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AN INVESTIGATION ON JORDANIAN LEARNERS ATTITUDES TOWARD ENGLISH AS GLOBAL LANGUAGE: FROM THE GLOBALIZATION PERSPECTIVE

Amer Mohammad Ayasreh1, Ali Suleiman Awwad1, Nada AL-Sabti1 1, Mozaffar
Mansoor, Sabri Hammad, Mohammed Humiedan.*

Imam Abdulrahman Bin Faisal University, College of Applied Studies and Community
Service, P.O. Box 2435, 31441 Dammam, Kingdom of Saudi Arabia.

Email: asawwad@iau.edu.sa , Aloshcovip@gmail.com

Abstract

English is acknowledged as the global language of today and it pervades all aspects of everyday life. The study aims to investigate the effect of globalization and the new role of English on the Jordanian EFL University students' attitude. Mixed method design was employed for the collection of data for this research. The instruments used are a set of questionnaire and semi-structured interview. The research samples for the study are students and lecturers from Al-Yarmouk University in Jordan. A total of 295 students majoring in English were asked to respond to the questionnaire. For the semi structured interview, 12 students and 4 English lecturers were chosen to participate. The questionnaire was analyzed quantitatively using SPSS while content analysis was used for the semi-structured interview. Findings of the study showed that students have positive attitudes toward learning English as a global language. Two of the prominent factors of globalization that affect students' attitudes are migration together with social media and entertainment. Globalization affects the students' attitudes towards learning English as a global language. The study indicates that there is a need to identify the students' attitudes. The implication of the study would be for the lecturers to plan suitable activities for English as a global language and for the policy makers to revise the curriculum to suit the new role of English as a global language in Jordan.

Key words: globalization, attitudes. Global language, foreign language, second language

Introduction

English is the current lingua franca or global language of trade and commerce, education and technology, although, Mandarin is spoken by a larger number of people Abu-Melhim (2009). In other words, it is the language of the global economy in all its various aspects. Thus, the pre-eminence of English as a global language is not determined by the number of speakers, but rather by its widespread usage (Yashima 2002). As Cook (1996: 1) noted, “Language is the center of human life” as it is the medium through which people encrypt as well as communicate all the various aspects of their lives and experiences. Today, because of the global nature of English, it is the language of choice for many people, as it is the language that will allow a person to communicate with the global community. Language is a vehicle to inform and to transfer ideas and thoughts through communication. Mankind has developed languages based on the need for communication; people involved in any kind of conversation intend to communicate their messages, so language is very important for mankind to maintain their life. Language is related directly to communication, and communication needs a speaker and hearer in every turn of speech. (Ayasreh 2014, Ayasreh and Razali 2018, Ayasreh et al. A 2019, Ayasreh et al.B 2019, Awwad et al 2019). This research can be a good beginning to analyze the political context according to Grice maxims theory, and the findings of this research hopefully will add to the existing literature.

The importance and position of English as a global language has had important implications in the context of the teaching and learning of English as a Foreign Language (EFL). One of the implications has been in the area of motivation and attitude of EFL learners. This arises out of the fact that a number of factors affect the learning process, like motivation, attitude, learning style, gender, and aptitude. Thus, as Wenden (2002: 32) stresses, this led to a focus on learner-centered instruction in EFL because of these variety of factors that affect learners. Much research has been carried out to investigate the relationship between these variables in the context of EFL instruction. As early as 1955, Lambert, theorized that EFL learners were interested in learning as foreign language because they were either emotionally attached to the target language and its culture or because of the utilitarian value of learning the language. In other words, it is because of integrative and instrumental factors.

In this context, research findings have revealed that these factors affect attitude and motivation and in turn affect successful L2 learning.

In doing so, this research focuses on attitude that is exploring the effect of globalization and the new role of English on the Jordanian EFL university students' attitudes toward learning English as EFL at Al-Yarmouk University.

STATEMENT OF THE PROBLEM

Currently, English is acknowledged as the global language of today and it pervades all aspects of everyday life from the global economy, information technology to the arts and culture. Its status as the lingua franca is evidenced by the fact that approximately 2,000 million people around the world, counting native speakers (over 380 million) and those who learn it as a second or foreign language speak the language. Indeed, as according to Bernaus (2005) cited in Youssef (2012), many countries in the world have adopted English as their second language. In fact, it has become the official working language as most of the government institutions and offices in these countries use English as their official language. In line with such a move, the use of English is encouraged and in fact made compulsory in the educational system. These developments are no doubt a response to the pressures brought on by globalization which requires a common global language of communication (2010) and Bidin (2009) cited in Youssef (2012). However, Jordan is among the continents which have reported low levels of adopting English in educational programs.

As discussed earlier, the Jordanian authorities have taken steps to improve and enhance the teaching of English in Jordan, it is still the case that the importance of English is limited to the procedure of university entrance selection purposes and as a foreign language, it is not used as "one of the primary means of communication in the society but taught simply as a school subject" (Oxford and Shearin, 1994 :58). This is evident in a number of studies conducted in the Jordanian EFL contexts. For example, Rababah, (2001, 2003); Al-Khuwaili and Al-Shoumali (2000); Al-Khataybeh (2005) revealed in their findings that most Jordanian EFL students are weak in English. These studies reveal that EFL Jordanian students experience problems in all aspects of the skills of English language. Other studies have revealed that problems faced by Jordanian EFL students are due to several reasons, such as, rigid curricula which focus on traditional methods for teaching writing to EFL students.

In a recent study, Al-Jamal, (2012), highlighted many aspects and factors that affect the performance of these students such as learners' lack of attitudes and motivation, the curricula of the English department, lack of pertinent information on the part of school graduates when they join the university, lack of target language environment, and teaching methodology, Apart from these,

the study also revealed that the Jordanian EFL students' attitudes and motivation directly influence their behavior and consequently on performance.

In addition, in their study, Al-Sawalha and Chow (2012) revealed generally, Jordanian students display negative attitudes when learning English. This is compounded by negative beliefs regarding learning the language which results in anxiety, low cognitive achievement, and negative attitudes.

In addition, Awwad et al (2019) stated that the role of English has been totally changed because of the globalization and its aspects. Trade and industry are now routinely conducted across borders, many companies prefer to hire employees who are proficient in English as this will facilitate communication and negotiations more effectively since many multinational companies are western entities and use English as their language of communication and that Globalization has affected almost every part of the world. It has also changed the language learning pattern.

As mentioned above, a lot of studies conducted in the field of attitudes in the Arab world and in Jordan. As a result, to examine students' attitudes with the effect of the technological advancement in this globalized world is needed today since the role of English has totally changed. This point seems to be the gap in the literature when it comes to the language leaning and teaching context. Some studies conducted in the field of attitudes and motivation in the in Jordan but seems that very few studies conducted to investigate the effect of globalization and the new role of English in the students' attitudes and motivation toward learning English.

Moreover, there were many studies conducted in the field of attitudes and motivation in the Arab world and in Jordan, but few studies were conducted to investigate the effect of globalization and the new role of English in the students' attitudes toward learning English.

LITERATURE REVIEW

GLOBALIZATION AND LANGUAGE LEARNING

While there is no consensus regarding the definition of globalization as pointed out by the Global Policy Forum (2011), it is nevertheless acknowledged by many scholars that the term signifies important paradigm shifts in the way social, political, economic and cultural issues are dealt with in a world that is increasingly becoming borderless (Belk, 1996, 1998; Liebes and Katz, 1993; Robertson, 1992; Sklair, 2002; Waters, 1995; Matei, 2006, p.1) cited in Azizi and Noruzi (2011). Globalization is a relatively new term and concept, although the term is derived from the Latin word "globus". (Ayto, 1991: 210). However, in the current context, Marshall McLuhan (1962) best sums up the essence of the concept when he stresses how the rise of

information technology has erased the physical boundaries that separate countries and instead has created a borderless world where different socio-cultural, political and economic systems are inadvertently brought into direct interaction with one another.

Thus, as used today, the concept of globalization refers to diverse global communities whose everyday lives are affected by and in turn affect local, national and international affairs as opposed to the earlier view of globalization as a term that largely referred to the economic and business transactions between different countries. Thus, as Nilson, (2010 p: 191) pertinently points out, globalization today describes a process whereby different socio-cultural, economic and political systems are brought into close interaction on a daily basis or alternatively it could be said that globalization refers to the “integration and democratization of the world's culture, economy, and infrastructure through transnational investment, rapid proliferation of communication and information technologies, and the impacts of free-market forces on local, regional and national economies”.

Given the important implications of the term globalization, it comes as no surprise that the term is the focus of much academic discussion and research especially in the social sciences and humanities. This is so especially in the context of the notion of a global language of communication which has seen the rise and development of English as being the global language of communication, for example, as discussed in Block and Cameron's *Globalization and Language Teaching* (2002) and Wright's *Language Policy and Language Planning: From Nationalism to Globalization* (2003). The rise of English as the “global” language of communication is premised on the effect of globalization itself, that is, globalization requires the use of a “common” language of communication that is available and can be used by the diverse global community to communicate and access information.

Thus because of all the compelling reasons as discussed by Crystal (2003: 3), English has attained its acknowledged status as the global language in this era of globalization. Thus as McArthur (2002: 2-3), points out not only is English the most effective language in use in the daily activities of the global community, but also its rich heritage is alive in some of the world's most important cultural and scientific products and inventions.

In the context of education, the status of English has been given a tremendous boost because as the effects and demands of globalization become more and more apparent, the teaching of English as an integral part of the curriculum has become mandatory in many non-native countries. The teaching of English has also become a worldwide business and demand for English tests to determine proficiency like TOEFL are in great demand, especially in the major urban centers of many countries. Parents invest a lot of money to ensure that their children obtain a good grounding in the English language. However, as Mufwene (2008) point out while a lot of time, energy and expense are

involved in learning English, it is still the case that some students do not acquire the required proficiency or else loses touch with the language once they leave school. In addition, the effects of globalization may not be felt so strongly in some countries which are isolated or underdeveloped (Blommaert 2010). However, regardless of such a situation, the effects of globalization far outweigh these obstacles and in the context of L2 learning it would be insightful to investigate further why, despite the obvious advantages of learning English, some students fail to achieve the required proficiency. In the context of education, the status of English has been given a tremendous boost because as the effects and demands of globalization become more and more apparent, the teaching of English as an integral part of the curriculum has become mandatory in many non-native countries.

Attitude

Bohner and Dickel (2011) defined attitude as a belief or thought which is based on judgment regarding an object, person or even. An example is how individuals perceive themselves based on their own behaviors. To Gardner (1985: 9) attitude is "an evaluative reaction to some referent or attitude object, inferred on the basis of individual beliefs or opinions about referent". From the language perspective, Spolsky, (2000) states that generally, attitude regarding English concerns emotions and thoughts about the language, its speakers and culture. More precisely, when we talk about student attitude to English, it refers to their positive as well as negative feelings regarding studying the language.

Kara (2009) states, students who have positive attitudes regarding language learning would view learning a foreign language more positively than those who do not and those with negative attitudes would suffer from anxiety and low cognitive achievement. (Victori & Lockhart 1995). In a study conducted by Kiptui and Mbugua (2009 cited in Tella et al 2010) they revealed that negative attitude towards English was the most affective and psychological factor that caused students in secondary schools in Kenya to perform badly in English. In addition, according to Cook, (2001: 119) another important factor that affects learner attitude regarding learning English is "how the students' own cultural background is projected by the second / foreign language culture. Other scholars have also highlighted the importance of attitude in language learning. For instance, Visser, (2008) states that attitude is regarded as a primary factor that influences language performance. Similarly, Reid (2003: 33) claims that success in language learning is dependent not only on intellectual ability but also on attitude regarding learning the language.

Alkaff (2013) investigated the perceptions of Foundation Year (FY) students in Jeddah KSA and their attitudes. The samples of the study were 47 female students from levels three and four (pre-intermediate and intermediate levels) of English Language Institute (ELI) of King Abdulaziz University (KAU) towards learning English. The results of the study displayed that the majority of students demonstrate a positive attitude towards learning English.

Furthermore, these students attempt to improve their knowledge and usage of the language albeit the countless demands it puts on their time and limited occasions to practice it.

Momani (2009) examined the attitude of secondary stage students in Jordan towards learning EFL as well as their accomplishments in reading comprehension. As evidenced by the findings, the attitudes of respondents towards learning English were neutral and positive. There was also a strong correlation between the attitudes of students towards learning English and their reading comprehension performance.

Tahaine and Daana (2013) conducted a research on learning English as a foreign language (EFL) with 184 Jordanian female undergraduates to measure out their motivational orientation and attitudes target learning the target language and its community. The results of the study showed that the learners were instrumentally motivated, whereas their attitudes toward learning the target language and its community was highly positive.

Thus, it appears that not only does attitude play an important role in determining the nature of motivation a learner possesses, but also and equally important is that the social makeup and environment of the learner affects the beliefs and values of the learner and in turn, the type of attitude the learner would possess. On the other hand, as (Eagly&Chaiken, 2011) put it, attitudes are not static but ever changing depending on the interaction between the individual and his environment. Consequently, social psychologists have argued that attitudes and social contexts are intertwined (Bohner&Wanke 2002). In other words, changes in an individual's attitudes are brought about by social forces that are the society and environment.

RESEARCH QUESTIONS

This study will attempt to answer the following questions:

- 1- What attitudes do Jordanian university students have toward learning English as a global language?
- 2- To what extent the globalizations affect Jordanian EFL university students' attitudes (cognitive, behavioral, and emotions aspects)?

Data analysis and discussion

The Statistical Package for Social Sciences (SPSS) was used to conduct the descriptive analysis of the questionnaire and it give a general picture of learners' attitudes toward learning English. Then the qualitative data that comes from the interviews analyzed using content analysis approach. In other words,

semi-structured interviews are conducted and recorded in order to get in-depth data.

Quantitative Findings

The analysis begins with the findings on the Jordanian students' attitudes towards learning English as a global and foreign language from the globalization perspective, followed by the findings to know whether they have positive or negative attitudes towards learning English. In addition, the analysis presented the effect of globalization and its factors on the students' attitudes and the relationship between globalization and attitudes in the context of learning English in Al-Yarmouk University.

Effects of Globalization on Students' Attitude

Using descriptive statistics to describe the attitude's variables to answer the second question of the current study which is "To what extent globalizations affect Jordanian EFL university students' attitudes?" With regard to research question number 2, the quantitative results are interpreted following this rule: if the score is between, 1 - 2.5, it is low attitude; if the score is between, 2.5 - 3.5, it is a medium attitude; if the score is above 3.5, it is a high attitude. Furthermore, a low attitude is interpreted as negative attitude; a medium attitude is interpreted as neutral attitude; and a high attitude is interpreted as positive attitude (Yang, 2012). Yang conducted a lot of studies about the attitudes and motivation and used to use these scores in interpretation of the qualitative findings. Since the summated scale of items for each participants is interval, a mean was calculated for all the respondents have also been calculated as shown in the following tables and details. Moreover, there are many researchers used these scores in their studies like Eshghinejad, (2016).

The statistic results in table 1 shows that the students had totally positive attitude towards learning English and the highest mean for the behavior items is "I believe that English is dominant in daily life in Jordan" (M=4.24) and the least frequently is "All official documents should be written in Both Arabic and English" (M=3.33). The other statistics that are ranked between these two are in ascending order "Learning English is enjoyable" (M=3.57), "Studying English give me more confidence in expressing myself" (M=3.62), and "I believe that English is dominant in daily life in Jordan" (M=4.01).

Table 1: Descriptive Analysis of behavior Variable

Item #	Item	Number of Participants					Mean	Agreement Level
		SD	D	N	A	SA		
1	I believe that English is dominant in daily life in	21	0	7	175	92	4.01	Agree

	Jordan							
2	I would like to see more English signboards in Jordan	6	4	7	175	103	4.24	Agree
3	All official documents should be written in Both Arabic and English	4	61	99	95	36	3.33	Agree
4	Learning English is enjoyable	4	36	95	108	52	3.57	Agree
5	Studying English give me more confidence in expressing myself	5	37	77	124	52	3.62	
	Overall						3.75	

From the above results, it could be argued that the students showed a favorable attitude and feeling toward English as the global language and it is very interesting language because it is the language of the world, and the medium of instruction in their studies. Moreover, it is clear that the students have a strong positive attitude toward learning English and Students' responses might reveal that the students like English for its beauty, logic, and richness. More likely, they might like it since it is the language of the world. In other words, English is the global language, and the global communication language that they have to know. The importance of English can be recognized as the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy.

In addition, this very positive agreement manifests that the students have positive attitudes towards the English way of life and appreciate the English language, then, according to what has been mentioned above, Jordanian students have positive attitudes towards learning English language. This is supported by Falk (1978) cited in Qashoa (2006) who agreed with Lambert's suggestion by pointing out that students who are most positive when learning a target language are those who like the people that admire their culture, speak the language and have a desire to become familiar with the society in which the language is used.

According to the above results studying English is important because it would enable them to better understand and appreciate the English way of life and give them more confidence in expressing themselves. The participants also would like English to be dominant in their daily life in Jordan and to see more English signboards in Jordan. In addition, they would like to have all the official documents to be written in Both Arabic and English and they enjoy learning English as well.

The above results are in line with Alkaff (2013) who conducted a study to explore the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia. The study presented that most students have a positive attitude towards learning English and that they

try to improve their English knowledge and use, even though there are many demands on their time and few opportunities to practice their English.

The description of the items in the questionnaire concerning the second variable of attitude, that is, the cognitive is illustrated in Table 4.15. It can be noticed from the table 4.15 that the students need to increase the use of English in the global era “We need to increase the use of English in this era of globalization” (M=3.96) and it is highest mean, and the least is “I need to increase the use of English” (M=3.81) The other statistics that are ranked between these two is an ascending order are “I need to increase the use of English” (M=3.84), followed by “There should be more TV programs in English in Jordan” (M=3.86), “Learning English enables me to transfer my knowledge” (M=3.90), “I would like to read more newspaper in English” (M=3.91), and “There should be more radio programs in English in Jordan” (M=3.92).

Table 2: Descriptive Analysis of cognitive Variable

Item #	Item	Number of Participants					Mean	Agreement Level
		SD	D	N	A	SA		
1	We need to increase the use of English in this era of globalization	1	2	48	200	44	3.96	Agree
2	Learning English enables me to transfer my knowledge	2	2	50	211	30	3.90	Agree
3	I need to increase the use of English	2	1	70	199	23	3.81	Agree
4	I would like to read more newspaper in English	0	1	69	182	43	3.91	Agree
5	I learn English to broaden my Knowledge	2	1	75	181	37	3.84	Agree
6	There should be more TV programs in English in Jordan	3	2	60	198	32	3.86	Agree
7	There should be more radio programs in English in Jordan	1	3	48	211	32	3.92	Agree
Overall							3.88	

Statements in table 1- 7 obtained participants’ positive cognitive attitudes toward learning English, which displayed in Table 4.15. The participants agreed that they really appreciate English learning, not just for passing their exams but also for other different purposes and objectives (instrumental objectives). Interestingly, according to the above positive statements, all participants agree that they should increase the use of English in their lives, more knowledge and learning English enable them to transfer their knowledge, learning English help them to understand the English programs information and help with other subjects are possible with learning English.

It is apparent from the above data that the participants recognize the importance of learning English as a global language in the area of communicating effectively. This is definitely a positive cognitive attitude of the participants toward learning English.

The description of the items in the questionnaire concerning the third variable of attitude, that is, the emotion is illustrated in Table 4.16. The results in table 4.16 demonstrated item “I feel embarrassed to speak English in Public” (M=3.79) and the least “Studying English makes me have good emotions” (M=3.67). The other statistics that are ranked between these two is an ascending order are “My parents feel that very important for me to learn English” (M=3.68), “I learn English to enjoy foreign music” (M=3.72), and “I like speaking English” (M=3.76).

Table 3: Descriptive Analysis of emotion Variable

Item #	Item	Number of Participants					Mean	Agreement Level
		SD	D	N	A	SA		
1	My parents feel that very important for me to learn English	2	2	109	158	24	3.68	Agree
2	I learn English to enjoy foreign music	1	0	103	167	24	3.72	Agree
3	I like speaking English	1	1	93	172	28	3.76	Agree
4	Studying English makes me have good emotions	0	1	116	156	22	3.67	Agree
5	I don't feel embarrassed to speak English in Public	1	1	92	166	35	3.79	Agree
Overall							3.72	

This study presented findings that corroborate the findings of a great deal of previous works. For example, Al-Mamun et al. (2012) founded in their research that the participants have positive attitudes toward English language reporting they like those who speak English and they like English language. They were of the opinion that those who speak English create good impression. Another study supported the above results which has been conducted by Yu (2010) cited in Eshghinejad(2016) in view of attitude as a main element of motivation in the context of language learning, he emphasized on attitude as the main aspect in different diversities of English as a global language, world English, and China English). In his study, Yu investigated the attitudes of Chinese college students toward English, and the results presented highly positive attitudes toward all varieties of English regardless of the subjects' gender.

Feng and Chen(2009: 122) stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It agrees that the inner emotions

and feelings of learners effect their attitudes towards the target language (Choy & Troudi, 2006).

The analysis of this section is directly related with the research question (To what extent the globalizations affect Jordanian EFL university students' attitudes?).

Regression analysis conducted for independent variable globalization and dependent variable attitude as shown in table 4.17 below. It was hypothesised that the globalization effects on students' attitude. The extent of globalization was found to be positively and statistical significantly with students' attitude (R square = 0.403; F=49.01). The level was significant (sig. = 0.000).

Table 4: ANOVA test of globalization and attitude

Model	Sum of Squares	df	Mean Square	F	R Square	Adjusted R Square	Sig.
1 Regression	11.027	4	2.757	49.015	.403	.395	.000 ^b
Residual	16.310	290	.056				
Total	27.337	294					

a. Dependent Variable: attit

b. Predictors: (Constant), scient, migg, tv, Net

In order to clarify the exact effect of globalization variables on overall attitude, the T-test was conducted (table 4.18). It showed that, the TV (t= 10.82), Internet (t= 3.97) and migration (t= 4.54) are the main globalization variables that effects on the students' motivation for learning English as the global language.

Table 5: Coefficient of globalization and attitude

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.288	.128		17.878	.000
1 tv	.211	.019	.496	10.828	.000
Net	.094	.024	.201	3.976	.000
migg	.109	.024	.227	4.542	.000
scient	-.005	.020	-.012	-.259	.795

a. Dependent Variable: attit

According to the results in table 4.19, it is clear that the globalization variables have an effect on the students' attitude toward learning English, and the highest effect was to the TV (t=10.82), followed by the migration (t= 4.54) and Internet (t= 3.97). Since the students' attitude has been changed and affected by globalization and TV had the highest effect; we could say that student start to watch TV more for specific purposes and specially the English programs in

TV. In addition, since the participants had a positive attitude toward English, it will be a normal thing to start thinking to migrate abroad.

Summary of the Attitude Variables

The summary of the attitude variables, behavior, cognitive, and emotion are presented in Table 6:

Table 6: Summary of attitude variables

Variable	M	Agreement level
Behavior	3.76	Agree
Cognitive	3.88	Agree
Emotion	3.72	Agree
Overall attitude variables	3.78	Agree

Table 6 presents the descriptive statistics of mean for average of attitude toward learning English in all three variables and the overall variables. From the above table, it is clear that the students at Al-Yarmouk University have completely positive attitudes toward learning English language. Also, the means of the cognitive as one of the attitude variables seems to be greater than other variables ($M=3.88$), whereby behavior is at $M= 3.76$ and emotion is at $M= 3.72$. This implies the willingness of students to learn English because they want to learn it due to internal motivation.

Through qualitative information, researcher could have the awareness that the participants have positive behavioral, cognitive and emotional, attitudes toward learning English, with the most significant one being the cognitive attitude. Hence, it may be inferred that the participants understand the importance of English language and learn it as an integral course. As participants have been found to possess a behavioral attitude, females may exhibit their positive behavioral attitude through their passion in choosing and reading and speaking English less than males. The participants also demonstrated cognitive and emotional aspects of attitude. Hence, their perception of language learning is reflected in their receiving and comprehending of the aspect of language learning-cognitivism process and in affecting teacher–student interaction-humanistic aspect.

The results obtained in this study impact countless domains including the following: EFL learners, the affecting variables in foreign language learners, language attitude research, as well as English education policies and practices in the context of Jordan. This study also enriches the research on the attitudes of learners toward learning English and the emergent studies on the proliferation of EFL.

The current research also offers understandings into how students who learn English as a foreign language in Jordan view numerous aspects of English. These understandings of attitudes embraced by EFL learners in Jordan toward English language and their purposes for learning English, and English education policies, are greatly contribute to the knowledge pertaining to English teaching and learning in the context of Jordan.

The results presented in the tables clearly demonstrate the positive attitudes embraced by students in Al-Yarmouk University towards learning English as global and a foreign language. The findings obtained in this study were in agreement with those of Alkaff (2013) and Tahaine and Daana (2013) who reported positive attitudes of most students towards learning EFL. However, Lin and Warden (1998) and Abidin et al. (2012) presented contradictory findings whereby they found that the majority of students either expressed fear or unpleasant feelings regarding their English language experiences in the past.

Qualitative Findings

The interviews were analyzed using descriptive content analysis. In more detail, a thematic analysis was carried out in order to find commonly occurring themes in the interviews. Thematic analysis aims at finding patterns in the data that are relevant to the research questions and that help describing the main contents of the data in a systematic way. In this case, these themes served as the backbone in discussing findings and results. This implies that the present study investigated the attitude of Jordanian students at Al-Yarmouk University toward English and four themes emerged from the semi-structured interviews:

1. English as a favored language.
2. Their attitudes toward English-speaking countries.
3. Ownership of English. (English as a global language)
4. English as a means of communication.

These central themes that emerged from the analysis will be presented along with original extracts from the semi-structured interviews.

1. English as a Favored Language.

In relation to the second research question, the theme that emerged is English as a favored language. A number of the participants expressed that they feel 'good', 'comfortable', 'happy', and 'proud' when they talk to or when people speak with them in English which means that they have a positive attitude towards English language.

- (1) “Because English aaa mm I love it aa so much because it help student mm to identify new culture ... ok ... and aaa use a well-known language for communication with people...internet ... yeah” (S 8)
- (2) “when I speak English I feel trust aa I aa I feel aa my feeling mmm may be more trust and self-confidence ... mm may be” (S 11)
- (3) “I like English language... I feel good when talk English ... may be I like English is interesting language... yes good language” (S 12)

It is noticeable that the Jordanian students have a very positive attitudes toward learning the global language and this is supported by Kara (2009) when he states, students who have positive attitudes regarding language learning would view learning a foreign language more positively than those do not and those with negative attitudes would suffer from anxiety and low cognitive achievement. A lot of studies conducted to examine the Arab's attitude toward learning English as a foreign language have also exposed similar findings and results (Abu-Ghazaleh & Hijazi, 2011; Al Asmari, 2013; Alfawzan, 2012; Al-Tamimi & Shuib, 2009; Malallah, 2000).

2. Their Attitudes toward English-Speaking Countries.

Another theme that emerged from the interview's data is that students' attitude toward English-speaking countries. The participants have positive attitudes toward the English speaking-countries; this could help them to learn English more effectively. Globalization and its technological advancements give the students the ability to access the internet and to communicate with people from different countries and to know more and more about their cultures and their behaviors.

1. “Western culture ... aa it is not wrong to follow the western culture ... it is good ... but mm may be ... we must yeah we must follow what is true and good or positive ... and leave what is bad” (S 5)
2. “I think everything should be in English to learn words and cultures of English” (S 6)
3. “English more easily and to give me better understanding to other culture” (S7)

4. "I told you English my dream ... yeas my dream go to America ... and and life in America and what? yes ..aaa and study master and PhD in America" (S9)

From the above findings, it is noticeable that the students have positive attitudes towards the native English speakers and their culture so would help and motivate them to learn English more easily. Some students reacted positively when they mentioned that the western culture is a good culture and we have to follow it but in the same time we have to be careful to take what is good and to ignore what is against our believes and one of the students mentioned that he should learn the English culture to lean their language. In addition, learning English and traveling to America is a dream for another student. Regarding the learner's attitudes towards the target language, it was specified by Gardner's results (1959 and 1985) that second language learners with positive attitudes towards the culture and speakers of second language were more successful in learning the language than those who had negative attitudes. Language is an integral part of culture and the learning of a second language is dependent upon the learner's willingness to identify with the culture of the target language and to incorporate aspects of the target language culture, including linguistic repertoire, into his or her own behavior.

3. Ownership of English. (English as a Global Language)

One of the themes that emerged from the semi-structured interviews covers the students' beliefs in the ownership of English, attitudes towards correctness and Standard English. One of the implications of the worldwide spread of English is that English is not used exclusively among native English speakers or between native and nonnative English speakers any-more, but also often for communication among so-called nonnative speakers of English. As Smith (1987) states, an assumption that nonnative English speakers learn English to communicate with native English speakers and learn about their culture does not reflect the realty of the English language these days. Few participants pointed out that English is the international language which is used to communicate with people in general, not only with native English speakers. Student number one pointed out the English is well-known language for communicating with people:

One implication of the worldwide spread of English is that English is not used exclusivelyamong native English speakers or between native and nonnative English speakers any- more, but also often for the communication among so-called nonnative speakers ofEnglish.

1. "English is a well-known language for communication with people" (S 1)
2. "All must learn English because aa it is international it is global ... it is yes yes English is first language" (S 2)

3. “I encourage myself to learn English ... I like it ... it the first language in the world now to towat.. to communicate ...” (S 12)

The results from the interview indicate that students have positive attitudes towards the global language and they had clear attitudes about ownership of English. They want to learn English to communicate with native English speakers and the foreigners as well using English. The students are aware of English being the first and the international language, and one of the students mentioned that English is the passport for traveling everywhere. Therefore, students have high positive attitudes toward English and they didn't ignore the ownership of English and this might be because of the spread of English is largely caused by the recognition of the importance of English as an international language.

4. English as a means of communication.

English as a means of communication is one of the themes emerged from the students' interviews in order to identify their attitudes towards English language. The majority of the participants have positive attitudes towards English. They consider English as the language of communication when they want to travel, to communicate with foreign friends on Facebook, to communicate with native speakers, and it is the language of the international TV channels like BBC or Al-Jazeera. These findings are supported by the following extracts:

1. “Yeah I learn English ... I need it to travel aa ... I I studied English language for to travel ok .. and for communication with the other people” (S 2)
2. “In English I connect with foreign friends in aa Facebook messenger whatsApp And communication with people in internet because if I have been learning a foreign language... I have found a native English speakers to learn English” (S 9)
3. “I learn English aa .. and communication to know what happen in international news like BBC or Al-Jazeera to know what happen in the world .. aa and the global world .. Maybe I want to know.. the weather in America or British for example or ... aa in other country in world so we must learn English” (S 10)

The students' responses showed that the students considered English as a means of communication and they recognize that English is used as the international and communicational language. When discussing their ultimate goal in learning English, while several students noted that English is a means to

gain knowledge, useful for business, to learn about culture and gain cross-cultural understanding and to improve their general skills, more noted its use as a worldwide lingua franca, and this was a prominent theme in the data. Since the students have the above recognitions, that means they have positive attitudes toward learning English.

Conclusion

The current study revealed that the students have high positive attitudes towards learning English as a global language, which shows that the students are have totally positive attitudes toward learning English language at Al-Yarmouk University. In addition, the means of the cognitive as one of the attitude variables appears to be higher than the other variables (behavior and emotion) and that suggest that the students are learning English because they want to learn the language from an internal motivation. In other word, the findings of the current study present a reliable picture which creates the idea that new rollers of attitude variables have arisen among Jordanian EFL learners. Like almost every-thing, language and language learning attitude have been affected by the growing connectedness of today's world because of globalization and its technological developments. Based on official statistics, in Jordan as an EFL context where English is just a foreign language, today, more than ever before people from different scientific and social backgrounds are motivated to learn English and have a positive attitude toward learning English. Huge growth of technological devices for scientific and entertainment purposes such as satellite TV channels, computer soft-wares and games, the internet and cyber communication and acceleration of migration tendencies to English-speaking countries because of competitive standards of way of life all seem to have brought about attractive the attitude of Jordanian students, especially the young generation, to learn English.

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