



REVIEW ARTICLE

Section: *Literature, Linguistics & Criticism*

The linguistic features that distinguish Saudi, Jordanian and Egyptian Englishes

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ABSTRACT

This paper is a comparative literature review of the linguistic features that distinguish three regional varieties of English — Saudi English, Jordanian English, and Egyptian English — as they emerge from existing empirical and theoretical scholarship. The study synthesizes findings from published studies (e.g., Al-Rawi, 2012; Mahboob and Elyas, 2014; AlShurafa et al., 2022; Zuraiq et al., 2023; Alomoush, 2025; Schneider, 2014) to compare the social, political, religious, and economic factors that have shaped each variety, and to evaluate, within Kachru's (1985, 1992) Three Circles framework, how far each has moved from foreign-language status toward recognition as a distinct variety. The review is organized around three questions: what linguistic features (phonological, morphosyntactic, lexical, orthographic) each source identifies as distinctive; what non-linguistic factors (colonial history, religious status, economic ties, education policy) the literature credits for those features; and where scholars agree or disagree on whether the result should be called a variety, a lingua franca, or simply learner English. The review finds that Saudi, Jordanian, and Egyptian Englishes are shaped by comparable pressures — Arabic-substrate influence, globalization, and local cultural and religious norms — but differ sharply in the weight of colonial history (absent in Saudi Arabia, central in Jordan and Egypt) and in how far each is institutionally recognized. Egyptian English shows the most developed 'glocal' profile in the literature; Saudi English shows the fastest recent growth; Jordanian English shows the clearest lingua franca function alongside continued Arabic primacy. The review concludes that none of the three currently meets the full criteria for an independent variety in the literature it surveys, but all three show trajectories that the literature treats as movement in that direction, and it identifies the effect of digital communication on this trajectory as a clear gap for future primary research.

KEYWORDS: world Englishes, Saudi English, Jordanian English, Egyptian English, Arabic-English Contact

Research Journal in Advanced Humanities

Volume 7, Issue 3, 2026

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

ARTICLE HISTORY

Submitted: 01 June 2026

Accepted: 25 July 2026

Published: 04 September 2026

HOW TO CITE

Aldawsari, A. (2026). The linguistic features that distinguish Saudi, Jordanian and Egyptian Englishes. *Research Journal in Advanced Humanities*, 7(3). <https://doi.org/10.58256/jwyk0p21>



Published in Nairobi, Kenya by Royallite Global, an imprint of Royallite Publishers Limited

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Introduction

The present study attempts to investigate the status and features of the varieties of English language used in the Kingdom of Saudi Arabia, Jordan and Egypt. The study has analyzed in depth research which written in this regard to evaluate the development of English in the three countries and accordingly determine the status of English whether it is a variety, lingua franca (foreign or second language, according to the international classification. The history of English in these three countries has gone through many turns and changes. Although Saudi Arabia does not have colonization history, English is very important in Saudi Arabia and its status has seen remarkable changes. Saudi Arabia is a rich country and constitute the center of Muslims and Islam; people from all over the world come for religious reasons, work, commerce or even tourism. The best way for communication among those people with different linguistic background is English which is considered as the world's lingua franca. In Saudi Arabia there is an increasing interest from the government and officials regarding the support of learning English; government programs have been established to send students to English-speaking countries such as The United Kingdom, the United States of America and Australia to be specialized in various fields including English language.

In Jordan the government has paid extra attention to the English education; Education in Jordan is one of the factors that has changed the status of English. In Jordan the English school curriculum and the university English programs are continuously under development and revision besides it is a prestigious language in the Jordanian community. because English is a pre-requisite for gaining a job and it is worth mentioning that Jourdan has a colonization history and has been under the British mandate. In Jordan English language is widely used in commerce and tourism and there are newspapers and journals which are published in English.

As for Egypt it is also a country with British colonization background and there is a growing tendency among the Egyptians to study and speak English for the sake of tourism and other jobs. In Egypt English is also taken for prestige. Each of the three countries in question use English with own flavor and besides it has its separate characteristics and influences that affect its use. The present study attempts to answer questions about the recent growing status of English in The Kingdom of Saudi Arabia, Jordan and Egypt and the extent which these Englishes can be considered varieties.

Atwell et, al (2009)¹ start asking questions about whether there is Arab English, and which language is suitable for reporting the Arab sciences. The study has collected a corpus of English from the Arab countries; data are used for comparing their English version to the English corpora of the British and the American varieties. The study has presented the differences alongside the varieties. Other questions come to existence concerning how English is used in these Arab countries, for example education, commerce and other walks of life. As there is little number of research papers conducted on the English of the Arab world. Their varieties of English can either be under the influence of British English, American one or any other dominating dialect. The study traces the developmental situation of the Englishes across the Arab countries, namely, the Saudi Arabian, Jordanian and Egyptian Englishes. The status of the contemporary use of English in the Arab world has developed computational resources to separate their own version of English from the other versions.

The objectives of the study

The study aims to investigate the different divisions of English language in Saudi Arabia, Jordan and Egypt and their distinctive features to:

1. Find out the reasons behind the development of the different variations of English in Saudi Arabia, Jordan and Egypt.
2. Find out how far the English language in (Saudi Arabia, Jordan and Egypt) is developed to the level of a variety.
3. Compare and contrast the leading factors influencing the English language forms in Saudi Arabia, Jordan and Egypt.

Methodology of the study

This study is a qualitative comparative literature review. Sources were drawn from peer-reviewed journal articles, book chapters, and doctoral theses addressing English in Saudi Arabia, Jordan, and/or Egypt, supplemented by

foundational World Englishes theory (Kachru, 1985, 1990, 1992; Crystal, 1999, 2003; Schneider, 2007, 2014). Sources were selected for direct relevance to the linguistic features (phonological, morphosyntactic, lexical, orthographic) or sociohistorical status of English in one or more of the three countries; general World Englishes theory was included where it supplied the classificatory framework (e.g., the Inner/Outer/Expanding Circle model) used to evaluate the country-specific findings. A historical-comparative method was used throughout: each country's material is first traced chronologically (colonial or non-colonial history, policy shifts, institutional growth) and then compared feature-by-feature against the other two, using Kortmann and Szmrecsanyi's (2004) notion of 'angloversals' as a common reference point for distinguishing features shared across New Englishes from features specific to one Arabic-speaking context. Where sources disagreed — for example, on whether 'Saudi English' is a legitimate variety label (AlShurafa et al., 2022) or a construct that should be replaced by 'Saudi ELF' (Bukhari, 2019) — both positions are presented, and the disagreement itself is treated as a finding.

Significance of the study

The present study is expected to be significant to those who are interested in linguistic studies, particularly the studies of 'Englishes' which are of comparative and contrastive nature. This study is among the few referential studies in the field of English varieties according to the researcher's limited knowledge. The study is also expected to answer some questions regarding the development of English varieties and whether they should be considered unified forms or not. The study identifies the main features of Saudi, Jordanian and Egyptian Englishes and discusses the phonological, syntactic and semantic features of each division to find out their uniqueness.

English language has gone through different stages of development. It traces the developments of English and emphasizes its importance in each of the three countries.

Relevant studies

This study investigates social, political, religious, and economic factors that lead to the creation of new versions of English in these Arab countries in addition to the influence of globalization and modernization. The study focuses on the history and features of each form of English in the three countries in question. Most of the relevant studies deal with each country's English separately. These studies include AlShurafa, et al (2022), Bukhari (2019), Alharbi (2017), Nycz (2015), Galloway and Rose (2015), Jenkins (2015), Mahboob and Elyas (2014), Zoghbor (2014), Al-Khatib (2008), Hamdan and Abu-hatab (2009), Schneider (2014), Okushima (1995) and others. The studies cover a variety of fields in relation to the topic under-investigation.

This study discusses and analyzes issues related to the use of English in The Kingdom of Saudi Arabia, Jordan and Egypt. It identifies the discursive multimodal features of the locally oriented Englishes and the effects of the local cultural norms and practices in each English of the three Arab countries. It aims to find out whether the three versions of English are up to the standard and can be considered a variety of English.

The study AlShurafa, et al (2022: 1-9) has supported the studies that agree with the emergence of Saudi English. The study identifies syntactic characteristics of Saudi English. The Data of the study have been collected via natural conversation, questions, writings of students. AlShurafa, et al (2022) have classified the Saudi English according to the structure of the phrases and clauses. The study has concluded that many of the characteristics of the syntax of Saudi English are affected by the interaction between the substrate-superstrate. Several scholars who are concerned with varieties around the world have agree with Bukhari (2019) who think their a is literature gap and there are not enough studies conducted on Saudi English. Unlike Bukhari (2019), AlShurafa, et al (2022: 1-9) argue that within the framework of the Englishes of the world, the Saudi English is considered a new variety has emerged recently. Bukhari (2019) in her thesis discusses the status of English as a foreign language and that English is complex adaptive within other complex adaptive systems. The study discusses the continues changes in the linguistic practices, about contact languages in specific. Bukhari also looks for the relation between the Saudi English corpora linguistic dimension, and natural discourse of the other dimensions of communication. Bukhari (2019) rejects the idea of "Saudi English" this idea allows for a narrow comparison between Saudis' use of English" and standard English models, variety which is limited to a specific geography, and a symbolic relation to the 'Inner Circle or Outer Circle' identification. she suggests the idea of 'Saudi ELF²' as this one indicates the emergent use in multicultural contexts whose users reflect managing their

complex identity and their negotiation about the practices of English.

The study of Alharbi (2017: 127 – 137) clarifies that Arabic is the main official language for all the Gulf Cooperation council countries but English is the 'de facto lingua franca'. Crystal (2003:65) mentions that the places and the approximate numbers of the English speakers there, he classified the speakers according to countries where English variety is considered a 'pidgin' or 'creole'. The number of speakers as a first language is approximately 329,140,800 and as a second language is approximately 430,614,500, together they make about one third of the population of the countries where English is spoken, the total of (2,236,730,000).

Nycz (2015: 469–482) claims that the complex features of a dominant language variety can be acquired only at a young age. At an early age one can acquire complex phonological patterns of the surrounding language. According to Kachru (1990:3-20) as language is alive in both "world Englishes" and "ELF" studies, there is a distinction between errors and variants.

Galloway and Rose (2015: 148-149) includes examples of three concentric circles Global Englishes models of Kachru (1985, 1990: 3–20) as well as Modiano's (1999:3 -13), they state that these models inspire the researchers of Englishes in reconceptualizing English globally.

Jenkins (2015: 2) states that the number of people speaking English increased from five to seven million to as many as two billion during the end of the era of Queen Elizabeth I (1603) to the later years of the time of Queen Elizabeth II, early of the twenty-first century. In the mid-sixteenth century. English language has been spoken by a small group of mother tongue speakers who have been born and bred in the British Isles, but now it is spoken in almost all the world's countries. The majority of English speakers are not first language speakers. English is spoken now in about seventy-five territories as a first language (L1) or second language (L2) in other words official language for government, education and law.

Mahboob and Elyas (2014: 128-142) examines factors such as history, politics and discourses around English language in KSA. It also discusses issues and debates related to English language, including the localization of English according to the local needs and practices. Saudi English language textbooks are analyzed, and it is found that Saudi English follows and recommends standard Englishes grammatical norms. The deviations in the grammar of English are not identified in these textbooks by the study has identified these linguistic features within the range of varieties of Englishes "inner, outer and expanding circle varieties of Englishes". Several features related to discourse and multimodality features of the Saudi English are identified which are characterized by more local orientation and reflect local cultural elements. The study concludes with suggesting that in Saudi Arabia, English is processing towards nativization, and this 'Saudi English' reflects the culture, religion and beliefs of the local society.

Zoghbor (2014: 167 -186) listens to six speakers an English an Indian, an Arab, a Thai, a British, an American, and a Canadian, he then uses Likert 5-Point scale to answer questions related to the listening. Zoghbor aims to explore the attitudes of the Arab post-secondary learners towards the native varieties of English and the non-native varieties. The study concluded that those who are interviewed meet difficulties in identifying the first language of the speakers. The samples of speech of the British and Canadian speakers are positively identified more than the others; they are more easily understood than the Thai speaker and they are less understandable than the Arab and the Indian samples.

Al-Khatib (2008: 227–37) discusses the situation of the foreign and second language in the Middle East and North Africa. He provides reviews with respect to Jordan, Tunisia and Turkey. The study's main and sole concern is to discuss the status of English in Jordan. In his study, Al-Khatib (2008: 229) has paid special attention to the policy change in 2000 which he thinks it is significant one, when a new curriculum has been adopted of teaching English from one to four. This change extended the period of teaching English at school in the Jordanian context from eight to twelve years. In the Middle East and North Africa region, Al-Khatib (2008: 233) lists some problems that face foreign and second language which include the inadequacy of the policies of national education, inadequacy of funding and the recruitment of competent teachers.

Hamdan and Abu-hatab (2009: 394 - 405) explore the status of English in Jordan as in the job advertisements in the newspapers in the years 1985, 1995 and 2005, in addition to the documents of English in the educational field. The study finds a noticeable increase in the percentage of English advertisements in the one hand and a noticeable decrease in the percentage of Arabic advertisements in the other hand. The study also shows a remarkable increase in ads that assure the proficiency of English as employment precondition. In

2005, English has been seen as a basic skill and means for professional development for all workers and there is change in jobs so, they demand for proficiency of English language increases notably.

The Egyptian English from a linguistic ground according to Schneider (2014: 24) this version of English is to be considered within the framework of the 'World Englishes'. The variety of Egyptian English has almost specified itself with independent features and unique form; many factors contributed to the development of this variety of English. The colonization represents the historical factor, the geography represents ecological, the Arabic background represents the social, cultural and cognitive factors and the governmental official policies represent the political factor. Schneider (2014: 24) mentions that it is important to go through the opinions of the speakers whether they recognize the Egyptian variety of English that belong to them or regard it a deviant variety of the standard British English. For these reasons one cannot simply treat the Egyptian version of English as one of the world Englishes. The Egyptian English in fact has reached an advanced position from a linguistic perspective. Egyptian English has the capabilities and reaches a point that raises the expectations that in the future it could become a separate variety of the Englishes.

Lewko (2012: 97-98) mentions that the Egyptian, like other speakers in many other Expanding circle countries, convince themselves that they have orientation to the global standard English usage, with respect to the British and American varieties of English, and try their best to be close to these varieties. Despite this conviction and their attempts for following the norms of Standard English they only create their own version of English. Without being aware elements from their mother tongue are transferred to the English, so their English becomes localized, and the Egyptian flavor is present.

Okushima (1995:2) explains that the Egyptian variety of English is featured by English elements mixed by the Egyptian variety of Arabic and for this reason it is given the term "glocal". The Egyptian English variety deviates from the Standard English in various linguistic aspects and the effects of the local variety reach the orthography, phonology, morpho-syntax, and even the lexicology of English language.

Literature review

The present study pays special attention to the features that distinguish varieties of the English language form in the KSA, Jordan and Egypt with three different statuses of English from historical point of views. All countries under question in this research are Arab countries. KSA is one of the most important Asian Gulf Arabic countries besides KSA has not been a part of the English colonization at all.

This section is concerned with the literature related to the varieties of English in Saudi Arabia, Jordan and Egypt and traces the development, features and the extent of influence of the native sociocultural context upon each of them. The study also investigates the views of the researchers, experts and practitioners toward these new Englishes with special respect to Kachru's (1985, 1992) classification.

Kachru et al (2006: 290) states that, Bolton explains the underlying philosophy of "world Englishes," and "world Englishes paradigm."

A number of "distinct, albeit overlapping, approaches to research (and publications) in the field of 'world Englishes', 'new Englishes', and 'new varieties of English'" are identified and outlined in the following seven approaches: (1) English studies; (2) sociolinguistics (sociology of language, feature-based, Kachruvian, pidgin and creole studies); (3) applied linguistics; (4) lexicographical; (5) the popularizers; (6) critical linguistics; and finally, (7) the futurology approach. This all-embracing survey of the world Englishes "enterprise" shows, as Bolton summarizes it, "a changing disciplinary and discursal map, marked by a series of paradigm shifts in the last 20 years."

Kachru et al (2006:4) 2006: 4) mention that the term "Englishes" emphasizes the and plurality of the varieties of languages belong to English worldwide. In the other hand English varieties means the heteronomy of varieties belong to the core English in common.

Kachru (1990: 3-20) regroups the uses of English according into three geographical circles according to the acquisition patterns, the spread, and function. The Inner Circle comprises countries such as UK, USA and Canada where English is a first language. The Outer Circle group comprises the postcolonial countries where English is used as a second language either official or additional language or both. Examples of these countries include "India, Singapore, and Tanzania". The third and last group includes the 'Expanding Circle countries' where English is not used officially rather it is taught as a foreign language but considered basic, countries such

as “China, Japan, and Saudi Arabia lie in the ‘Expanding Circle. Crystal (2003:60) explains that these countries “do not have history of colonization”.

Kachru (1986:121-140) discusses the status of the spread of English in the world in relation to the power and politics. He examined perspectives of linguistic perspectives, including Michel Foucault (1927–1984) proposed model. The four domains; linguistic, literary, attitudinal and pedagogical where the power of English was evident are identified. Kachru study also discusses the global impact of English uses on the “linguistic rights of the speakers of not-so-powerful languages” (Kachru 1986: 134). In this regard, Kachru noted that English “left behind a trail of dead or dying languages”. He discusses the competition among the American, the British and the Australian varieties of English, for commercial reasons related to teaching English as a second or a foreign or language in places where English is not the first language.

Discussion

The status of English in Saudi Arabia

The status of English in Saudi Arabia is affected by the economic condition of the country. There are foreign companies that depend on mainly on foreign work force.

Al-Braik (2007: 647–677) Discusses the reasons for considering English as very important in the system of KSA and relate that to the economic status. Mentioning that a big number of foreign companies work in Saudi Arabia and share part in the country’s economic development. Around 1978, about ninety per cent of the workforce in the basic institutions and facilities depend on expatriates while only ten per cent of the of the workforce are Arab nationals whose English is considered of a good command.

On the status of English in Saudi Arabia, Fallatah (2017: 666–683) states that since the era of King Abdullah the status of English has gone through a considerable change. Programs of scholarship has been started since 2005 and the importance of English language is taken into consideration. Saudi students are sent to study English in countries where English is the first language, and they come back with academic degrees not only in English but in many fields. Al-Rawi (2012:32-38) assures that studying English increases the employment chances for the Saudi university graduates, besides studying English is promoted to a level of social prestige. Families with socio-economic influence are encouraged to educate their children at schools because English is considered a second language. Elyas (2011) in his thesis draws attention to the use of English language as a lingua franca among Saudis and a big number of foreigners including works in government and private sectors, pilgrims and tourists in KSA.

Bolton (2019: 741–760) has discussed the impact of “globalization, media, and world entertainment” and their impact on the world Englishes across the global and local languages. Because of this impact, some researchers advocate for a global English education in the place of the standard Englishes.

The Features of Saudi English

Like all other languages all over the world many aspects of English are influenced by the local languages.

The study of AlRawi, et al (2022: 1-17) mentions that some Asian Englishes receive excessive attention, but the grammar of the Saudi English needs to be examined to find out about its morphosyntactic patterns and their relation to the universal principles.

Al-Rawi (2012:32-38) aims to introduce the main syntactic features of the Saudi English or “the Aerobicized-English” in addition to studying the influence of the Arabic on the English variety of Saudi Arabia. He states that studies on Saudi variety as one of the ‘New Englishes’ are considered few. To introduce the syntactic features of the Saudi English Al-Rawi, lists the distinctive features of the varieties of English across the globe which are stated by Kortmann and Szmrecsanyi the scholars of typology in 2004. They blend the term ‘angloversals’ to refer to the common non-standard features of English use all over the world. Al-Rawi (2012) investigates three of these ‘angloversal’ which he thinks are common in Saudi Arabia; these ‘angloversals are (1) verb be deletion (2) use of articles irregularly; and (3) invariant form of subject verb agreement in the present tense for the third person singular because of the zero marking. The study investigates the prevalence of the ‘angloversals’ among different segments in the society of The Kingdom of Saudi Arabia.

Mahboob and Elyas (2014: 128–142) make an attempt in analyzing the morphosyntactic features of the Saudi English variety depending on the “geographic and variety-specific perspectives” of Kortmann and

Szmrecsanyi (2004). The study concluded that seven distinctive features are found in Saudi English four of which are universal. All the distinctive features are not covered, and no analogy is traced between these features and the Arabic patterns, Mahboob and Elyas (2014) argue that the distinctive features result from the substrate influence not from universal principles from which these deviant forms are derived.

Taken together, these studies agree on what the recurring features are but disagree on why they occur — Al-Rawi and Mahboob and Elyas favor a substrate (Arabic-contact) explanation, while the angloversals framework itself implies these features could arise independently of Arabic, simply because they are common across unrelated New Englishes. The review finds this disagreement unresolved in the current literature and identifies it as a clear opening for corpus-based follow-up research.

Widodo et al. (2022: 309-316) encourage and support the idea of many Englishes to foster unequal disposition against Englishes that are unequal. They conduct a study to identify the syntactic characteristics of the Saudi English. This variety of English is considered in the outer circle variety of World Englishes. To describe the Saudi English, the speech of several Saudi speakers of English have been examined. And it has come up with several characteristics of grammar, at the level of phrases speakers show variation in the use of articles, the plural, possession, and pronouns. In verb phrases, they showed variation in the use of tense, aspect, modality, number, and forms of be. SE speakers were also found to use prepositions differently from Standard English speakers as they delete, insert, and substitute prepositions. In relation to the structure of English clauses, SE speakers were found to omit subjects and objects, repeat subjects, and use comparative and superlative structures irregularly.

These results have been discussed in the study of Fallatah (2017), AlShurafa, (2014), Mahboob and Elyas (2014), Al-Rawi (2012) and the thesis of Elyas (2011) based on Kachru's (1985, 1992) model of three concentric circles, the study of Aldawsari (2025) investigates World Englishes varieties with respect to the attitudes and perceptions of students of English at Saudi university. The study attempts to answer four questions related to students' awareness of the varieties World Englishes, their attitudes towards the American, Indian, and Saudi varieties of English in specific. The study explores the students' attitudes towards studying world Englishes varieties. it also investigates the perceptions of world Englishes key dimensions. Aldawsari (2025) follows a mixed-methods approach, a task, scales, a questionnaire (LSQ), and interviews. The study has found a preference for the Inner Circle varieties as they are more competent and legitimate. There is a remarkable recognition of Saudi English within the KSA as a legitimate variety, which highlights an emerging orientation towards the Saudi English context. He concluded that Saudi English appears to stay contested within the KSA due to the influence of the educational policies and other factors.

The literature on Saudi English agrees that a distinct set of recurring, describable features exist, and it agrees these features are accelerating in prominence alongside state-driven investment in English education. It does not agree on whether this amounts to a bounded "variety" (AlShurafa et al.) or a more fluid "ELF" register (Bukhari) — and Aldawsari's attitude data suggests ordinary users themselves are similarly divided, favoring Inner Circle norms in principle while increasingly recognizing a local variety in practice.

The status of English in Jordan

Jordan, it is an Asian country which has been under the British colonization, and English is widely spread there due to cultural needs.

The study of Zuraiq, et.al. (2023: 949-956) traces the development of English language historically mentioning that the Ottoman have ruled Jordan long before WW1. Jordan has become the Emirate of Transjordan under the British ruling. In 1946, the independent Hashemite Kingdom of Transjordan. English has been taught to the pupils in Jordanian schools at the age of ten. Since the 1990s, it has been taught from the age of six then English has spread up to the universities. The only department English at tertiary level in Jordan has been founded in the 1960s, the number has almost become 32 departments between 1962 and 2021 and accordingly, the number of English teachers has been multiplied. English has gained a unique status in Jordan as it has competed with Arabic in higher education, tourism, commerce, international affairs and business. Almashour, et al. (2026: 1-12) explains that English has naturally grown to be a part of the competences of required for a job in Jordan. The NSHRD³ (2016–2025), in Jordan reports that English is counted among

the procedures of the reform of higher education to keep up with labor market and the benchmarks of the international quality. The NSHRD states:

Improving the quality of higher education outputs to meet international standards and labor market needs requires enhancing graduates' English language skills, digital competencies, and professional communication abilities.

According to the above statement English language is an institutional output that is required shoulder to shoulder with the digital and the other skills. In the Jordanian context English is mostly important in relation to employment, quality accreditation, and international comparison policies but it has less appearance in other occasions.

Jordan occupies a prominent position in English language among the Arab countries. Prieto (November 29, 2017) states that according to the seventh EF EPI⁴ Jordan has been ranked the fourth in the Arab region and the sixty-third globally. The EPI measures the English language skills in the eighty non-English speaking countries all over the world. The data of the classification refers to more than a million of those who sit for three different versions of EF SET⁵ in 2016. The position achieved by Jordan in the region is good, but Jordan is still listed in the countries of “very low” score of English proficiency at 47.40 from 100 points. According to the report, the English Middle East proficiency is “very low,” at average. It is reported that the low-quality of education and labor market fragileness hinder improving the adult English proficiency. It is reported that the population in the middle east is mostly young and open for growth, but it strains the education systems which already thought to be weak. Jordanian females have shown better performance than males. Internationally, the gap of gender gap starts to be narrow in places such as in Latin America and even in the Middle East where men and women share equal chances. The rank of Tunisia is the first in the Arab world and globally the 56th, then UAE the 57th) and Morocco the 60th. Egypt is the 66th, Saudi Arabia is the 72th and Algeria is the 76th. Many Jordanian university students realize the importance of English proficiency in and outside Jordan.

The following remarks of Al-Saidat (2009: 155-167) are worth mentioning; they represent the concepts of the Jordanians toward English.

1. English language learning is favored to a less level of proficiency than the proficiency of the native speakers.
2. English is necessary but loyalty to the official language of Jordan which is Arabic (the language of religion and the ancestors) is prior to the English language.
3. Learning English does not harm neither the Arabic language nor the Islamic religion.
4. English language is needed as a means or instrument rather than an end.
5. English is a prestigious language of education and the channel of communication with non-Arab
6. The Jordanian English language speakers are considered super educated, with good knowledge and deserve good future jobs. Al-Saidat (2009: 155-167) concludes that the bilingual status in Jordan is possible and appears to be “necessary, profitable, esteemed and prestigious”.

In many Arab countries English is appears as a prestigious language. Hamdan and Abu hatab (2009: 394 - 405) mentions that this feeling is developed in the Arab countries which have been colonized by the English. It is one of the colonizers' objectives to spread their language and make it the top language.

Dweik and Mohammad (2019: 1-10) in their study attempt to investigate the influences of the spread of English as a lingua franca among the Jordanians to find out its positive influences on the life of the Jordanians and reveal the negative socio-linguistic influences on Jordan. The study uses a questionnaire which is distributed to a sample of 50 respondents. The analysis of the questionnaire has revealed that the most dominant foreign language in Jordan is English and the Jordanians loyalty to Arabic language is undisputed. The Arabic language represents their culture and identity while English language is the language of modernization and technology that make the Jordanians keep up with the technology and the modern development of science. The research assures that good command of English provides chances for good jobs, so, this improves their level of living

4 English Proficiency Index

and their economic status. Also, different cultures can be understood through English which is the lingua franca and modern life can be facilitated also. As for the negative influences of the spread of English on the people of Jordan it is found that English seems to be competing with Arabic; many sectors are relying on English which include tourism, commerce and others. English is commonly used as a lingua franca. Another morpho-linguistic aspect is English borrowings which seems to disturb the purity of their Arabic language. One important negative influence of spread of English in Jordan is related to the children and younger generation who will grow in such environment and find themselves surrounded by English which may result in making them lose mood and interest in the Arabic language learning.

Hamdan and Hatab (2009: 394 - 405) Jordan has institutionalized English not as a foreign language only but also as a language of semi-official use that imposes itself in the institutions of higher education, international engagement and other domains <https://share.google/KdpAfjEAu0vZB4UDv> states that Jordanian English is a localized prominent variety which is historically influenced by the British variety and used in formal education. Jordanian English is characterized by code switching and some linguistic variations. It functions as a lingua franca in the media, higher education, and the socio-economic context. English makes the communication seamless among the Jordanians who use English. Some of the core features that distinguish the Jordanian English include:

1. Code switching between English and Arabic is very common in Jordan. In other times they use one English word to emphasize a meaning; this phenomenon is natural among the youth and in the urban centers.
2. Regarding the phonetic influence the Jordanian confuse between /p/ and /b/ because /p/ does not exist in Arabic other pairs that confuse them are /ʃ/ and /s/, /s/ and /θ/, /v/ and /f/, and the vowels /ɪ/ and /e/. The Jordan English uses the trilled Arabic /r/ instead of the English retroflex. The vowel sounds are sometimes 'clipped' and other times prolonged, affected by the Arabic phonology. The Arabic phonological patterns have much influence in the Jordanian⁶ English. The three prominent short vowel sounds of Arabic, represent all the English vowel sounds, and there are pronunciation problems related to the stress assignment. Other phonological problems face Jordanians include the pronunciation of the initial consonant clusters of three sounds e.g. /sɪprɪŋ/ for 'spring' and the final cluster of consonants e.g. /wɪʃɪd/ for 'wished' that include three and four sounds besides dealing with the aspects of connect speech.
3. In speaking, the Jordanians use translation to convey Arabic cultural expressions into English and this leads to the influence of the local Arabic on the standard English.
4. In Jordan, it is good that high proficiency English is spoken in big cities, but this level of proficiency declines in the small towns or rural places.

In cities such as Amman, the command of English is related to the higher institutions of education, it is also a part of the socioeconomic life shopping because it is common in malls, signs, and digital platforms.

Although Arabic is the Jordans primary language and the main language of communication among the Jordanian, English language also is prominent; it is spoken and understood in the country. The factors lead to the spray of English in Jordan are the quality of education that equipped the Jordanian with the basic knowledge of the English language.

Across these sources, Jordanian English is consistently described less as an emerging independent variety than as an institutionally entrenched lingua franca — its growth is tracked through labor-market and policy documents (Hamdan and Abu-hatab; Almashour et al.) more than through claims of nativized grammar, and the phonological/code-switching features documented (Alomoush) are treated as substrate interference rather than evidence of a stabilizing new grammar in the way Al-Rawi or AlShurafa et al. argue for Saudi English. The clearest point of agreement across sources is that Jordan's bilingual arrangement is explicitly

The features of the Jordanian English

Alomoush's (2025: 1-14) entry investigates the contemporary situation of English in Jordan, with regard to functions, users, and attitudes. English in Jordan does not have an official status, so, Alomoush (2025) states that Jordan falls in the Expanding Circle of Kachru's categorization. It is classified as a foreign language outside

the universities. Jordan is an Arab country where Arabic-speaking is dominant, but English is common in several fields such as education, health, commerce and others. The paper has also given hints about who uses English in Jordan and how is it used in addition to the ideas of the Jordanians on English in their country. It is reported that status of English in Jordan has shown a remarkable growth during the years 1985, 1995 and 2005 and this is manifested in the job advertisements and documents of English, in addition to other policies. The English status growth is an evident even in the shift of the language of advertising from Arabic to English; English proficiency is a condition for demanding a job, and there is a change in the targeted skills and vacancies of jobs.

Zuraiq, et.al. (2023: 949-956) deals with the past, present, and future status of English language Jordan. The study explores the past status of English so as to predict the future developments of the learners as well and. The study traces the teaching of English as a foreign language for the past 100 years. The study has benefited from many stakeholders and the discussion covers the policies of improving English at the Jordanian educational institutions. The study attempts to provide predict the status of the English language at least for 30 coming years. The study concluded that there is an increase in the English language Departments as well as the number of the students who use English as a major language and follow the Fibonacci Sequence at the tertiary level. It is worth mentioning that findings of the study are discussed within the frames of the two theories of “Communication Accommodation “ and “social identity “.

The development of policies of education and practices and policies in Jordan play a great role in raising the status of English. The instruction of English at public schools in 1969, aims generally at bringing up literate citizen but this aim is changed in 2005, and English becomes a means for professional growth⁷. Sharifian (2013: 1) claims.

In its journey across the globe, English has become increasingly localised by many communities of speakers around the world, adopting it to encode and express their cultural conceptualisations, a process which may be called glocalisation of the language.

Hamdan and Abu-hatab (2009: 394 - 405) mentions that in 2005, English is considered as a prerequisite for the professional growth required for employers in Jordan.

Jarrar (2006) states in Ar-rai newspaper in an attempt for investigating English uses in Jordan, the change in the media domain is an evident for the change in the English status, so, the English daily newspaper, “The Jordan Times” has been published in English since 1975 and the newspaper, “The Star” has appeared in 1990 in English. Six FM radio broadcasting are using English and other four stations broadcasts in Arabic and in English are there. In the Jordanian towns and cities including the capital English has been circulated to cover even the names of shops and streets. The, jobs that require good command of English are top required, this has attracted the concern of many Jordanian writers.

The Status of English in Egypt

Egypt is an Arab country that lies in Africa and has been colonized by the British. The history and development of English language in Egypt have gone through critical times.

Dykstra (1998: 113–138) clarifies that The French has invaded Egypt besides Syria in (1798–1801) that period has represented an intensive rivalry linguistic competition between the French and the British. The English language has lost position officially and culturally during the period of the French campaign and communications have been shifted to Arabic, Turkish, and the French language has come into existence in Egypt.

The French invasion in Egypt (1798–1801) has built a strong obstacle in the face of the extension of English language it is indirectly prepared for a French cultural foreign language influence, the French people have portrayed their language as the language of the cultural elite. Even after the British occupation (1882–1919) when English has been the language of formal public education, the French language continue to be the language of the intellectual elite in Egypt.

The beginning of English in Egypt according to Stadlbauer (2010: 225-238) has taken place during the period from 1882 to 1922. British colonizers have adopted some policies in the society of Egypt. They have belittled the Arabic language to make the Egyptians prefer English over Arabic. They follow systematic

⁷ Ministry of Education 2005 General Guidelines for English Subject. and General and Specific Outcomes for the English Language Curriculum. Amman: Ministry of Education p.2.

policies in the favor of English language and against the Arabic Language. The Egyptians has favored the Arabic language as a language of their values, culture and education. Schaub (2000: 225-238.) mentions that in the era of the present Abdel Nasser Egyptian students have been sent for their graduate studies in the USSR⁸ at that time. The relations between Britain and Egypt have resulted in weakening the attendance in the British and the American schools but the situation has changed after the war of 1973 in the era of Anwar As-Sadat and the students return to the English schools. In the mid-1970s, the USAID⁹ has supported various educational programs in Egypt among which is the ELT, and IELP-II¹⁰. The United States support for the teaching programs aims to improve the teaching of English language in Egypt and this support is continuous in Egypt up to the present day.

Schaub (2000: 225 - 238) gives details about the history of English in Egypt and examines its forms and functional uses of the contemporary English in Egypt. Egyptian English is in a continues development and heading to secure a firm footing. There is a great demand for English language courses and the enrollment in these courses noticeably grow, among professionals. The demand for learning English through courses has increased at a remarkable rate and opens the doors for the Egyptian English to appear in some professions. According to Schaub English in Egypt remains generally in Kachru's 'Expanding Circle' except for the professions in which English is a necessity.

Rabie and Boraie (2021: 26-40) study the linguistic features of the lexical items, tenses, and choice of voice. A sample of ten Egyptian-authored linguistics RALRs¹¹ have been selected to find out the aspects of variation. The analysis has revealed that there is a variation of lexis which; this variation reflects the Literature Reviews of the different rhetorical functions. There are differences in the use of the simple past tense as well. Abouelhassan and Meyer (2015: 147-159) state that After January 2011 discussion about future of Egypt have taken place. The English language and the interaction between Islam and modernity are among the issues of the discussion. The discussion helps the spread of English language in Egypt and English is the language which can contribute to fulfilling the gap between modernism and Islam, as a result English is flourished in Egypt.

The features of Egyptian English

English in Egypt is unique by its own features. Yano (2001:124) mentions that English in Egypt is 'glocal' this feature is shared by many places in the world. Heine and Kuteva (2005: 35) state that by creating a mixed linguistic form, it is natural for the Egyptian English to keep both identities the global and the local; or a 'glocal variety.' The influence of L1 leads to linguistic interferences whether in writing or in speaking, Heine and Kuteva (2005: 35) argue that these interferences "can function as language builders".

Schneider (2007: 45) argues that the mixing of linguistic forms implies that, there will come time when these interference variations will be accepted, they are no longer seen as errors or deviations from the Standard forms of English, rather they can be considered proper linguistic forms, and this may be how the Egyptian variety of English is formed.

Alenazi (2018:122) states that the orthographic features of the Glocal Egyptian English¹² include:

1- there is no distinction between the letters of upper and small case within the sentence as required by the standard English language norms e.g. the Egyptians do not capitalize the first letter of proper nouns. This takes place because the Arabic language is not featured by small and capital letters but has one level of letters. Yaghan (2008: 42) mentions that Glocal Egyptian English uses capitals not for proper nouns but for drawing attention or for stress,

- Little attention is given to punctuation marks i.e., the use of full stops, question mark, exclamation marks, apostrophes and commas. The use of commas is affected by the Arabic rules where they are used instead of conjunctions.

8 The former Union of Soviet Socialist Republics
 9 United states Agency for International Development
 10 Integrated English Language Program-II
 11 Research Article Literature Reviews
 12 Egyptian English is compared to Standard English

2- phonological variations

For the phonetical variations, (see, YouTube https://www.youtube.com/watch?v=Ad3I_a2UtQ4) this video highlights some typical sound variations in the Egyptian speaking English. Glocal Egyptian English phonetic features of consonants

- substitute /θ/ sound to sibilants /s/ or /z/

Glocal Egyptian English vowel phonological features:

- replace the diphthong /ʊʊ/ with the diphthong /əʊ/
- the replace /ʊ/ or /ɔ:/ with /əʊ/
- replace /i/ with /ε/

3- Morpho-syntactic features

a- Nouns:

Affected by the Egyptian English uses

- default system for number concordance, as mentioned by (Al-Jarf 2000: 2).
- default system for the irregular plural forms
- linguistic problems related to collective and noncount nouns
- omission of necessary indefinite articles (a, and an), Sabbah (2015: 273).
- use of unnecessary indefinite article
- use the article (an) before consonants

b- Verbs:

Muftah and Rafik-Galea (2013: 147); Sabbah (2015:275-278); Ali (2007: 8) among others mention some misuses related to the verb, these include:

- the recognin of the two English verb tenses of the verb and the omission of the copula be in present tense (; Sabbah (2015: 275)
- the absence of the (predicative) verb be in present tense.
- the absence of the verb be in present progressive form.
- the drop of -s endings in the 3rd singular person of the present tense of verbs,
- subject-auxiliary non-concordance
- the subject-verb non-agreement,

c- Lexical variations

- among the lexical variations, Al-Jarf (1994: 8) mention that one of them is the creation of new conversional instances.

Kniaz and Zawrotna (2018: 614) mention another feature of Egyptian English which is very common in speaking; it is the code mixing or switching. It is a strategy is often applied by the speakers, because they use English words and mix them with or switch them to the Egyptian Arabic or vice versa.

English in the three Arab countries, Kingdom of Saudi Arabia, Jordan and Egypt has gone through different eras and influenced by different factors.

Galloway and Rose (2015: 148-149) state that English has shifted is function from a foreign language to global language. Global Englishes is a field that includes “World Englishes, English as a Lingua Franca and English as an International Language”

La Causa (2021: 18-40) mentions that the ‘global village’ has shown the central place occupied by the English language and the important role that English language plays across the globe. Thorough English language, the geographical borders have disappeared, and cultural gaps are bridged. English has allowed a real contact with different speech communities and has brought many countries into its ambarella. English is not only limited to the communities where it has an official status or the “Outer Circle” but also includes those countries where it is not recognized officially or being only a foreign language, in other words the “Expanding Circle” according to Kachru’s (1985, 1992) categorization. This spread of English worldwide global has created a bond of language contact, which is strengthened by the global situation of the developments in the fields of

media of communication and technology. This has created new interchanges related to linguistics with the other languages in the world.

Crystal (1999: 10-20) elaborates the idea of the Englishes circles, explaining that the users who belong to the 'Inner Circle' produce the norms for the English language, those who belong to the 'Outer Circle' develop the norms while those who belong to the 'Expanding Circle' defend the norms. According to Crystal (1999: 10-20) the users of the Outer Circle have own principles of Englishes because these varieties; (1) are widely used in communications all over the world. (2) are related to the social context of their countries; (3) can be considered a standard of nativized versions developed locally. (4) rich "in their formal, informal, and contextual features". Egyptian English is the variety the reviewed literature treats as furthest along a nativization trajectory — Schneider's (2007) prediction that interference features may eventually be accepted as standard is more explicit here than in the Saudi or Jordanian literature, and the range of features documented (orthographic, phonological, morphosyntactic, and lexical together) is broader than what is reported for the other two countries. The open question the literature leaves unresolved is Schneider's (2014) own caveat: whether Egyptian speakers themselves recognize this as "their" English or as deviant Standard English — a question of speaker attitude that, as in the Saudi case (Aldawsari, 2025), has not yet been matched with comparable empirical attitude data for Egypt.

Discussion

The three literatures agree on more than they disagree on. In all three countries, sources credit a similar combination of forces — Arabic-substrate contact, globalization and digital media, and local religious/cultural norms — for shaping a locally flavored English, and in all three, English functions practically as a lingua franca well beyond its official status. The clearest points of divergence are historical and institutional rather than purely linguistic. Colonial history is absent in Saudi Arabia but central to Jordan and Egypt, yet this does not map neatly onto which variety is 'furthest along': Egypt's literature describes the broadest and most systematically documented set of features and explicitly frames these as candidate 'variety-forming' interference, Saudi Arabia's literature describes the fastest acceleration (driven by language policy and economic centrality rather than colonial legacy), and Jordan's literature frames English overwhelmingly through labor-market and policy documents, with comparatively less claim to nativized grammar. A second consistent divergence is terminological: each country's literature contains its own version of the same unresolved debate found in Bukhari (2019) versus AlShurafa et al. (2022) for Saudi Arabia — whether the local English in question is better described as an emerging variety, a lingua franca, or simply well-documented learner interference. No consensus position on this terminology currently spans all three countries, and this review treats that absence of consensus, rather than any single feature list, as the central finding of the comparison.

Conclusion

Globalization and modernization have narrowed the gap between the world countries, technologies such as the internet and its related applications such as the social media and AI have played a remarkable role in English language spread. This study attempts to document the status of the contemporary use of English across the Arab world, namely in Saudi Arabia, Jordan whose primary and main language of communication among their people is Arabic. Historically, The English language in in the three countries KSA, Jordan and Egypt is affected by different factors; the most common are the hybrid contacts of language and the influence of the economy and the sociocultural values and beliefs in addition to religious norms and practices. English is localized in different ways to suit the linguistic needs of each of the three countries. The use of English has become common in these countries but has been localized to a degree that affected its purity. English language varieties in these countries are developing remarkably but as some features reflect errors, they are just local Englishes. It is expected that time will come to be accepted as English variety, and the errors then can be seen just as versions of the forms of Standard English.

Although Saudi Arabia does not have colonization history but the interest of the state in in education, the economic and religious position contribute greatly to developing English to a remarkable position. English is the lingua franca between the national Saudi and the big numbers of foreigners who come to or stay in Saudi Arabia for different reasons.

Jordan has been under the British colonization, so, English language is prominent, and act as a lingua

franca. The factors contribute to the spread of English in Jordan include the quality of English language education the bilingual position of Arabic-English of Jordan and the prestigious status that the English language has in Jordan.

Egypt is an Arab country which has been ruled by the French, The English, the Turks and others so the Egyptians can be classified as monolinguals, bilinguals or multilinguals. English in Egypt is between the tide of the international and the flow of the local, and it has gone through many twists and turn due to the different colonizers and even due to internal politics. For the Egyptians, English is the language of globalization and they try to keep pace with it and preserve their own culture and Arabic identity and this creates a linguistic tensions and as a result, the Egyptian variety of English is torn among these factors and the result is the glocal English which is featured by linguistic variations at the different levels of the language because of the negative transfers from the mother tongue, so English is directed towards the Egyptian Arabic. English in Egypt is the lingua franca for tourism and taken for prestige.

The study has shown that regarding English the three countries Saudi Arabia, Jordan and Egypt fall in Kachru's (1985, 1992) expanding circle. The Englishes are considered at the level of lingua franca but due to time they can grow to the level of a variety. The study has recommended conducting research on digital and online Language and how it minimizes the linguistic gap between Arabic and English. Research should also be conducted on how the digital revolution has accelerated the development of language varieties in the Arab countries. There is a need to raise the awareness of English language proficiency through perfect programs and motivating the speakers toward perfect English.

Funding

“This research was funded by Prince Sattam bin Abdulaziz University deanship of scientific research”

Acknowledgments

The author extends his appreciation to Prince Sattam Bin Abdulaziz University for funding this research work through the project number (2026/02/45346)

Conflicts of Interest

“The author declares no conflict of interest.”

Disclaimer Statement

This work is not part of a thesis submitted to a university for award of any degree.

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