

# The “Linguistic Imperialism” Aspect of English as a Foreign Language from Educated Iraqis’ Viewpoint

Hussein A. Ahmed<sup>1</sup> and Asan H. Hassoon<sup>2</sup>

<sup>1</sup>Department of English, College of Languages, Nawroz University, Duhok, Kurdistan Region – F.R. Iraq,

<sup>2</sup>Department of English, University of Mosul, Iraq

---

## ABSTRACT

A language is said to be dominating and prevalent when the military and economic forces of a powerful country make it either control or endanger the language(s) of less power countries. As such, the heavily supported spread of English language by UK and USA and duly the importance granted to the language as a lingua franca have made English acquire the label of global linguistic imperialism (LI). This research attempts to shed light on the LI aspect of English as a foreign language in Iraq from educated Iraqis’ viewpoint. It further aims to answer the following prime question: Has English language acquired a “LI” aspect in Iraq after 2003; the date of American occupation, in the light of the evasive and dominant nature of its use in the different domains of Iraqis’ life? Accordingly, a questionnaire of 25 items was first presented to a panel of jurors to approve its face and content validity. It was then administered to a sample of 200 educated Iraqis chosen randomly from different academic and social sectors to test its reliability. The results show that educated Iraqis opined the existence of a LI aspect of English in Iraq after 2003. Furthermore, their views did not vary with regard to the wide use of English in the different domains of the Iraqi society.

KEY WORDS: Linguistic Imperialism, Global Language, Lingua Franca, Language Dominance, Language Policies.

---

## 1. INTRODUCTION

Linguistic imperialism (LI) is a concept that has been only recently introduced into the field of applied linguistics. It is the transition of a dominant language by two main types of force, namely military and economic, to the native speakers of a different language of a specific country. Phillipson (1992) highlights the aid provided by both UK and USA to spread English as a global language; a basic requirement of globalization that has turned the entire world into one village at economic, political and cultural levels using the internet, mass media and other communication means. On his part, Crystal (1997. p. 10) states that UK, with its distinctive mixing of trade and cultural politics,

consolidated the world position of English and the USA being the largest among the countries of Western Europe in population, with an economy that is the most productive and the fastest growing in the world, has maintained and promoted the global presence of English Language.

English as a foreign language (EFL) was introduced as an obligatory teaching subject into Iraqi educational system since the British occupation of the country in 1918. According to Ahmed (1989. p. 17), “English was, in the first place, introduced into the urban schools as an obligatory subject only to serve the objectives of the British local authorities;” a point supported by Al-Chalabi’s claim (1976. p. 41) that English was taught as the second language (SL) beginning from the first primary year during the first year of the British occupation. But later, there was a decision to teach English from the fifth primary year and its status was changed from an SL to an FL. After 2003, the date of American occupation of Iraq, the status of EFL has been remarkably changed, mainly in the educational sector, through an official decree issued by the Iraqi educational authorities to teach English in the first year primary stage and to adopt an international model for the curricula for teaching English at the pre-university educational stages.

---

Academic Journal of Nawroz University (AJNU)

Volume 6, No 3(2017), 8 pages

Received 01 April 2017 ; Accepted 20 June 2017

Regular research paper: Published 18 July 2017

Corresponding author’s e-mail: hussein.Ahmed@nawroz.edu.krd

Copyright ©2017 Hussein A. Ahmed, Asan H. Hassoon. This is an open access article distributed under the Creative Commons Attribution License.

This has been coped with an increase in the number of students desiring to enroll in the Departments of English, the shift from Arabic to English as a medium of instruction especially at the scientific colleges, and preference by many postgraduate students at such colleges to write their theses in English. Such noticeable transitions and developments have led to inquiries like the following: Does such spread of English represent an aspect of LI? Is the increased attention to English a sign of change in Iraqis' attitudes toward the language and duly a promotion of LI? Does this spread of English threaten Iraqi local languages and cultures?

As for the problem to be investigated, there has been a general prevalent feeling by educated Iraqis that the spread of EFL might threaten the native language of the country, in our case Arabic; a point that deserves attending to its negative effects, if any. This is added to the fact that the topic under study has not been probed as required within the Iraqi context due to some risky political implications; a point that outlines the shortage of the resources in this respect. The present research seeks to shed light on the effect of the spread of EFL in Iraq by handling the aspect of LI within the Iraqi context, and the role played by Iraqi educational institutions in enhancing such as aspect. This study attempts to validate the following hypotheses:

1. Educated Iraqis think that there is an LI aspect in Iraq after 2003.
2. Educated Iraqis think that the LI aspect of EFL is equally prevalent in all the domains, namely academic, social, political and economic, of the Iraqi society.

The present research is limited to the LI aspect of EFL in Iraq after 2003 from academic, political, economic, and social perspectives. It is further limited to a sample of educated Iraqis, wholly from the city of Mosul, who were practicing different professions. The procedure to tackle the present topic is two-fold. First, theoretical as certain topics and subtopics of much relevance to the term LI have been closely attended to. Second, practical as a questionnaire has been distributed among a sample of educated Iraqis, and the required statistical means have been used to analyze the collected data. Concerning the value of the research, the investigation of this topic within the Iraqi context is but a prominent aspect of its importance. Moreover, this study is expected to open further avenues for the investigation of some related academic topics by people interested in LI and its relevancies. The model adopted in this study is that of Phillipson (1992); the most dependable model in research on LI since that date, with some adaptations so as fit the Iraqi context. The rationale behind choosing such a model is that it tackles, in a comprehensive manner, the spread of EFL and views it as an aspect of LI.

## 2. LI AND THE SPREAD OF EFL

It is noteworthy that the term imperialism goes hand in hand with the economic system that Europe endeavored to impose as a unique economic production pattern. It is,

as Penny (2002, p. 3) defines, the relationship whereby one society or party dominates another and manifests itself in a variety of ways: Economically, politically, military, culturally, and socially. Linguistically speaking, language is undeniably the basis upon which the notion of LI is built. Likewise, language expansion is but a means by which a country extends its power and influence so as to achieve its imperialistic strategies. As such, the past four decades have witnessed the existence of some new terms such as global language, world language, and dominant language. The term LI forms no exception as it was first coined by Phillipson (1992) in his book entitled "LI." Concerning the LI aspect of English, LI has been continuously hotly debated in the scholarly interested circles which have either advocated the spread of English as a lingua franca that serves continuous communication among people worldwide under the umbrella of the modern term namely globalization, or criticized such a spread fearing the political, pedagogical, and economic intentions behind it. Such circles set out of the idea that English as a dominating tool might attack the local languages of a specific country through its use and teaching and would endanger the conquered countries' cultural ideals, ways of life and indigenous languages. Phillipson (1992, p. 47) states that "the dominance of English is asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages." In other words, the unequal power relationships among languages and the peoples who speak them create "language ideology." The latter makes people appreciate languages differently according to their social value as linguistic capital. Ultimately, the language in power is valorized, while the other languages are stigmatized (Park, 2008, p. 119 cited from Bourdieu, 1991 and Hamers and Blanc, 2000). To be more specific, the creation of the United Nations (UN) by the USA as a step to reorganize the world and its adoption of English among other three languages as a UN official language, made English gain stronger status in the world at large and the political world in particular and be the prominent and dominant language in more than (70) countries around the world; a phenomenon that was coincided with the introduction of the computer whose first programs and outputs were written in English-like language. In addition, Phillipson (1992, p. 6) and Graddol (1997, p. 8) attend to the application of English and highlight a number of areas, namely, medicine and computers; software; youth, culture and sport; education systems, international banking, economic affairs and trade, advertising for global brands, audiovisual cultural products such as film, TV, popular music, international tourism, tertiary (university) education, international safety (airline and maritime travels), international law, as a "relay language" in interpretation and translation, technology transfer, and intercommunication, as main domains where English has noticeable dominance. By the same token, Crystal

(1997) states that the increased prevalence of English in terms of its growing use can be attributed to educational, economic, or cultural globalization. He further tackles the dominant aspect of English in terms of its usage whose percentages of prevalence and the dominance of English Language can be as follows: 85% of the world's international organizations use English as their official language in transnational communication; about 85% of world's important film productions and markets also use English, and 90% of the published articles in several academic fields, such as linguistics, are written in English. The same author, Graddol (1997) among many others identify the following factors as reasons behind the quick and intensive spread of English.

### 2.1. Historical Factors

Two main historical factors have been specified as playing a key role in the spread of English, namely, Britain's colonial expansion which led to the settlement of English speakers in many parts of the world, and the USA's role which has put English in the forefront of scientific, technical knowledge, and consumer culture.

### 2.2. Economic Factors

English is understood as the language of international business and trade, tourist and advertising industries. It has made tourists and business visitors who need hotels, restaurants, and transport facilities use language for the purpose of communication.

### 2.3. Intellectual and Technological Factors

English is the language of scientific, technological, and academic information. Accordingly, the new inventions, represented primarily by Email and Internet, are in constant need of new words which did not exist about half a century ago and are made up of compounds of other words.

### 2.4. Political Factors

It is a fact that the native speakers of the languages of the invaded countries will borrow words from the newcomers and make them a part of their existing language. USA invasion of Iraq is a good example in this respect as Americans have left their marks on many aspects of Iraqi society including language.

### 2.5. Practical Factors

These are related to the international air traffic control, maritime, policing, and emergency services in English. Lin (2013. p. 2-3) outlines that two main reasons legitimate English as the dominant language, namely, "anglo-centricity," which refers to the ethnocentrism of original English users, to the practice of judging other cultures by the standards of their own, and "professionalism" (cited from Phillipson, 1992. p. 47-48).

## 2.6. The Globalization Factor

A further factor that has ensured the leading position of English worldwide in recent years is globalization. It has played an immense role in the spread of English worldwide, and thus, opened many avenues for the intensive use of the language.

## 3. THE "LI" ASPECT OF ENGLISH IN IRAQ AFTER 2003

It is worthy to note that English is the main FL that is widely taught in Iraqi educational institutions. It is the language that the occupying parties used to communicate with people in Iraq. As such, light will be shed in the following pages on the activities practiced by both the UK and USA in Iraq which have directly or indirectly resulted to the spread of English and the enhancement of its use in the country. As for the UK, it reopened its offices in Baghdad in 2003 and in Erbil in 2008. The British Council is the best example in this respect. It has been carrying out the following activities, as stated in a report by the Iraqi Embassy in London (2012):

1. Establishing contacts with more than 30 Iraqi universities, colleges and schools to exchange knowledge and thoughts.
2. Establishing Centers for Information Technology at the universities of Baghdad, Basrah, Babylon and Erbil.
3. Providing many members of Iraqi university teaching staff with computers and conducting training courses for such staff all for the sake of enabling them to cope with the developments in the field of teaching English as a foreign language (TEFL).
4. Connecting Iraqi educational establishments with the international educational community, enhancing Iraqis' educational experiences and presenting aids and the required experiences to find solutions for the challenges facing Iraqi educational sector.
5. Launching the (DelPHE) program through two main activities in both Baghdad and Erbil so as to enhance Iraqis capabilities in the field of higher education by handling some basic challenges that encounter Iraqi higher education system in terms of the availability of textbooks, educational syllabuses, reforming the old methods of teaching, improving the quality of teaching and learning, developing the methodologies of research, and increasing learning opportunities for women and ethnic minorities.
6. Starting a new era of institutional partnership between Iraq and Britain in various fields, mainly education through academic exchange and cooperation in studies and researches.
7. Holding, with the help of the American Embassy in Baghdad, a conference in Baghdad to establish the first specialized group in the field of vocational development and to keep in touch with Iraqis English language teachers, all for the sake of supporting and developing English skills in Iraq.

On a parallel level, the British Ministry for International Development has expanded commercial exchange between Iraq and UK and has worked through the international system to aid the efforts of reconstructing Iraq. It has been considered a major participant in the trust funds particularly devoted to Iraq and conducted by the UN and the International Bank. The Ministry also helped Iraqis to improve the economic development and investment in the private sector for the sake of creating employing opportunities and gaining prosperity within the long range of time. It further supported Iraqi economy by providing experiences through the holding of conferences and symposiums on the reconstruction of Iraq in general and Iraqi economy in particular (A Report by the Iraqi Embassy in London). It is worth mentioning that one of the conditions to gain an employing opportunity for a considerable number of jobs has been the ability to speak English. Concerning the USA, the Americans succeeded in making Iraq an important market where the goods and services, produced by the occupiers, are sold. One basic goal behind all this is restraining Iraqi economy from any sort of development and wellbeing (Alqaisi, 2005. p. 1); a procedure that has paved the way for the spread and the transfer of the foreign culture through goods needed by Iraqis. Actually, many imported goods on the Iraqi market carry English names; some of which have found translation into Arabic and many have remained and are still in use. This factor has its influence on language change since many borrowed words come about through trade and may lead to the decline of the native language, i.e., Arabic. Commenting on the influence of American occupation on language change in Iraq, Salih (2005. p. 87) states that "the more people are in need, the more loan words are used." As such, many vocabularies are currently in use after 2003 as a result of the contact between the Americans and Iraqis.

Educationally speaking, Iraq also witnessed the establishment of the first American University in Sulaymaniyah Governorate (AUIS). Such establishment was coincided with the agreement between America and Iraq in 2007 to promote cultural exchange between the two countries. It is worth noting that English is the only language of instruction in the university. As such, gaining the Proficiency Test in English is considered a prime requirement to attend the University. Zebari (2013) claims that AUIS graduates easily find good job opportunities, except for those who want to finish their graduate studies in Europe and USA. Furthermore, there is a career center at the university that helps students find job opportunities before graduation. There is also a noticeable demand for the graduates of this university because they have been trained according to a new educational system and can skillfully fill the vacancies in the fields of administration and informatics. It can be inferred from what has been stated so far that a noticeable aim of the UK and USA has been the supporting of the teaching and learning of English in Iraq, through their embassies; mainly through the British Council and the USA Fulbright Program, and also through

the so-called programme of teaching English to Speakers of Other Languages, namely, TESOL. Both powers efforts are represented by distributing magazines and gift books and holding seminars and conferences with English as the working language, though their hidden policies through such attempts have been to bring English to the forefront as the language of instruction in Iraqi schools and universities (Al-Jarf, 2008. p. 20-21).

### 3.1. The Practical Part

Building on the theoretical part, collecting relevant data and investigating the views of a convincing sample are essential to bring about the set aims. As such, a questionnaire of 25 selected after intensive reviewing of the related literature and the observation of the pertinent domains was set and then presented to a panel of jurors, with good knowledge of TEFL, to insure its validity. The results showed that all items were suitable and clear to be applied. Added to that, Pearson's correlation coefficient formula was used to find the reliability which was found to be 0.836; a value that encouraged the researchers to go ahead with the final administration of the questionnaire. As such, the final version of the questionnaire was distributed among the members of the sample who were asked to rate their responses according to a 5-point scale that ranged between I agree to a very large extent and I agree to a very low extent.

## 4. THE SAMPLE OF THE RESEARCH

It is worth noting that some criteria have been attended to on selecting the sample. First, educational attainment of the respondents was fixed to be no less than B. A. or B.Sc. certificates. Second, the respondents had to have long experience in their fields of specialization, and thus, should have enough knowledge to specify the current status of EL in Iraqi society. Finally, they were selected from different sectors of Iraqi society. Accordingly, 200 subjects inhabitants of the city of Mosul were chosen and duly divided into four groups, 50 informants in each. The first and second groups are teachers from the University of Mosul selected from some scientific and humanities departments of the colleges of the university. The scientific colleges were College of Engineering, College of Science, College of Administration and Economics and College of Computer Sciences and Mathematics. The Humanities Colleges were represented by College of Arts, College of Law, College of Political Sciences, College of Archaeology, and College of Education for Humanities. The third group included Specialist Supervisors working at The General Directorate of Education/Ninevah and teachers of English at a number of secondary schools, while the fourth group subsumed educated personnel at some institutions, viz., Al-Jamhoory Hospital, Electricity Directorate, Ninevah Medicine Factory, and Presidency of Ninawa Federal Appeal Court.

## 5. DATA ANALYSIS AND DISCUSSION OF RESULTS

To analyze the data collected so as to validate the hypotheses set for the present research and draw relevant conclusions, the weighted mean (W.M.), percentage, and standard deviation (SD) were computed for each item of the questionnaire, and t-test for one sample and z-test for two samples were also used. As such, concerning the first hypothesis which states:

“Educated Iraqis think that there is an LI aspect in Iraq after 2003.”

The collected data have been analyzed statistically by computing the W.M. and the percentage concerning each W.M. for every item. The following Table 1 shows the W.M., percentages, and SD for each item.

To verify this hypothesis, t-test for one sample is used to test the collected data and find out the final result. The mean score of the whole percentages has been compared to the hypothesized mean. The results are shown in Table 2.

As shown in Table 2, it is obvious that the computed “t” value (13.627) is higher than the tabulated one (1.96). This means that there is a significant value concerning the existence of LI aspect of EFL in Iraqi context after 2003 as far as educated Iraqis viewpoints are concerned. Accordingly, the first null hypothesis is accepted.

The second hypothesis states that:

Educated Iraqis think that the LI aspect of EFL is equally prevalent in all the domains, namely, academic, social,

political and economic, of the Iraqi society. To verify this hypothesis, the items are divided into four groups according to certain pertinent domains, namely, academic, social, economic, and political. Table 3 demonstrates the classification and presents the W.M., percentages, and SD for each group.

To find out which domain in Iraq witnesses more spread of English, a comparison was made between every two domains using the z-test. Tables 4 and 5 present the values arrived at in this respect.

On using the z-test for two samples, it is evident that the only outstanding significant value of the difference is that between the academic and social domains. The computed value (2.021) between the two domains is higher than the tabulated value (1.96). Table 5 also reveals that there is no significant computed value concerning economic and political items with that of the academic. Added to that, there is no significant value concerning the relationship between economic and social domains. This also applies to the relationship between political and social domains and that between economic and political domains which provide no significant value. Accordingly, the second null hypothesis is rejected.

## 6. DISCUSSION OF THE RESULTS

In spite of Iraqis’ full appreciation of the value of English as the language of modernity, the technological era, and

TABLE 1  
W.M, Percentages, and SD of the Items of the Questionnaire

No.	Items	W.M.	%	SD
	After 2003, English as a Foreign Language has acquired a “linguistic imperialism” Aspect in Iraq as....			
1	It is taught more intensively in Iraqi educational institutions	3.415	68.30	1.06699
2	It has been introduced into the curricula of more Iraqi educational institutions	3.645	72.90	0.97144
3	It is used more in everyday interaction in Iraq	2.735	54.70	1.03932
4	It is the only foreign language in which Iraqi applicants for higher studies should pass a proficiency test	4.16	83.20	0.98450
5	There are more postgraduate theses and dissertations written in English	3.67	73.40	1.02290
6	There are more newly-opened private schools with English as the only language of instruction	3.37	67.40	1.14878
7	There are more shops and facilities carrying English names	3.04	60.80	1.18974
8	There are more branches of “The American University” in Iraq with their instruction entirely in English	3.735	74.70	1.18821
9	There are more international scientific conferences held in Iraq with English as the language of interaction.	3.77	75.40	0.90620
10	There are more Iraqi mass media in English than in other foreign languages	3.07	61.40	1.07745
11	There are more aspects of British and American culture prevalent in Iraqi society	3.115	62.30	1.07122
12	There are more postgraduate scholarships and fellowships to the English speaking countries	3.965	79.30	0.94777
13	There are more visits by Iraqi traders, technicians, and businessmen to the English speaking countries	3.415	68.30	1.01386
14	There are more private institutes for the teaching of English as a foreign language	3.405	68.10	1.03262
15	There are more academic certificates obtained from English-speaking countries than from other countries	3.78	75.60	0.95717
16	There are more avenues of development in the society due to knowledge of English	3.975	79.50	0.89351
17	There are more demands to start teaching English at an early age in Iraq	3.95	79.00	0.86675
18	There are better social status and distinction for those who know English	3.735	74.70	0.97958
19	There are more uses of English in all domains in Iraq	3.205	64.10	0.99898
20	There are more personal and social benefits due to the use of English compared to other languages including Arabic	3.625	72.50	1.00470
21	There are more job opportunities for those who are proficient in English	4.05	81.00	0.94444
22	There are goods better sold because they carry names and terms in English	3.33	66.60	1.00306
23	There are better achievements in the domain of education due to the use of English	3.335	66.70	0.90380
24	There are American and British Consulates in many Iraqi Governorates	2.895	57.90	1.00949
25	There are more book exhibitions by British and American publishing houses	2.715	54.30	1.13145

W.M.: Weighted means, SD: Standard deviations

TABLE 2  
t-test Results for Linguistic Imperialism Aspect in Iraq

The whole items	No.	Means	SD	Test value	"t" value		D. F.
					Computed	Tabulated	
	200	87.1050	12.56237	75	13.627 S.	1.96	199

Level of significant=0.05, S: Significant, SD: Standard deviations, D. F.: Degree of freedom=n-1

TABLE 3  
Classification of the Questionnaire's Items

No.	Items	W.M.	%	SD
After 2003, English as a Foreign Language has acquired a "linguistic imperialism" Aspect in Iraq a				
The academic items				
1.	It is taught more intensively in Iraqi educational institutions	3.415	68.30	1.06699
2.	It has been introduced into the curricula of more Iraqi educational institutions	3.645	72.90	0.97144
3.	It is the only foreign language in which Iraqi applicants for higher studies should pass a proficiency test	4.16	83.20	0.98450
4.	There are more postgraduate theses and dissertations written in English	3.67	73.40	1.02290
5.	There are more demands to start teaching English at an early age in Iraq	3.95	79.00	0.86675
6.	There are better achievements in the domain of education due to the use of English	3.335	66.70	0.90380
The social items				
1.	It is used more in everyday interaction in Iraq	2.735	54.70	1.03932
2.	There are more aspects of British and American culture prevalent in Iraqi society	3.115	62.30	1.07122
3.	There are more avenues of development in the society due to knowledge of English.	3.975	79.50	0.89351
4.	There are better social status and distinction for those who know English	3.735	74.70	0.97958
5.	There are more uses of English in all domains in Iraq	3.205	64.10	0.99898
6.	There are more personal and social benefits due to the use of English compared to other languages including Arabic	3.625	72.50	1.00470
The economic items				
1.	There are more newly-opened private schools with English as the only language of instruction	3.37	67.40	1.14878
2.	There are more shops and facilities carrying English names	3.04	60.80	1.18974
3.	There are more visits by Iraqi traders, technicians and businessmen to the English speaking countries	3.415	68.30	1.01386
4.	There are more private institutes for the teaching of English as a foreign language	3.405	68.10	1.03262
5.	There are more job opportunities for those who are proficient in English	4.05	81.00	0.94444
6.	There are goods better sold because they carry names and terms in English	3.33	66.60	1.00306
The political items				
1.	There are more branches of "The American University" in Iraq with their instruction entirely in English	3.735	74.70	1.18821
2.	There are more international scientific conferences held in Iraq with English as the language of interaction	3.77	75.40	0.90620
3.	There are more Iraqi mass media in English than in other foreign languages	3.07	61.40	1.07745
4.	There are more postgraduate scholarships and fellowships to the English speaking countries	3.965	79.30	0.94777
5.	There are more academic certificates obtained from English-speaking countries than from other countries	3.78	75.60	0.95717
6.	There are American and British Consulates in many Iraqi Governorates	2.895	57.90	1.00949
7.	There are more book exhibitions by British and American publishing houses	2.715	54.30	1.13145

W.M.: Weighted means, SD: Standard deviations

TABLE 4  
The Weighted Means and Percentages of the Four Domains

Domains	W. M.	%
Academic	3.697	73.90
Social	3.231	64.62
Economical	3.435	68.70
Political	3.418	68.36

W.M.: Weighted means

the information revolution, their weak level in English at large impeded our efforts to measure the range of LI aspect in Iraq. Furthermore, many respondents were not aware of the extent the political, academic and social issues are interwoven. Such drawbacks have been reflected in their responses to the items whose distribution over four domains has already been referred to. Yet, the statistical analysis of the data has proved the existence of significant differences between the academic and social domains, at the time when no such differences exist between the academic domain and the economic and

TABLE 5  
The Differences between the Four Domains

Items' type	Percentages	z-test	
		cal.	tab.
Academic	0.7390	2.021 sig.	1.96
Social	0.6462		
Academic	0.7390	1.012 n. sig.	1.96
Economical	0.6870		
Academic	0.7390	1.224 n. sig.	1.96
Political	0.6836		
Social	0.6462	0.866 n. sig.	1.96
Economical	0.6870		
Social	0.6462	0.793 n. sig.	1.96
Political	0.6836		
Economical	0.6870	0.073 n. sig.	1.96
Political	0.6836		

Level of significance=0.05, n. sig.: Not significant, n=200

political ones. Furthermore, save the academic domain, there are no significant differences between other three domains.

## 7. CONCLUDING POINTS

The current research has come up with the following conclusions:

1. There is an LI aspect of EFL within the Iraqi context due to the realization of the importance of English as an international language of much use in different everyday domains.
2. In spite of the political nature associated with the LI aspect of English in Iraq, such an aspect is also reflected in the economic domain as many Iraqis attend private institutes or seek to travel abroad to get certificates from English speaking countries at any account.
3. Many English words, introduced with the new imported technologies, are used in everyday interaction within the Iraqi society. Examples are Facebook, account, connection, etc.
4. Since LI is associated with economics, politics, as well as education, Iraqi private sector represents the center from which English language exists and duly prevails. For instance, TEFL is heavily heeded by the newly opened private institutes in Iraq.
5. Many Iraqis aspire to get certificates from British or American Universities due to their prestigious and much-credited reputation.

## 8. RECOMMENDATIONS

Teaching EFL in Iraq should be hold far away from economic and political issues which form the bases for LI. Hence, the following points are heavily recommended:

1. Since the changing of some scientific curricula at Iraqi universities into English may make students face much difficulty in studying such subjects, well-calculated steps should be adopted on applying such changes. Examples are some subjects taught at Colleges of Engineering especially those related to Mechanical, electrical and electronic domains.
2. Since the scientific product in English is heavily heeded by Iraqi students and academics, educational authorities are required to support the people mentioned above with good and reliable translation of such a product.
3. Since keeping one's identity and cultural heritage is everyone's most important aim, aspects of any foreign

culture introduced into Iraqi society should be limited to those that do not form any threats.

## 9. SUGGESTIONS FOR FURTHER RESEARCHES

The following topics derived from the handling of the topic of the present research may be subjects for further suggested researches:

1. Investigating the domains in Iraqi society with more avenues of development due to knowledge of English.
2. Investigating the role of the Internet and other global communicative means in increasing the desire to use English in everyday interaction in Iraq.

## REFERENCES

- A Report by the Iraqi Embassy in London. (2012). Available from: <http://www.mofamission.gov.iq/grb/ab/pagedisplay.aspx?sm=676>.
- Ahmed, H.A. (1989). *The Role of Attitudes and Motivations in Teaching and Learning Foreign Language: A Theoretical and Empirical Investigation into the Teaching and Learning of English in Iraqi Preparatory Schools*. Unpublished Ph.D. Thesis. Department of Education. University of Stirling.
- Al-Chalabi, S.A. (1976). *Teaching English as a Foreign Language in Iraq with Emphasis on the in - Service Training of Secondary Schools Teachers of English*. Baghdad: Dar Al-Jahidh Press.
- Al-Jarf, R.S. (2008). *The Power of the English Language in the Past, Present and Future*. Saudi Arabia: King Saud University: College of Languages and Translation.
- Alqaisi, K. (2005). American Economic Decisions Await Application in Iraq. *Al-Hayat Newspaper*, No. 15361.
- Crystal, D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
- Graddol, D. (1997). *The Future of English Language*. London: The English Company Ltd.
- Lin, Y.H. (2013). *Critical Perspective on Global English: A Study of their Implications*. Available from: <http://www.benz.nchu.edu.tw/~intergrams/intergrams/132/132-lhy.pdf>.
- Park, H. (2008). Linguistic imperialism and the English-learning z in Korea: A case analysis of weekend Korean schools in the U.S. By the Academy of Korean Studies. *The Review of Korean Studies*, 11(2), 117-137.
- Penny, W.K. (2002). *Linguistic Imperialism: The Role of English as an International Language*. Vol. 2. Oxford: Oxford University Press. p1-24.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Salih, A.M. (2005). The influence of invasion on language change through borrowing words. *Tikrit University Journal for Humanities*, 13(2), 82-91.
- Zebari, A. (2013). American University Graduates Students from Across Iraq. Available from: <http://www.al-monitor.com/pulse/originals/2013/06/iraqi-university-unites-different-groups.html>.

APPENDIX

Questionnaire

Dear Respondent

The present researcher is investigating “The ‘Linguistic Imperialism’ Aspect of English as a Foreign Language from Educated Iraqis’ Viewpoint.” Would you please state your frank and sincere answers to the items of the enclosed questionnaire by ticking (✓) in the square that best applies to you. There is no need to mention your name. Answers will be used for research purposes only.

---

Profession

---

**Thank you for your cooperation**  
**The Researcher**

After 2003, English as a Foreign Language has acquired a “Linguistic Imperialism” Aspect in Iraq as....

S. No.	Items	I agree to				
		A Very large extent	A Large extent	A Moderate extent	A Low extent	A Very low extent
1	It is taught more intensively in Iraqi educational institutions					
2	It has been introduced into the curricula of more Iraqi educational institutions					
3	It is used more in everyday interaction in Iraq					
4	It is the only foreign language in which Iraqi applicants for higher studies should pass a proficiency test					
5	There are more postgraduate theses and dissertations written in English					
6	There are more newly-opened private schools with English as the only language of instruction					
7	There are more shops and facilities carrying English names					
8	There are more branches of “The American University” in Iraq with their instruction entirely in English					
9	There are more international scientific conferences held in Iraq with English as the language of interaction					
10	There are more Iraqi mass media in English than in other foreign languages					
11	There are more aspects of British and American culture prevalent in Iraqi society					
12	There are more postgraduate scholarships and fellowships to the English speaking countries					
13	There are more visits by Iraqi traders, technicians and businessmen to the English speaking countries					
14	There are more private institutes for the teaching of English as a foreign language					
15	There are more academic certificates obtained from English-speaking countries than from other countries					
16	There are more avenues of development in the society due to knowledge of English					
17	There are more demands to start teaching English at an early age in Iraq					
18	There are better social status and distinction for those who know English					
19	There are more uses of English in all domains in Iraq					
20	There are more personal and social benefits due to the use of English compared to other languages including Arabic					
21	There are more job opportunities for those who are proficient in English					
22	There are goods better sold because they carry names and terms in English					
23	There are better achievements in the domain of education due to the use of English					
24	There are American and British Consulates in many Iraqi Governorates					
25	There are more book exhibitions by British and American publishing houses					