned and shared patterns of thought and behavior characteristic of a given population, plus the material objects produced and used by that population. So every word in this short definition is important. For example, culture is *learned*. Culture is learned not in a classroom or by reading a book (usually!) but by experience, imitation, and informal instruction from parents and peers. All three begin at the moment of birth. When we say that culture is *learned* we are emphasizing that it is not genetically determined, not biologically inherited. And culture consists of learned systems of meaning, communicated by means of

natural language and other symbol systems, having representational, directive, and affective functions, and capable of creating cultural entities and particular senses of reality. Culture is "an extra somatic (monogenetic, no bodily), temporal continuum of things and events dependent upon symboling. Culture consists of tools, implements, utensils, clothing, ornaments, customs, institutions, beliefs, rituals, games, works of art, language, etc.

Culture is ordinary: that is the first fact. Every human society has its own shape, its own purposes, and its own meanings. Every human society expresses these, in institutions, and in arts and learning. The making of a society is the finding of common meanings and directions, and its growth is an active debate and amendment under the pressures of experience, contact, and discovery, writing them selves into the land. The growing society is there, yet it is also made and remade in every individual mind. The making of a mind is, first, the slow learning of shapes, purposes, and meanings, so that work, observation and communication are possible. Then, second, but equal in importance, is the testing of these in experience, the making of new observations, comparisons, and meanings. A culture has two aspects: the known meanings and directions, which its members are trained to; the new observations and meanings, which are offered and tested. These are the ordinary processes of human societies and human minds, and we see through them the nature of a culture: that it is always both traditional and creative; that it is both the most ordinary common meanings and the finest individual meanings. We use the word culture in these two senses: to mean a whole way of life--the common meanings; to mean the arts and learning--the special processes

of discovery and creative effort. Some writers reserve the word for one or other of these senses.

1.8 Organization of the Study

The researcher organizes this study by dividing it into five chapters in order to make it easily understood. Each of them is concerned with different issues but it is related to each other.

Chapter I is introduction. It consists of the background of the study, statement of the problem the, research question, the purpose of the study, significant of the study, the scope of the study, definition of terms and organization of the study.

Chapter II deals with the previous studies and the underlying theory which is about Linguistic Features as attitudes of the Impact of English Spread, negative and positive Impact of English Dominance, and attitude of EFL Speakers and English Linguists towards the spread of English. It also states overcoming negative effects, also states the Effect of Globalization, English as the Language of Globalization and Hegemony and the English Language.

Chapter III is research method it consists the description about the way the study is carried out and how the data are collected and analyzed. It covers research design, sample of the study, questionnaire and research procedures.

Chapter IV is practical deals with the analysis of the students' questionnaire. And also deals with the analysis of lecturers open ended questions. And this

chapter shows discussion of findings of lecturers and students' attitudes towards the impact of English to Libyans.

Chapters V summarizes the results of this study and recommends the possibilities for further research in this area.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Previous Studies

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

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

Al- Khatib and Sabah (2008) conducted a study titled “Language Choice in Mobile Text Messages among Arabic University Students”. The study aimed at examining the linguistic structure and sociolinguistic functions of

Arabic code-switching in mobile text messages as used by a group of Arabic university students. The data were collected from undergraduate and postgraduate students studying at different Jordanian universities. Furthermore a mixed method approach to data collection was employed using both a self report questionnaire and key informant interviews. Data analysis was carried out both quantitatively and qualitatively. Percentages were used to show how frequent English and Arabic elements were used in the text messages. The study indicates that code switching between English and Arabic is used overwhelmingly in mobile texts and that Romanized version of Jordanian Arabic is used along with English expressions extensively. The result of this study also demonstrates that switching into English is used to serve certain communicative functions, such as prestige which has showed that there is unequivocal social prestige attached to English, particularly among the high educated group of speakers. Because students believe that such use may enhance their prestige, they tended to use a sizeable number of expressions from English in their text messages. Another common use of shifting into English is for euphemistic purposes that may permit Jordanians to discuss taboo and or offensive topics without embarrassment. The researcher concluded in the end that the emergence of new modes of SMS over the past twenty years has increased practices of both code-switching and borrowing throughout the country. They argued that when code-switching and borrowing become extensive, entirely new linguistic variety may emerge.

International previous research conducted by Hidalgo (1986) who investigated attitudes towards English, Spanish, and Spanish English code-

switching in Juarez, Mexico. The Researcher gathered a sample of forty- five males and forty females, all of whom were personally interviewed in the winter and spring of 1980-1981 at establishments such as stores, restaurants, U.S assembly plants, banks public offices and universities. The sample was drawn haphazardly from these establishments, but it was purposive, for its goal was to include individuals of diverse backgrounds who had at the same time a relatively stable occupation in Juarez. The result of Hidalgo's research indicated that the majority of the individuals strongly agreed that English was valuable as a means to understand the U.S culture. The majority of the respondents also strongly agreed that English was useful for getting a well-paid job. The findings of the study showed that Mexicans perceived the value of the English language as equally instrumental and integrative. Thus, as a group, this sample of Juarez residents intended to display a combination of personal and material interests in the language spoken in the United States, because English contributes to individuals' enrichment and mobility in the Mexican society.

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

The sudden influx of Western influence has caused some Ladakhis--- the young men in particular---to develop feelings of inferiority complex. They reject their own culture wholesale, and at the same time eagerly embrace the

new one. They rush after the symbols of modernity: sunglasses, Walkmans, and blue jeans several size too small---not because they find these jeans more attractive or comfortable, but because they are symbols of modern life. (p.98)

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

Kim (2007) conducted a study which aimed at identifying the conceptualization of English by Korean students in the age of globalization. This study investigated the attitudes of Korean students towards English in six different environments: social, cultural, economic, linguistic, technological, and globalization environments. The study used mixed method research, which is the combination of quantitative and qualitative study. The quantitative portion of the study was composed of 98 surveys and the qualitative portion was based on 10 personal interviews. The study shows that English is the most dominant foreign language in Korea. In a social/cultural context, English has been recognized as the most influential language and that the Korean government's systemic support of English contributes to the popularity and favoring of English over Korean. On the linguistic context it has given concern to the

purity of the Korean language, and the participants connected their linguistic understanding of English to the prevalence of American cultural elements in Korea. The participants in this study confirmed this tendency, which identified English as everything. However the participants recognize that English is the most essential foreign language in Korea in the age of globalization. But on the other hand, they have also expressed a concern for the influence of English on the Korean national identity, and the possible educational gap based on economic situations.

Kim concludes that the excessive zeal for learning English has clashed with the emotional feelings that Koreans have toward the United States of America. He proceeded by adding that Koreans were aware of the dominant status of English in the Korean society but on the other side, there was also some resistance to English, American culture and the United States of America. He concluded that due to the explosion of American culture, the preference for Westernized thinking may lead Koreans to choose Westernized cultural artifacts in a more willing manner. In the worst scenario, Koreans may belittle their own cultural and linguistic artifacts but welcome American ones. Kim also indicated a possible gap between the same generation and people in different generations and those who were exposed to English and those who were not. He added that English would still serve as the most dominant language in the Korean society and the younger generation approach English in a much more naturalized environment in their life and thought.

As for the linguistic implication of the spread of English, Kim

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

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

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

Nawafleh (2008) has conducted a study which aimed to shed light on

the way people in Libyan communicate and the phenomenon of code-switching between English and Libyan Arabic, looking at the process of communication as an identity defining patterns from which we can trace the cultural, ethnic, social, economic and even religious factors. He concludes that the phenomenon of code-switching is a changing tool that can lead to some serious changes in the Arabic language, and that such changes may cause Arabic to lose its essence as a powerful meaning and expression carrier. He predicted the birth of a new pidgin where Arabic is totally mixed with English in Libya. He adds that it is good to live in a bilingual society where people are able to speak more than one language especially for causes such as learning, politics, business, trade..., but the bad thing is when using these bilingual skills just for the sake of showing that people have them!

Junyue Chang (2006) conducted a study which aimed at identifying the conceptualization of English by sets China's education of English majors within the changing global and national context. It examines the impact of accelerating globalization and the rise of global English, the adjustment of China's English language policy, the growth of the education of English majors and the challenges faced by this sector of education. To adapt to the changes, efforts have been made to change the training models, revise the national curriculum and update textbooks. Although views concerning the issues of globalization are many and varied, there seems little disagreement about the fact that the world we are living in is changing at an accelerating rate. For more than a decade, people have been talking about globalization and its impact on economy, society, politics and

culture. In recent years, many researchers have turned their attention to the impact of globalization on more specific areas or sub-areas as indicated in the works. It is, therefore, only natural that attention should be paid to education, including teaching of the most widely used foreign or second language, English. Education in the English language in the context of accelerating globalization has been approached from different perspectives because of the value of English as the most commonly used language for global political, cultural and economic exchanges. Gupta (2001) discussed the contradiction between the establishment of English language education policies and the reality of learners' exposure to the English language and likely occasions to use it. Short *et al.* (2001) examined the rise of English as a form of global communication and discussed the implications of the trend. Bamgbo'se (2001) discussed globalization and its implications for ethical issues and relevant research by outlining phenomena in the spread of English around the globe and raising the issue of opportunism in English language teaching. Vogel (2001) emphasized the necessity of foreign language training in higher education, and described some ways of structuring foreign language programmes in Europe. Rhedding-Jones (2002) explored standardized English curriculum practice in a globalizing world. Block and Cameron (2002) focused their attention on the impact of globalization on language policies and practice around the world. Bamgbo'se (2003) discussed the problems connected with the English language in language policy and language planning. Lysandrou and Lysandrou (2003) explained the elevation of English to a position of supremacy as the global language of communication and the ambivalent impact that English has

in this role on the communities embracing it. This study focused the attitudes of China students towards the impact of global changes on the education of English majors in China. It examined the drastic changes of English language policy, the rapid development of the education of English majors, the challenges posed by the changing socio-economic and political context, and the implications of all these factors for administrators and practitioners.

2.2 Underlying Theory

Here In the underlying theory there are some studies and theoretical that argued towards the English dominance in this world.

2.2.1 Linguistic Features as attitudes of the Impact of English Spread

Phillipson (1992:55) has indicated that the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages. He pointed that structural and cultural inequalities have ensured the continued allocation of more material resources to English than to other languages and benefited those who are proficient in English. He indicates that linguicism occurs if support is given to one language in teacher training, curriculum development, and school timetables. The phenomenon of linguicism took place long time ago. For instance, speakers of dialects were discriminated against because of the linguistic variety they speak. Nowadays, people are

discriminated against if they do not speak English. Another impact of the English language is code switching while it takes place on the sentence level, where the speaker tends to switch from one language into another. Romaine (1993) indicates that code switching is related to identity, power and transaction. Thus code switching can function as an identity marker where a speaker can use a specific code to indicate a certain identity, for example English or French for modernity or sophistication. On the other hand, it is used as a strategy to indicate power or a higher social status. It is also sometimes required for concluding official transactions or deals.

Winford (2003:56) identified borrowing from one language into another as a sign of influence. He discussed two social factors as reasons for borrowing. The first one is the "need" for borrowing and the second one is the "prestige". He exemplified the need aspect, as the need to modernize and keep abreast of development in science and technology. Also through borrowing the speech community can fill gaps in the lexicon or introduce finer distinctions of meaning not available in native words.

He indicates that borrowing usually occurs from amore prestigious into a socially subordinated language, and usually it is used to indicate a higher social class or learning.

Tsuda (2008) identifies English hegemony on culture as "Coca-colonization" and "MacDonaldization" of culture, both referring to an enormous influence of American consumer culture upon the local cultures of almost all parts of the world. He continues by adding that the global spread of American

products influences the people's minds, values, and ways of life. Accordingly, English plays an important role. The spread of American products goes hand in hand with the spread of English, thus buying and using American products facilitates the spread of English which in turn facilitates the global spread of American products, creating the cycle of reinforcing the hegemony of English and American materialistic culture.

Likewise Tsuda (2008) indicates that some linguists predicted that in several hundred years from today, only one prestigious global language would prevail in the world, and it would be English. He points out that the reason behind such prediction is that English hegemony causes "Linguicide". He indicates that "Linguicide" has been coined from the word, "Genocide" or the killing of a people. He designated that "Linguicide" is attributed to the global spread of western modernization which has destroyed the social environment of non-western countries since the 16th century. He perceived that Western modernization had led to the use of western languages and degrading the indigenous languages and tradition.

2.2.2 Negative Impact of English Dominance

Phillipson (1992) argued that the dominance of English had placed it at the center while pushing other languages aside to the periphery position, creating the unequal power structure between English and other languages. He added that English intruded on all the languages which it came into contact with, and that the English linguistic invasion had been so pervasive that some

governments, representing both small linguistic communities, for instance Slovenia, and large ones, for instance France, has adopted measures to stem the tide and shore up their own languages. In this, **Phillipson** indicates that linguistic imperialism is a primary component of cultural imperialism. He also recognized that cultural dissemination could also take non-linguistic forms (German music, Italian painting) and could occur in translation (ranging from highbrow works to Walt Disney comics.) He also mentions that linguistic imperialism is also central to social imperialism, which passes the norms and behavior of a model social structure, and these are embedded in language. He pointed out that cultural imperialism might occur wherever a socializing influence is exerted, whether through individuals who operate internationally, or whether by working abroad or through the dissemination of their ideas in books and media.

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

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

television and American ways of living is clear in every Arab urban center.

2.2.3 Positive Impact of English Dominance

Globalization, which is the tendency to world-wide convergence in education and other sectors Held (1999), is changing the environment in which English is learned as a foreign language (EFL) or second language (ESL). First, economic and cultural globalization includes the globalization of language, and in particular the spreading role of English as a universal global lingua franca (Crystal, 2003):

It is English that stands at the very centre of the global language system. It has become the lingua franca par excellence and continues to entrench this dominance in a self reinforcing process. It has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalised advertising and popular culture. At the same time the balance of emphasis in the use of English as a common cross-border language has shifted, from a primary focus on written communication to continued written communication plus a growing emphasis on oral communication. Linguistic globalization, which is driven by more and closer cross-border ties in business, education and other sectors, becomes manifest in intensified communication and travel. Increased spoken voice interactions, and English language exposure in media, have placed a growing importance on listening and speaking skills. When people need English competence for their practical life and in nearly all professional and business domains, in every nation, English is more and more necessary they often need oral skills. This is especially

the case if they are working in sectors involving international dealings or actually crossing national borders themselves.

2.2.4 Attitude of EFL Speakers and English Linguists towards the spread of English

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

Fishman (1999:38) anticipates that even if English is the most language learned, it may become the most language disliked. He indicates that:

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

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

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

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

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

Crystal (2003:61-62) asserts that no other language has spread around the world so extensively, but...what is impressive is not so much the grand total but the spread with which expansion has taken place since the 1950s. In 1950, the case for English as a world language would have been no more than plausible. Fifty years on, and the case is virtually unassailable "It proves

impossible for any single group or alliance to stop its growth, or even influence its future.

Tsuda (2008) identified the second category as Functional/Ideological. Linguists of this position focused on and emphasized the neutral function of English and because of their emphasis on neutral functionality of English as a lingua franca, they produced an ideology that supported and reproduced English hegemony and divide. This position is not critical of English hegemony; rather it presupposes the use of English. What is characteristic about this position is that it attempts to establish equality between Standard English and non-standard Englishes such as Indian English, Singaporean English, etc. They call these non-standard varieties of English as World Englishes.

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

2.2.5 Overcoming Negative Effects

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

Nasser (1999:3) presented a paper, in the 30th annual convention of the Association of Arab- American University Graduates at Georgetown University, titled Arabs, Arab Americans and Globalization. She concluded that:

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

Zughoul (2003) proposes for facing such a spread, a solid foundation of mother tongue teaching especially in the formative years which is very much like building up immunity against all what may intrude on the core of the learner's identity. Moreover, he calls for exercising caution on the materials to be included in the foreign culture classroom.

Zughoul asserts that content that portrays Western institutions, values or lifestyle as ideals to be emulated should be avoided. He adds that foreign culture is to be taught in the context of contrast where the target culture is different from the local culture but definitely not superior.

Maisami(2003:3) in her article “Islam and Globalization” argues that Islam is not against the process of globalization indicating that the tension is due to the process of westernization. She indicates that there is a need to differentiate between the gifts of globalization and the products of westernization. For Islamic society, the underlying concerns regarding globalization are: how to protect a unique heritage in the face of global pressure; to uphold religious tradition; to preserve linguistic purity; to defend social institutions; and ultimately, to maintain a viable identity in the midst of a rapidly changing global environment. Maisami points out that the goal of globalization is to develop understanding of each other’s values and codes and to establish a common ground, rather than provoking the bi-polarization of the world, separating Islamic values from Western values. She concludes that the challenge for the future of a globalized world, and not just Islam, is to be helpful to one another according to goodness and piety, and not to be helpful in evil and malice (Quran 5:2).

Najjar (2005:91) reported that the Arab intelligentsia is divided into three different attitudes toward globalization and he summarizes them in the following: There are those who reject it as the “highest stage of imperialism” and a “cultural invasion” threatening to dominate people, undermine their distinctive “cultural identity” and destroy their “heritage”, “authenticity”, “belief” and “national identity”. The second group welcomes globalization as the age of modern science, advanced technology, global communication and knowledge- based information. It argues that it is no longer possible for people to be “cocooned” within their own boundaries upon their heritage, be its captive

and nurse nostalgia for an imagined past. The third group calls for finding an appropriate form of globalization that is compatible with the national and cultural interests of the people.

2.2.6 The Effect of Globalization

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

Concerning the above, the global use of English has created varieties of English beside the “American English”, “British English”, such as the “Indian English”, “West African English”, “Singaporean English”....etc. Accordingly, English now belongs to those who use it as an additional language, whether in its standard form or in its localized form. However, the creation of these varieties may be encountered with resentful attitude by the native speakers of English (NS). As Kachru (1992:37) argued: Conflict of attitudes occurs whenever a native speaker criticizes or rejects non native varieties of English most NS, including EFL/ESL, have not experienced NNS varieties of English. Consequently they wrongly equate variations from NS norms with classroom errors and mistakes, or regard NNS varieties as some kind of inter language on the bath of NS English.

Oliver Radtke (2009:15) supports the view which says one of the English varieties is the Chinglish language. He indicated that he had first discovered the odd and wonderful world of Chinglish in 2000 in a Shanghai cab,

where he saw a curious sign reading: “Don’t forget to carry your thing”. Radtke indicated that in the Chinglish variety there are a lot of things other than just incompetent or incorrect English. He pointed that: A lot of the Chinglish signs carry a certain Chinese notion in them which enriches the English language and makes English more Chinese in the sense that there is a certain Chinese way of thinking.

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

2.2.7 English as the Language of Globalization

Over the past two or three decades, English has come to occupy a singular position among languages. Previously only one among several dominant European languages, on a par with French or Spanish, it is today a world language, the language people use whenever they wish to communicate with others outside their own linguistic community. English has become the lingua franca of the global network: where the TCP/IP protocol secures technical communication between computers via the internet, English is the “protocol” for

oral and written communication across national frontiers. As English has moved toward paramount, the status of the other principal languages has changed. Even though they are spoken by more people today than ever before, they have been demoted, degraded in relation to English. Today, French, Spanish, Arabic, German, Russian, etc., more or less have the status of regional languages, national languages that can be used beyond their national frontiers. But, they are losing their currency as the language of international communication, formal and informal: both in political and commercial contexts and in intercultural exchanges, as bridges between people who cross cultural frontiers or who like to enrich their lives with media products from abroad.

The different languages have also been affected by the challenge English poses, tending to a greater or lesser degree to absorb English words, pronunciation, word order, and so forth. At the same time, a growing number of languages and dialects are in danger of extinction. Linguists count approximately 6,800 different languages in the world today. The languages differ widely in terms of the number of people who use them. The eleven most widely used languages encompass nearly half the population of the planet. While not the most widely spoken language, English was spoken by about 341 million people as their first language in 1999. Roughly 500 million spoke English as their first or second language. Some 417 languages are considered virtually extinct today; they are spoken by very few, elderly people. But many more languages have experienced decline in various respects the trend is no new phenomenon, nor can it be attributed exclusively to the spread of English. In fact, the trend can be traced

back centuries, during which time European imperialism over most of the planet contributed to the dominance of a handful of languages at the expense of a number of local languages. Linguistic imperialism has frequently followed in the wake of economic and political imperialism (Phillipson 1992).

Linguistic homogenization is not only a consequence of global imperial domination; the process of nation-building has also contributed. Frequently, the creation of nation states has involved the adoption of a single national language, whereupon education and cultural expressions in other dialects and languages within the national frontiers have ceased. Not infrequently, use of subordinate languages and dialects has been forbidden or subject to political sanctions. In a similar fashion, different dialects of the designated national language occupy different positions in a rank order, where one dialect is the prescribed norm. Thus, globalization and the predominance of English at the expense of other languages is nothing new. It is rather a question of a radicalization and acceleration of a centuries-long trend, in which local varieties of language die out, and more universal varieties survive. Some linguists and cultural historians speak of “linguistic genocide” and point accusing fingers at globalization. Rather than speaking of “extinction”, which connotes a natural and perhaps inevitable process, they use a term signifying “mass murder” to point out the societal and premeditated nature of the phenomenon. When languages die out, it is the consequence of the workings of specific institutions: “Among the principal perpetrators of this linguistic (and cultural) genocide are formal education and

mass media, and behind them are economic and political actors on a macro- level” (Phillipson 2001:33).

Globalization has not, however, acted solely to homogenize language and promote use of English. We also find examples of heightened political activity to gain recognition of, and to generally promote regional languages like Scots Gaelic, Welsh, Catalan and Kurdish. Most of these movements have not identified their adversary as globalization per se (or, for that matter, English when used as an international lingua franca), but rather the dominant language of the dominant national culture.

2.2.8 Hegemony and the English Language

The notion of hegemonic English implies the perception of the English Language as a significant linguistic superstructure that has a wide usage and acceptance as well as influence. Thus, hegemony with relation to language connotes a fairly complex interplay of a number of variables such as power (socioeconomic power of its users), control (how the powerful users of a particular language use it as a weapon of linguistic domination of communities especially those that are multilingual or multicultural) , legitimacy (the dependence on a language as the basis of social and political acceptance) and influence (the exercise of power -oftentimes in its coercive form- and, sometimes, diplomacy such that the influence of a language is enhanced either from policies such as those of expansionism on the one hand or those of socio-political cooperation on the other hand). However, the power, influence, legitimacy etc.

associated with the English Language which makes it to attract the label hegemonic had not been so in the past. It took close to half a millennium to materialize. According to available records, as late as the sixteenth century, the English regarded their language as one of the many uninfluential languages. However, English was later to grow very fast in speaker-numbers and influence as it spread across the globe into Africa, Asia, Australia and America. Early legitimate trade enhanced its spread, illegitimate trade like the slave trade aided its diffusion and colonization gradually entrenched its hegemony while the development of science and technology, the communication needs of international bodies like the UN, the media, modern commerce etc. stabilized its growth. In less than three hundred years, English had grown across national and regional frontiers such that like modern business practices it has been transformed from the multinational or international to the transactional. The language now has three concentric circles of speakers first language or native speakers, second language, and foreign / additional language or language for specific purposes.

Scholars using the engco model as well ethnologue have shown that English has 372 or 322 million first language speakers respectively. Such statistics shows the growth and /or spread of English has been phenomenal such that today it is a multimillionaire language second only to Chinese, in speaker-population, as a world language. (Although the number of speakers is a third of those of Chinese many writers and commentators have claimed that it is the language the remaining two-thirds of the Chinese would rather wish to speak as a second or additional language). If we add to the figure above, the number of speakers of English as a

second language and as a foreign/additional language, it will be reasonable, according to Crystal (1985: 9) to settle for a projection of one billion speakers such that the language is said to be spoken and or used by one out of every five people in the world. The phenomenal growth of English has also made it the dominant language of today's information technology. Graddol (1997: 51) has shown that as an international lingua franca, English ranks first (84%) among the languages of home pages on the Web. It is only in 2006 that Yoruba, a Nigerian language became one of the languages of the web and it is unlikely to have an estimated server population that would be up to 1%.

Besides, scholars have also identified the structure of hegemony. Cisel (2000) identified three types of linguistic hegemony via:

- A. linguicide (practical and ideological destruction of all competition)
- B. imperialism (strong but not overwhelming linguistic hegemony)
- C. opportunism (ideology limited by practical competition).

Within this framework, it thus appear that English in Nigeria falls into the category of imperialism. Phillipson (1992: 47) in describing English-based linguistic imperialism argues that it is 'the dominance of English as asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages'.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study employs mixed methods to achieve its aims and to increase the reliability and validity of the results. The study is going to employ qualitative design by using descriptive method, so this approach using a survey strategy based on a questionnaire which was conducted to gather data from a random sample of (90) university students of different specialties selected from Libyan public universities. Open ended questions are giving to six lecturers with four different specializations. The specializations are economic, linguistic, politics and psycholinguistic.

3.2 Sample of the Study

Two groups will be used in this study. The first one represented the students while the second one represented the lecturers. For the former, a convenient sample of (90) university students were selected from Libyan public universities. The sample included 40 male and 50 female students whose ages range between 18 and 55 who were enrolled in different fields of study and different Libyan universities as illustrated in Table (1) below.

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

Item		Male	female
Gender		40	50
Age	18-20	15	25
	21-23	13	15
	24-26	12	10
	Total	40	50
Faculty	Faculty of Art	13	25
	Faculty of Engineering	5	4
	Faculty of Islamic Sciences (Shareaa')	7	6
	Faculty of Medicine	5	8
	Faculty of Financial Sciences	6	5
	Rest	4	2
	Total	40	50
University	University of Naser	12	20

	University of Alfateh	13	19
	University of Al jabal Al-garbi	15	11
	Total	40	50

3.3 Questionnaire:

The questionnaire is the main instrument in this research to collect the data and must investigate Lecturers and student's attitudes towards the roles of English in Libyan universities. The questionnaire for students will be three points scale for the subjects' responses on the statements, the responses are (Agree, neutral and disagree) while the lecturers' questionnaire will be open ended questions.

The questionnaire of the students consists of six dimensions: The first one deal with demographic data about the participants, while the second one deal with English in linguistic context which consist of (13) questions, the third deal with English in the social, cultural and identity context which consist of (14) questions, so the fourth one deal with globalization and English will consist of (8) questions, the fifth deal with English as an effective means in economic context consisting of (3) questions and the sixth one deals with English in psychological context which consists of (4) questions.

3.4. Research Procedures

The researcher followed the following steps:

1. Reading references related to the topic and had been written about the global spread of English in books and various references.
2. Determining the sample and the instruments of the study.
3. Investigating the points of the study.
4. Giving the questionnaire.
5. Analyzing the results.
6. Interpreting the result.



CHAPTER IV

FINDINGS AND DISCUSSION OF RESULT

This chapter is going to present discussion the findings of collecting data in terms of Lecturers and Student's Attitudes towards the impact of English to Libyans. The aims of this chapter are to investigate whether the impact of English language reading is effective on Arabic language or not by Lecturers and students' attitudes. And also this chapter reports the findings of the three questions raised by the study. While the findings of the questionnaire are illustrated in tables, the study tried to answer the following three questions and discussion the findings of collecting data will be under of each analysis question:

4.1 The Attitudes of the Lecturers and Students Towards the Spread of English

This shows the attitudes of lecturers and students' towards the impact of English to Libyans.

4.1.1 The Attitudes of Lecturers

The attitudes of one lecturer when he asked as do you believe that the Arabic language is threatened by the global spread of English explain your answer, the lecturer pointed to the element of power and its relation with the spread of any

language as well as to the role of technology in spreading the language. As for the possibility of the spread of Arabic English Pidgin, so the professor indicated that such a phenomenon could be one of the fashions that would come and go, pointing out that “there is no problem if people tend to express themselves in another language”. As for the Arabic curriculum, and also he indicated that “there is no fault in the curriculum itself but the way it is taught. “

4.1.2 The Attitudes of the Students

This shows the attitudes of university students towards the spread of English language affecting the Arabic language according to English in Linguistic context.

The students’ responses to the first statement, in Table (1) below in the dimension of English in the linguistic context, show that most of the students disagree that the spread of the English language is affecting negatively the Arabic language (58.5%), only 15.1 % of the students are neutral and 26.4% of the students agree Table (1) Percentages and Means for the ways in which the Spread of English Language has affected the Arabic Language in the Linguistic Context.

No	Item	Agree	disagree	Neutral	Means	Level of Acceptance
1	The spread of English language is affecting	26.4%	58.5%	15.1%	3.23	Medium

	negatively the Arabic language.					
2	Arabic is Avery beautiful and rich language.	77.4%	7.5%	15.1%	4.25	High
3	Speaking both Arabic and English is better than speaking Arabic only.	81.1%	15.1%	3.8%	4.55	High
4	There are more useful languages that need to be learned other than English.	49.1%	28.3%	22.6%	3.55	Medium

Next table (1)

5	Arabic language is not being promoted properly by its native speakers.	20.8%	34.0%	45.3%	2.51	Medium
6	Arabic is flexible enough to keep pace with ongoing technological and scientific development.	42.5%	17.0%	40.6%	3.04	Medium

7	It is better to learn scientific issues in English.	39.6%	17.0%	43.4%	2.92	Medium
8	English grammar is easier than Arabic grammar.	45.3%	28.3%	26.4%	3.38	Medium
9	English language teaching methods are more creative than Arabic teaching method.	25.5%	31.1%	43.4%	2.64	Medium
10	English language curricula introduce the language better than the Arabic.	22.6%	32.1%	45.3%	2.55	Medium
11	It is rather more to mix Arabic with English in the middle of a social conversation.	37.7%	22.6%	39.6%	2.96	Medium
12	Using English terms related to technological and scientific issues is easier in English than Arabic.	58.5%	15.1%	26.4%	3.64	Medium
13	Speaking English is prestigious in the society.	50.9%	15.1%	34.0%	3.34	Medium

Responses to the second statement show that 77.4% of the students believe that Arabic is a beautiful and rich language, 7.5% disagree and 15.1% of the students neutral. Responses to statement three indicate that 81.1% of students

agree that speaking both Arabic and English is better than speaking Arabic only, 15.1% disagree and 3.8% of students neutral. Answers given to question four show that 49.1% believe that there are more useful languages that need to be learned other than English, 22.6% are neutral while 28.3% disagree.

Answers to statement five shows that 20.8% report that Arabic language is not being promoted properly by its native speakers, 34.0% disagree and 45.3% are neutral. Statement six indicates that 42.5% agree that Arabic is flexible enough to keep pace with ongoing technological and scientific development, 40.6% are neutral and 17.0% of students disagree. Responses to item seven show that 39.6% agree that it is better to learn scientific issues in English, 43.4% are neutral and 17.0% disagree.

Statement eight indicates that 45.3% agree that English grammar is easier than Arabic grammar, 26.4% are neutral while 28.3% of students disagree. Answers to statement nine illustrate that 25.5% believe that English language teaching methods are more creative than Arabic teaching methods, 43.4% are neutral and 31.1% disagree. Responses to statement 10 show that 22.6% of students believe that English language curricula introduce the language better than the Arabic curricula, 45.3% are neutral and 32.1% disagree. Statement 11 shows that 22.6% disagree that it is rather normal to mix Arabic with English in the middle of a social conversation, 37.7% agree while 39.6% are neutral.

Responses given to item 12 shows that 58.5% agree that using English terms related to technological and scientific issues is easier in English than

Arabic, 26.4% are neutral and 15.1% disagree. Responses to item 13 shows that 50.9% agree that speaking English is prestigious in the society, 34.0% are neutral and 15.1% disagree.

The level of Acceptance in Table (1) was determined through the following equation:

$$\text{Interval Width} = \text{maximum point} - \text{minimum point} / \text{number of levels} \\ = (5-1)/3 = 1.33$$

- Low level Effect= from 1 to 2.33
- Medium level Effect= from 2.34 to 3.67
- High level Effect = from 3.68 to 5
-

4.1.3 Discussion of the Findings of the attitudes of university students and lecturers towards the spread of English language affecting the Arabic language

Results of the first question show that there are major and medium ways in which the spread of the English language affected the Arabic language. Results reported in Table (1) indicate that it is preferable to use English language in issues related to science and technology. For example; items (7, 12) show that the respondents prefer to learn scientific issues in English as well as it is easier for them to use English terms related to technological and scientific issues than in Arabic. These results agree with Winford (2003) who elaborated on the reasons for borrowing among which is the need factor, which is represented in the need to modernize and keep abreast of developments in science and technology.

Similarly; items (11, 12) as shown in Table (1), indicate that respondents believe that it is rather normal to mix Arabic with English in the middle of a social conversation in addition to perceiving that speaking English is prestigious in the society. These findings are in line with (Winford 2003), and Romain (1993) who asserted that one of the reasons for borrowing and code switching is to indicate a higher social class or learning as well as an identity marker. Furthermore such findings agree with Phillipson (1992) who pointed to the phenomenon of “linguicism” where language is a means of affecting or maintaining an unequal allocation of power and structure. Moreover, item (3) of the same table indicates that the respondents highly accept the idea that speaking both Arabic and English is better than speaking Arabic only. This matches Phillipson’s (1992) argument that the dominance of English has placed it in the center while pushing other languages to the periphery position, creating an unequal structure of power.

Results reported in Table (1) item (8, 9, 10) state that English language curriculum and teaching methods are better than Arabic teaching methods and curricula. Furthermore, the respondents believe that English grammar is easier than Arabic Grammar. These results match the findings and recommendations of Zoghoul (2003) who reported that the spread of English can be encountered by the solid foundation of mother tongue teaching especially in the formative years which is very much like building up immunity against all what may intrude on the core of the learner's identity.

4.2 The Attitudes of the Students towards the Impact of English to the Libyans as Culture, Identity, Economy and Psychology

4.2.1 The Attitudes of Lecturers

Five of lecturers were asked about their attitudes towards the Impact of English to the Libyans as Culture, Identity, Economy and Psychology, so for the convenience of the professor's names of the professors will not be mentioned.

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

MacDonald's restaurant".

Professor (A) has recommended that confining the spread of globalization would be done by paying attention to the role of the educational system and curriculum and the role of media.

The second question for professors about what are the effects of globalization on the Arabic language and culture (B) indicated that people should not put all the blame on globalization, pointing out that language is powerful with the power of its people. And also the professor described the current status of the Arabic language; he pointed that Arabic language "is an immortal language as it is the language of the Holy Quran". He explained that the current weakness of the Arabic language is due to the following:

- 1- Lack of confidence in the language by its people
- 2- Job opportunities exist more in foreign language
- 3- Job opportunities through the Arabic language is closed
- 4- Educational opportunities exist more in the Arabic language.

Professor (B) also he asked another question as describe the level of understanding and comprehension of the globalization term among Libyan students so he indicated that the Arabic language can be the vehicle of all kinds of sciences and cultures more than any other language; only if it was well promoted by its speakers and introduced in the new technologies. He added "that the problem does not exist in the Arabic language itself but in the speakers of the language, as well as in the current teaching method in which

Arabic is being taught.”

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

As for the Arabic curriculum, professor (B) answered the question about. Are the Arabic curricula capable of meeting the challenges of the global spread of the English language and culture noted that “the problem is not in the curriculum, because the content of the curriculum is a good one”. However, such good content requires qualified teachers who are capable of teaching the Arabic language curriculum and realizing the aim of the content. Furthermore, professor (B) was asked whether he believed that the Arabic culture (Libyan identity) is threatened by the global spread of the American culture so he reported that “the Arabic culture (Libyan identity) is not threatened by the spread of the American culture and will never be because it belongs to deeply rooted, solid and clinging Arabic traditions, morals and religion”.

Professor (B) mentioned the following measures for overcoming the negative effects from the spread of English language and American culture: replacing the English language by Arabic in all facilities; making the Arabic language the language used at home and schools. He also pointed at the same

time that “this does not mean that people should not learn foreign languages but should learn and benefit from without blind mimicry”.

The third open ended question was Professor (C). When asked about the effect of globalization on the Arabic language and culture, he commented that “English is the language of our time, the language of science, trade, inventions and culture”. He added that “students should know how to interact in English so as to keep pace with the demand of this age. But the dangerous thing which most people fall in is that being proficient in English comes at the expense of the Arabic language”. So at first, educational institutions should take care of their mother tongue (ie. Arabic language) until the students are well qualified in Arabic, then move on to introducing English to them. However, what is happening now is completely the opposite. Students are proficient in English on the account of the Arabic language.

Professor (C) added that as a consequence to this situation a gap is created, represented by the student’s continuous feeling that she/he is not capable of mastering the Arabic language and then this feeling is enhanced by the feeling that she/he is not in need of the Arabic language. Moreover Professor (C) asked about the possibility of having a new Arabic variety or a pidgin, his answer was “If things continue in the same way, then the future of Arabic “Fusha” will not be very promising”. He added that “many educated people tend to mix Arabic with English to reflect their level of education”. Professor (C) indicated that in general the curriculum is appropriate and of good content. He indicated that he headed a committee in 1990 for prescribing the Arabic

curriculum for the fifth grade, and the text book was used in education for several years until it was recently canceled. This text book and other similar books were one of the best books because they “match students’ levels and therefore motivate them. “If the curriculum is laid in such a way, then it will lead the students to become proficient in Arabic”.

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

The fourth Open ended question was Professor the effects of globalization on the Arabic language and culture (D). He pointed out that “the Arabic Fusha is in a difficult situation, because the new generation has refrained from using it as they consider it a difficult language. Meanwhile, the Colloquial is spreading on the account of Fusha, while some English terms are also being introduced in the Colloquial conversation such as (good morning, hi , bye...)” He added that “the Arabic language is not threatened since it is the language of the Holy Quraan”. As for the attitude of students towards Arabic and English language he

replied that Arabic language “is present in the mind of the students”. He indicated that “culture is not threatened by the spread of the English language, because the society is still considered conservative and maintains the same traditions and morals which can limit the spread of any Western effect”.

He also pointed out that young generations do not pay very much attention to the phenomenon of globalization. He added that “so far, people are just taking the negative aspect of such phenomenon and do not comprehend any positive sides of it”.

The fifth open ended question was professor (E). He indicated that “the effect of the English language is not on the Arabic language but on the speakers of Arabic. Noting that Arabic is capable of comprehending all new terms however the speakers of Arabic language are the one to be blamed as they have abandoned their native language and denied their identity believing that English is better.” He pointed out to the need of revising the Arabic curricula by Arab language specialists, illustrating that educational strategies of teaching Arabic language put obstacles and borders before its learners. Prof. (E) resumed by indicating that the attitudes of Arabic learners can be divided into the following:

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

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

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

4.2.2 The Attitudes of Students

This shows according to English in Social, Culture and Identity, Globalization and English. As well as English as an Effective means in Economic and also English in Psycholinguistic context.

No	Item	Agree	disagree	Neutral	Means	Level of Acceptance
14	There is a close relation between language and identity.	66.0%	13.2%	20.8%	3.91	High
15	English has a strong influence on Libya.	32.1%	26.4%	41.5%	2.81	Medium
16	Speaking Arabic shows that you are an Arab.	30.2%	62.3%	7.5%	3.45	Medium
17	Speaking both Arabic and English will help people benefiting from both cultures.	74.5%	11.3%	14.2%	4.21	High
18	Speaking English does not affect the	28.3%	23.6%	48.1%	2.60	Medium

	Libyan identity.					
19	English language is very popular in Libya.	23.6%	24.5%	51.9%	2.43	Medium
20	Culture and language are two separated entities.	45.3%	25.5%	29.2%	3.32	Medium
21	Speaking English does not conflict with traditional values.	48.1%	18.9%	33.0%	3.30	Medium
22	Americanization is not happening in Libya.	53.8%	22.6%	23.6%	2.40	Medium
23	Learning English helps to understand different cultures.	76.4%	14.2%	9.4%	4.34	High

24	People who mix Arabic with English belong to higher social status.	54.7%	32.1%	13.2%	3.83	High
25	Arabic is usually the language used while speaking with parents or grandparents.	28.3%	40.6%	31.1%	2.94	Medium
26	Speaking English and behaving like Americans are two different things.	46.2%	19.8%	34.0%	3.25	Medium
27	American English is the best variety of English.	32.1%	34.0%	34.0%	2.96	Medium

Results reported in Table (2) below show how the spread of the Anglo/American culture affected the Libya culture and identity. Responses to the first statement in the dimension of English in the social, cultural and identity contexts show that 66.0% agree that there is close relation between language and identity, 20.8% are neutral while 13.2% disagree.

Table (2) Percentages and Means of what ways have the Global Spread of the Anglo/ American Culture and Language Affected the Libya Culture and Identity.

Answers to item two indicate that 32.1% believe that English has a strong influence in Libya, 41.5% are neutral and 26.4% of students disagree. Item three indicates that 30.2% agree that speaking Arabic shows that you are an Arab, while 62.3% disagree and 7.5% are neutral. Answers of item four shows that 74.5% of respondents believe that speaking both Arabic and English will help people benefiting from both cultures, 14.2% are neutral and 11.3% disagree.

Responses to the fifth statement show that 28.3% agree that speaking English does not affect the Libya identity, 48.1% are neutral and 23.6% disagree.

Statement six reports that 23.6% agree that English is very popular in Libya, 51.9% neutral while 24.5% disagree. Answers related to statement seven indicate that 45.3% disagree that culture and language are two separate entities, 29.2% are neutral and 25.5% agree.

Item eight shows that 48.1% agree that speaking English does not conflict with traditional Libya values, 33.0% are neutral and 18.9% disagree. Answers given to item nine indicate that 23.6% disagree that Americanization is not

happening in Libya, 53.8% are neutral and 22.6% of students agree. Item (10) shows that 76.4% agree that learning English helps to understand different cultures, 9.4% are neutral and only 14.2% disagree.

In item (11) shows that 32.1% of students disagree that people who mix Arabic with English belong to a higher social status, while 54.7% agree and 13.2% are neutral. Item (12) illustrates that 28.3% agree that Arabic is usually the language used while speaking with parents or grandparents, 31.1% are neutral and 40.6% disagree. Answers related to statement (13) show that 46.2% agree that speaking English and behaving like Americans are two different things, while 34.0% are neutral and 19.8% of students disagree. Responses to statement (14) illustrate that 32.1% agree that American English is the best variety of English with a similar figure of 34.0% of respondents disagree and 34.0% are neutral.

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

$$\text{Interval Width} = \frac{\text{maximum point} - \text{minimum point}}{\text{number of levels}} = \frac{5-1}{3} = 1.33$$

- Low level Effect= from 1 to 2.33
- Medium level Effect= from 2.34 to 3.67
- High level Effect = from 3.68 to 5

Table (3) Percentages and Means of Globalization and English Language

No	Item	Agree	disagree	Neutral	Means	Level of Acceptance
28	Globalization is another face of colonization.	32.1%	18.9%	49.1%	2.66	Medium
29	Western dominance is the reason behind the spread of English language.	52.8%	13.2%	34.0%	3.38	Medium
30	I want my children to speak both English and Arabic.	94.3%	0%	5.7%	4.77	High
31	English is necessary for the use of the internet.	71.7%	15.1%	13.2%	4.17	High
32	The Arab media contributes in spreading the American culture as well as English Language.	18.9%	18.9%	62.3%	2.13	Low
34	Speaking Arabic only in the age of	50.9%	22.6%	26.4%	3.49	Medium

	globalization is not enough.					
35	If I have to choose one global language as a communication tool in the era of globalization, I will choose Arabic.	22.6%	41.5%	35.8%	2.74	Medium
36	Islamic is not against globalization.	37.7%	20.8%	41.5%	2.92	Medium

Table (3) indicates that the highest mean was given to item 30 ($M=4.77$) where the respondents highly believe that in the era of globalization and with the spread of English language, they want their children to speak both Arabic and English. As for item (28), the respondent's level of acceptance to the statement that globalization is another face of colonization was medium with a mean of (2.66). Statement (31) shows that respondents highly accept that English is necessary for the use of the internet and its mean is (4.17).

Meanwhile responses to item (29) indicate that the respondents medium accept that western dominance is the reason behind the spread of English with a mean of (3.38). Item (32) has a mean of (2.13) demonstrating a low acceptance that the Arab media contributes in spreading the American culture as well as the English Language. Similarly, item (34) is considered of medium acceptance for speaking Arabic only in the age of globalization is not enough ($M=3.49$). On the

other hand, statement (35) and (36) are considered of medium acceptance for if they have to choose one global language as a communication tool in the era of globalization, they will choose Arabic (M=2.74) and Islam is not against globalization (M=2.92).

The level of Acceptance in Table (3) was determined through the following equation:

$$\text{Interval Width} = \frac{\text{maximum point} - \text{minimum point}}{\text{number of levels}}$$

$$= \frac{5-1}{3} = 1.33$$

- Low level Effect= from 1 to 2.33
- Medium level Effect= from 2.34 to 3.67
- High level Effect = from 3.68 to 5

Table (4) Percentages and Means of what ways have the English as an effective means in economic context

No	Item	Agree	disagree	Neutral	Means	Level of Acceptance
37	37-English competency is important for the business world in Libya.	64.2%	3.8%	32.1%	3.64	Medium
38	38-English helps people get better jobs in Libya.	52.8%	9.4%	37.7%	3.30	Medium

39	39-The popularity of English in Libya brings economic benefits in international trades.	56.6%	9.4%	34.4%	3.45	Medium
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Table (4) indicates the effect of English on the economic status of the individual and the country. The answer to item 37 indicates that 64.2% agree that English competency is important for the business world in Libya, while 32.1% are neutral and 3.8% disagree. Responses to item 38 show that 52.8% agree that English helps people get better jobs in Libya, 37.7% are neutral and 9.4% disagree. Item 39 demonstrates that 56.6% of respondents believe that the popularity of English in Libya brings economic benefits to Libya in international trades, meanwhile 34.4% are neutral and 9.4% disagree.

All statements are considered of medium acceptance, that indicate if respondents feel English competency is important for the business world in Libya (M=3.64), English helps people get better jobs in Libya (M=3.30) and The popularity of English in Libya brings economic benefits in international trades (M=3.45) The level of English language effect on the economic status of the country and the individual was determined by the following equation.

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

- Low level Effect= from 1 to 2.33
- Medium level Effect= from 2.34 to 3.67

- High level Effect = from 3.68 to 5

This shows table (5) Level of English Language Effect on the Psychology of the Libyan University Students.

Item	Agree	disagree	Neutral	Means	Level of Acceptance
40-English non-native speaker is discriminated against according to individual's proficiency in English.	32.1%	18.9%	49.1%	2.66	Medium
41-English native speaker receives a preferable treatment compared to the non-native speaker.	31.1%	14.2%	54.7%	2.53	Medium
42-The spread of English is maintained through confirming the culture and social differences.	42.5%	14.2%	43.4%	2.98	Medium

43-The spread of the English language creates a feeling that the Arabic language is less significant and inferior to English language.	27.4%	36.8%	35.8%	2.83	Medium
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Table (5) above shows that all statements are medium acceptances. The first ranked statement indicates that the respondents' level of acceptance is medium towards the idea that the spread of English is maintained through confirming the cultural and social differences with a mean of (2.98), in rank (2) and the spread of the English language creates a feeling that the Arabic language is less significant and inferior to English language with means (2.83). The statement the English language effect on the psychology of non-native speakers in rank (3) with (32.1%) agree (18.9%) disagree and (49.1%) neutral. Meanwhile item (41) English native speakers receives a preferable treatment compared to the non-native speaker have medium acceptance with means (2.53, 31.1%) answer agree, (14.2%) disagree and (54.7%) neutral.

The level of English language effect on the psychology of the Libyan University Students Interval Width= maximum point – minimum point /number of levels.

- Low level Effect= from 1 to 2.33

- Medium level Effect= from 2.34 to 3.67
- High level Effect = from 3.68 to 5

4.2.3 Why the lecturers and students have attitudes towards the impact of English language on the Arabic language

Here in this question the researcher will explain six dimensions why the students have attitudes towards the impact of English language on the Arabic language the first as English in linguistic context for variable English in linguistic context, most of the student's has attitude negative for Arabic language because only three item of questionnaire have high percentage that as in item (2,3,8,9) table (1) indicates that Arabic is A very beautiful and rich language, Speaking both Arabic and English is better than speaking Arabic only and there are more useful languages that need to be learned other than English. They have answer less agree in another question because most of student's agree if English grammar is easier than Arabic grammar, English language teaching methods are more creative than Arabic teaching method, it is better to learn scientific issues in English, English language curricula introduce the language better than the Arabic and it is rather more to mix Arabic with English in the middle of a social conversation the second dimension is about English in the social, cultural and identity Student's have positive attitude for social, cultural and identity because only four item of questioner from (14) question student's answer agree for (3,14) indicates that there is a close relation between language and identity, Speaking both Arabic

and English will help people benefiting from both cultures, Learning English helps to understand different cultures, People who mix Arabic with English belong to higher social status. Here also globalization and English for globalization and English, student's have negative attitude for Arabic language because most of student answer agree in item (29, 30, 31) indicates that western dominance is the reason behind the spread of English language, I want my children to speak both English and Arabic, English is necessary for the use of the Internet, and speaking Arabic only in the age of globalization is not enough. Another dimension is about English as an effective means in economic context For economic context, most of student answer agree in all item question, that's mean if English language is positively to economic context, that is question English competency is important for the business world in Libya, English helps people get better jobs in Libya and The popularity of English in Libya brings economic benefits in international trades. In question about English in psychological context, students answer agree less that disagree and neutral that as in item (40,41,42,43) English non-native speaker is discriminated against according to individual's proficiency in English, English native speaker receives a preferable treatment compared to the non-native speaker, The spread of English is maintained through confirming the culture and social differences and The spread of the English language creates a feeling that the Arabic language is less significant and inferior to English language.

4.2.4 Discussion and the Findings

This shows the attitudes of the Students towards the impact of English to the Libyans as culture, identity, economy and psychology? And why do they have those things of attitudes towards the impact of English language on the Arabic language?

Here the researcher is going to write the discussion of findings both of question two and three because when will analysis question two it's belongs to question three as why the students have attitudes about the impact of English on the Arabic language.

Results reported in Table (1) for example items (5, 8, 14) indicate that students believe that speaking English does not affect the Libyan identity, neither does it conflict with the traditional Libyan identity indicating that speaking English and behaving like Americans are two different things. These results are in agreement with Ismail (2008) who showed that students prefer using English for interpersonal functions without feeling less Arabic.

Responses given to item 22 in Table (2) show that 22.6% of the students disagree with the statement that Americanization is not happening in Libya. This is line with Tsuda (2008) who identified English hegemony on culture as “Macdonaldization” of culture. He pointed out that the spread of American products goes hand in hand with the spread of the English language. Also it is in agreement with Philipson (1992) who indicated that linguistic imperialism is also central to social imperialism, which passes the norms and behaviors of a

model structure. Furthermore; it agrees with Zoghoul (2003) who mentioned that in the Arab World the American culture influence is represented in all its forms.

As for the economic effects, results in Table (2) items (16, 17, 18) indicate that students highly perceive English as being important for getting better jobs and because it is crucial for the business world in Libya and for bringing economic benefits for the Libyan international trades. Accordingly, such results are consistent with Kim (2008) who indicated that the people of the world are living in a world centered on English, where a person cannot get a job interview unless she/he has good scores high in English language.

Furthermore; items (30, 31) Table (3) illustrate that English is necessary for the use of the internet. They also show that the respondents prefer to have their children speak both Arabic and English and speaking Arabic only in the age of globalization is not enough. All the above is in line with Tsuda (2008) who introduced the term “Englishmania”, where people have no other choice than to speak English or to perish. He predicted that this may result sooner or later in “Global Language Shift” which would eventually lead to “Global linguisticide”. Furthermore, it is consistent with Kim (2007) who indicated that English is the most important language in the age of globalization and that the development of the internet and the powerful waves of globalization were an imminent threat to the existing diversity of languages.

Responses in Table (4) to item (40) indicate that the respondents highly believe that non-native speakers of English are discriminated against according to their proficiency in English. Item (41) illustrates that (31.1%) believe that the

native speaker of English receives a preferable treatment compared to the non-native speaker. This supports Crystal's (2003) argument who mentioned that non-native speakers may have mixed feelings starting from the feeling of being motivated to learn the language, and feeling proud in speaking the language. However; he would still feel that the mother tongue speaker has an unfair advantage over him. It also supports Tsuda (2008) who indicated that non-English speakers maybe discriminated against.



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

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

because all the world used to use English language in daily life and easy communication among all the world so this phenomenon effects negative on the Arabic world.



5.2 Recommendation

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

- A deep review for the Arabic curricula and methods of teaching is needed where it would present the distinctiveness of the Arabic language and beauty in a new and creative way capable of attracting the attention of the students
- An intensified movement of translation of science and technological materials into Arabic is required.
- Giving Arabic language the same advantages of the English language whether in the employment market or as a prerequisite for passing the graduate studies at universities or in the educational field is necessary.

5.3 Recommendations for Future Research

The researcher recommends the following for further future research:

- 1- An investigation of the Libyan English language teachers' views towards the native and non- native English language speakers.
- 2- An investigation of the Libyan Arabic language teachers towards globalization and the spread of English and its effect on the Libyan language and culture.
- 3- A textbook analysis of the English language curricula in Libya from a distinctive cultural point of view.

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Student's questionnaire

The name of student:.....

The questionnaire is an instrument in this research to collect the data and investigate student's attitudes towards the impacts of English to Libyans and its impact on the Arabic Language, and how the spread of English affects the Arabic language and Libyan culture. hopefully to answer the questionnaire below to collect the data and to avoid the effects in the future.

English in Linguistic Context

Item	Agree	disagree	Neutral
1-The spread of English language is affecting negatively to the Arabic language.			
2-Arabic is a very beautiful and rich language.			
3-Speaking both Arabic and English is better than speaking Arabic only.			
4-There are more useful languages that need to be learned other than English.			
5-Arabic language is not being promoted properly by its native speakers.			
6-Arabic is flexible enough to keep pace with ongoing technological and scientific development.			
7-It is better to learn scientific issues in English.			
8-English grammar is easier than Arabic grammar.			

9-English language teaching methods are more creative than Arabic teaching method.			
10-English language curricula introduce the language better than the Arabic.			
11-It is rather more to mix Arabic with English in the middle of a social conversation.			
12-Using English terms related to technological and scientific issues is easier in English than Arabic.			
13-Speaking English is prestigious in the society.			

English in the social, cultural and identity

Item	Agree	disagree	Neutral
14-There is a close relation between language and identity.			
15-English has a strong influence on Libya.			
16-Speaking Arabic shows that you are an Arab.			
17-Speaking both Arabic and English will help people benefiting from both cultures.			
18-Speaking does not affect the Libyan identity.			
19-English language is very popular in Libya.			
20-Culture and language are two separated entities.			
21-Speaking English does not conflict with traditional values.			
22-Americanization is not happening in Libya.			
23-Learning English helps to understand different cultures.			
24-People who mix Arabic with English belong to higher social status.			
25-Arabic is usually the language used while speaking with parents or grandparents.			
26-Speaking English and behaving like Americans are two different things.			
27-American English is the best variety of English.			

Globalization and English

Item	Agree	disagree	Neutral
28-Globalization is another face of colonization.			
29-Western dominance is the reason behind the spread of English language.			
30-I want my children to speak both English and Arabic.			
31-English is necessary for the use of the internet.			
32-The Arab media contributes in spreading the American culture as well as English Language.			
34-Speaking Arabic only in the age of globalization is not enough.			
35-If I have to choose one global language as a communication tool in the era of globalization, I will choose Arabic.			
36-Islam is not against globalization.			

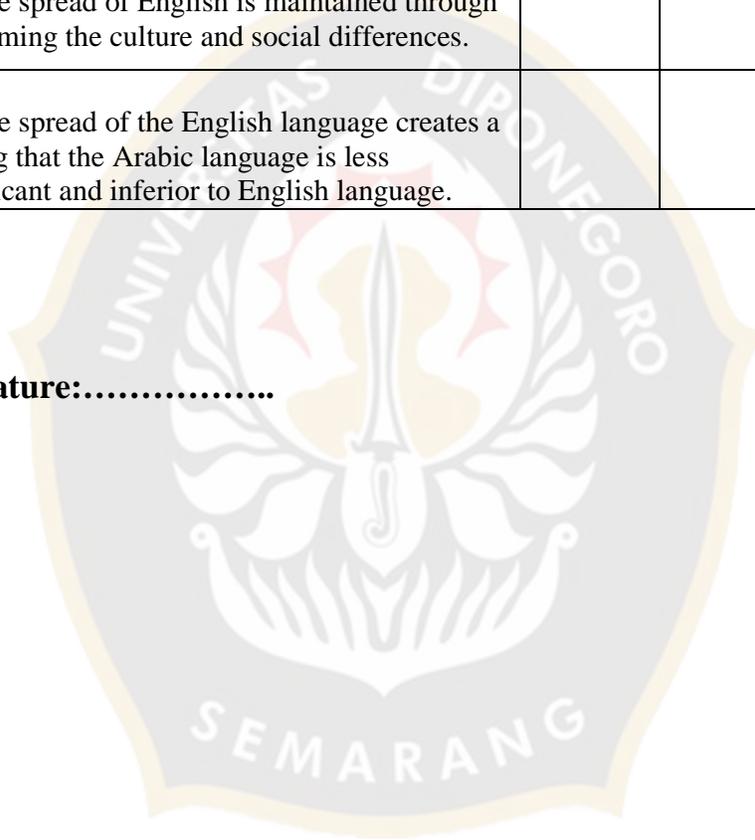
English as an Effective Means in Economic Context

Item	Agree	disagree	Neutral
37-English competency is important for the business world in Libya.			
38-English helps people get better jobs in Libya.			
39-The popularity of English in Libya brings economic benefits in international trades.			

English in Psychological Context

Item	Agree	disagree	Neutral
40-English non-native speaker is discriminated against according to individual's proficiency in English.			
41-English native speaker receives a preferable treatment compared to the non-native speaker.			
42-The spread of English is maintained through confirming the culture and social differences.			
43-The spread of the English language creates a feeling that the Arabic language is less significant and inferior to English language.			

Signature:.....



These the open ended questions for the lecturers

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

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2. Do you believe that the Arabic culture (Libyan identity) is threatened by the global spread of the American culture elaborate your response /Answer why?

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

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4. Do you believe that the Arabic language is threatened by the global spread of English explain your answer?

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5. In your opinion what are the effects of globalization on the Arabic language and culture?

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

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

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

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