The Impact of Globalization and Information Technology on Arabic

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Abstract
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There is a general feeling among Jordanians that the use of English language in light of the globalization era and information technology promotes the status of English language at the expense of Arabic. This study attempts to figure out the relation between the three variables, i.e., globalization, information technology and the promotion of English on the one hand and the status of Arabic on the other. Moreover, the study aims at examining the attitudes of private schools students and teachers in Amman towards the following dimensions: westernization, national identity, the need for English language, linguistic globalization, the role of religion, English language teaching, the status of Arabic and English languages and the role of the media.

The researcher has developed two questionnaires based on Al-Abed Al-Haq (1996) and Hatamleh's (2002). The two questionnaires were distributed to 180 secondary students and 54 teachers. The findings of the study stress the importance of English language as a means for modern technology and modern sciences. The participants, therefore, emphasize the necessity of learning English but they also recognize its imperialistic purposes. The results
reveal the holy status of the Arabic language as a symbol for Arabs religious commitment and national identity and that the wide spread of English will influence the future of the Arabic language and nations. The study, then, tested nine hypotheses to determine whether the findings are different among the students based on their gender, knowledge of computer and internet, possession of computer, father's educational level, father's and mother's knowledge of computer, father's job, place of father's job and religion. The study also tested eight hypotheses among teachers based on their gender, specialization, age, educational level, place of the study, possession of computer, knowledge of computer and internet, and religion. The findings show that there is a significant statistical difference among teachers and students towards both the Arabic and English with respect to their gender.

The study concludes with some recommendations, most importantly of which are for further studies in sociolinguistics and to draw more attention to language planning policy in Jordan, in particular, and the Arab world in general.