English as a *Lingua-Franca*:
A Conflict between Global and Other Languages of Kuwait

Dr. Somana Fatima
Head of Department English, Indian Learner's Own Academy, Kuwait
M.A. (English) English and Foreign Language University, EFLU, India
Ph.D. (Linguistics) Aligarh Muslim University, AMU, India
fatima.somana@gmail.com

Dr. Reem Al Qenai
Head of Languages Department, Kuwait College of Science and Technology, Kuwait
M.A. (Linguistics) Mansoura University, Egypt
Ph.D. (Linguistics) Mansoura University, Egypt
==

Abstract

Present work is based on language use and language preference between the global and local languages of Kuwait and about the role of English and, the negligible and marginal role of other languages which are spoken in the State of Kuwait by the citizens and expatriates from different countries. The researchers have collected the survey data and did the analysis of English and its impact on Arabic and other languages. The analysis focused on the usage of Arabic language and other languages with English language in different contexts and situations. The survey data has been collected from three different settings in Kuwait – an academic institute imparting engineering education, a commercial establishment housing life-style services, and a kinder-garden play school. These establishments are Kuwait College of Science and Technology, Ayuryoga Club and Kriselle Nursery. The study is carried out by questionnaire technique and interview conducted. After the data collection in the field, Researchers have analyzed the data in the form of tables and charts.

Introduction

The present study has drawn data from more than one hundred respondents living in and around Kuwait City for the survey questionnaire work and around 50 respondents for interview.

The data has been collected through a combination of techniques, with the help of tape recorder and field dairy. These techniques include:

1.   Questionnaire

2.   Serving a text,

3.   Reading of word list,

==
Language in India www.languageinindia.com**ISSN 1930-2940** **21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   115

4.   Interviews,

5.   Anonymous observations on the field diary.

While the preliminary calculation of correlation was made on the basis of text and words list production by the respondents, the investigators heavily used their anonymous observations to authenticate the calculations and analysis. For achieving this, the investigators had to participate in religious addresses, speeches by learned people, academic lectures, and daily life encounters, etc. This was also complimented by the observation of such speakers in totally or relatively informal situations, e.g., when speakers are in rash, emotional or friendly moods. The investigators tried to observe all types of speakers including students, scholars, and office-goers and for more authentic data to the laborers, clerks, shopkeepers, etc. at as many places as they could. Radio/Television news and other programmes were also referred to make comparisons between the speech of elite and non-elite class, urban and rural and formal and informal contexts.

The Survey Questionnaire was designed and structured to collect the most basic and general information about the speakers. The purpose of Survey Questionnaire was to clarify the respondents in terms of the social background in which they are living. This enabled the investigators to put various respondents into particular social classes.

A field Dairy was maintained throughout the study to systematically record the observations during the data collection. It is found that usually, there is no concordance between the actual uses of language and the attitudes towards one's usage. One speaker who produces and claims to use a particular form, starts using different form with a slight change in the social setting.

Keywords: Braj Kachru's Three Circle Model of World Englishes, Kuwait Diaspora, English and other languages, Aims of Study, Data Collection, Data Presentation, Data Findings.

1. Braj Kachru's Three Circle Model of World Englishes: A Review

The Three-circle Model of World Englishes was developed by Kachru in 1985 and it remains one of the most influential models for grouping the varieties of English in the world (Mollin, 2006, p.41). Kachru (1985) described the spread of English in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. These circles represent "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages" (Kachru, 1985, p.12). Although Kachru's three-circle of English is still an important initial steppingstone for the division of Englishes, drawbacks and variations have been identified by several authors, including Kachru himself (Yoneoka, 2002).

In the Kachru's Three-circle Model, the Inner Circle Kachru's model refers to the traditional bases of English, dominated by the mother-tongue varieties, where English acts as a first language (White, 1997). The countries involved in the Inner Circle include the USA, the UK, Canada, Australia, and New Zealand. The varieties of English used here are said to be 'norm providing'. The Outer Circle consists of the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions and plays an important 'second language' role in a multilingual setting (Rajadurai, 2005). Most of the countries included in the

==

Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   116

Outer Circle are former colonies of the UK or the USA, such as Malaysia, Singapore, India, Ghana, Kenya, and others (Rajadurai, 2005). The English used in the outer circle is considered as 'norm-developing'. The Expanding Circle refers to the territories where English is learnt as a foreign language. The territories do not have a history of colonization by members of the Inner Circle and institutional or social role. English is taught as a 'foreign' language as the most useful vehicle of international communication (White, 1997). The countries in the Expanding Circle include China, Japan, Greece and Poland (Crystal, 1997). The English used in the Expanding Circle is regarded as 'norm dependent'.

The Kachru's model is in a dynamic nature. According to Kachru (1985), dividing English speakers into Inner, Outer and Expanding circles is preferable to the traditional native, ESL and EFL labels which involve the dichotomy between native and nonnative speakers (Rajadurai, 2005). English native speakers are visually not privileged since they are not placed at the top of the Three-circle Model. However, the model is not sufficiently dynamic to reflect the reality of English use in the world. It still prefers the English native speakers in the inner circle. The limitations of the model will be discussed in the following.

According to Patil (2006), the model assumes that the three circles represent linguistic reality perfectly. Kachru (1985) himself has noted that the concentric circles may be oversimplified, and fuzzy areas exist. Some special cases like South Africa and Jamaica are difficult to be classified. As Kachru himself has acknowledged, the fact is that the categories are not necessarily mutually exclusive and grey areas exist between the circles (Rajadurai, 2005). Apart from the fuzzy classification between circles, Tripathi (1998) points out that there are no mechanisms to differentiate varieties within a circle. Therefore, Crystal (1997) suggests not defining the boundaries of Kachru's concentric circles in such absolute terms.

Kachru's model describes the Inner Circle, Outer Circle and Expanding Circle as 'norm-providing', norm-developing' and 'norm-dependent'. However, Crystal (1995) comments that the model cannot represent the reality of international English use because the reality is often not so clear-cut. Crystal wonders it is difficult to distinguish whether the Outer Circle looks to Inner Circle norms or it creates its own norms. Norm development is also possible in the Expanding Circle.

In the Kachru's model, the Expanding Circle refers to the territories where English is learnt as a foreign language. However, because of the growth of English, the language has become a necessity in today's world; English is not only learnt in the expanding circle, or even mostly, to enable communication with the Inner and Outer Circles (Patil, 2006). The importance of English is keep increasing in the world, especially in the Expanding Circle. As a result, learning English can no longer be seen as learning a foreign language in the traditional sense (Patil, 2006). Graddol (2006) has even argued that knowing English has become a basic skill in the global world. Nunan shares the same feeling with Graddol that knowing English makes more sense than simply "learning English" for EFL or ESL (Robertson, 2005).

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   117

The functions of English are highly restricted in the Expanding Circle which cannot reflect the actual use of English. Englishes in the Expanding Circle are seen as far removed from the Inner Circle core and marginalized. As the description of the Expanding Circle mentioned in Kachru (1992), "The performance varieties of English have a highly restricted functional range in specific contexts; for example, those of tourism, commerce, and other international transactions". In fact, the range of English use in the Expanding Circle has become much wider due to the increasing growth of English. "There is much more use of English nowadays in some countries of the expanding circle, where it is 'only' a foreign language ..., than in some of the countries where it has traditionally held a special place" (Crystal, 1997, p. 56). For example, although Egyptian English is classified in the Expanding Circle, "there are a number of Egyptian contexts, such as medicine, higher education, the sciences, or in tourism, which extend limbs into the Outer circle as well." (Yoneoka, 2002). The above example shows that the functions of Expanding Circle English today are not as restricted as Kachru mentioned. It can be observed that there is a merging of the Outer and Expanding Circles.

The Three-circle Model implies that the Outer Circle cannot merge into the Inner Circle (Patil, 2006). However, sometimes it is difficult to define which one owns English as the first language and which one knows English as a second language. "There are several countries where population movement, language loss, divergent language attitudes, and massive shifts in language use have made it difficult to answer the question: "What is your first language?"(Crystal, 1995, p. 363). Therefore, not only the classification between the Outer and Expanding Circles, that between Inner Circle and Outer Circles can also be tough.

Some researchers suggest that Kachru's Three-circle Model should not base the classification of English speakers on national identity. National identity should not be a basis of classification of speakers of an international language. The more English becomes an international language, the more the division of its speakers into 'native' and 'non-native' becomes inconsistent. Refer to this problem; Rajadurai (2005) has presented a different Three-Circle Model: "While acknowledging the fuzzy distinctions between circles, in principle, the inner circle could comprise all users who are proficient in English and able to instinctively code switch between international and national or regional varieties to communicate in the most appropriate way. The second circle could consist of speakers who are proficient only in regional varieties, i.e., native and nonnative speakers with restricted international proficiency, while the outer circle could be made up of learners of the language."

Although English native speakers visually do not have higher hierarchy since they are not placed at the top of the Three-circle Model, it still prefers the English native speakers in the inner circle. As Burt (2005) comments, the Inner Circle clearly establishes at the top of the hierarchy. The idea that English is someone's second language implies that it is someone else's first language. It gives the impression that English belongs to the native speaker who owns it as his first language. Kachru has acknowledged that "it is almost unavoidable that anyone would take 'second' as less worthy" (Kachru and Nelson, 1996, p.79). In order to ease the problem, Yano (2001, p.122-123)

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   118

has suggested that the ENL and ESL circles can merge into a single ENL circle with two sets of varieties: genetic and functional ENL.

To conclude, Kachru's Three-Circle model has limitations to reflect the reality of English use. The model is oversimplified and the classification among the three circles is fuzzy. In fact, the three varieties are mutually inclusive and grey areas exist. Due to the rapid growth of English, English status has increased in the Expanding Circle. English is not only learnt but more widely used in different settings. The classification between the Outer Circle and the Expanding Circle becomes difficult. Therefore, the Three-circle Model should be modified to a more dynamic one to represent the actual use of English. Instead of categorizing the English speakers based on national identity, the revised model can be classified in terms of the English proficiency in international and regional varieties. More research related to World Englishes should also be conducted in the future to meet the rapid growth of English.

2. English in Kuwait: A Review

State of Kuwait is a country in Western Asia, situated in the northern edge of Eastern Arabia at the tip of the Persian Gulf. It shares borders with Iraq and Saudi Arabia. As of 2016, Kuwait has a population of 4.2 million people; 1.3 million are Kuwaitis and 2.9 million are expatriates. Expatriates account for 70% of the population. (data from Public Authority for Civil Information, 2016). Nearly 98% of the population in Kuwait is urbanized, and about 83% of the total population resides in the capital, Kuwait City. The country also has an urbanization rate of 2.1% per year, so the number of rural people will slowly dwindle over the next decade. 25.32% of Kuwait's population is under the age of 15; 15.21% are between the age of 15 and 24; 52.32% are between 25 and 54; 4.82% are between 55 and 64 and just 2.33% of the population is 65 and older. The median age in Kuwait is currently 29 years. The population pyramid of Kuwait shows an unbalanced structure for working-age groups due to high immigration rates and a large reliance on foreign labor. (Source: Website)

Kuwait's official language is Modern Standard Arabic, but its everyday usage is limited to journalism and education. Kuwaiti Arabic is the variant of Arabic used in everyday life. English is widely understood and often used as a business language. Beside English, French is taught as a third language for the students of the humanities at schools. Kuwaiti Arabic is a variant of Gulf Arabic, sharing similarities with the dialects of neighboring coastal areas in Eastern Arabia. Due to immigration during its early history as well as trade, Kuwaiti Arabic borrowed words from Persian, Indian, Turkish, English, and Italian. (data from Public Authority for Civil Information, 2016)

Languages spoken by the expatriates are Hindi, Urdu, Tamil, Telugu, Malayalam, Kannada, Oriya, Nepali, Bangladeshi, Sri-Lankan, Persian, Philippines' language Tagalog, Indonesian language, Malaysian language and a little bit of Greek, French, Russian, etc.

In the Arab world, English is having substantial effects on the region's educational systems, language policies and patterns of language use. Having realized the importance of English in all domains of life, Arab countries have encouraged the acquisition of English by their people. Most

===
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   119

Arab countries have introduced English as a main subject in the school curriculum. In most government and private sectors, most business organizations ask for proof of English proficiency before hiring people for employment. (Dashti 2015)

3. Impact of Globalization: English as a *Lingua-Franca*

The relativized and pluralized western culture further evokes a perception of 'the West' as being tolerant and 'the Rest' as intolerant and fundamentally dogmatic. It is good that there is change but the change is not rapid enough to transform the society into an affluent but socially unstable one like that of the western world, which is now becoming the model for our people. As years and decades pass by, the future historian might well compliment Kuwait for the evolutionary manner by which the social change was brought about.

> "The ideology of science, new information technologies, international media and
> communication and the growth of world capitalism, economy and globalization
> have contributed to the hegemony of English in the education system of a country.
> Furthermore, the hegemony of English has been strengthened by the internal
> language conflicts, politics of language and language planning discourse, and lack
> of proper implementation of language policy." (Dua: 2001: 47)

Though English is spreading as a universal language of science, it cannot be denied that some developed languages like German, French, Russian, Japanese, etc., have a strong tradition of scientific research and are extremely rich in literature in some needs of scientific studies. Thus, most developing countries that rely exclusively on English sources of scientific literature are deprived of scientific knowledge being generated in other languages and scientific communities (Dua: 2001: 113). The most significant question that emerges in relation to the scientific community in India concerns the problem of language use in scientific education, scientific publication and scientific communication that shows the dominance of English and the marginal or negligible role of other Languages. But the monograph brings out the need to develop a new language planning paradigm based on an integrated policy of science, language, and economy. It urges the speakers to build alternative futures for themselves as well as for their languages. The monograph provides insight and commitment for the accomplishment of the renaissance of languages, cultures, and sciences for the realization of different futures and traditions of science (Dua: 2001: Coverpage).

> "… the case of English is still more curious—this exocolonial, exoglossic
> language—is not only the associate national official language, but also serves as
> an inter-state, link language and is promoted, propagated and supported as the
> language of opportunity, the language of higher learning, the language of prestige
> and the language of power". (Patnaik & Imtiaz: 2006: 11)

> "Computers and internet have further tightened the hold of English in the world.
> There are many newspapers, advertising agencies, radio and television networks
> whose reach, aided by computers, has greatly expanded recently." (Patnaik &
> Imtiaz: 2006: 53).

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   120

The new wave—language globalization is created through marketization and internationalization of politics. The new wave is creating global market for the realistic society of today and tomorrow (Patnaik & Imtiaz: 2006: 102). In any linguistic market an individual is as a customer may assigned the language of the need. English has so much damaged our linguistic life that we are suffering from 'Linguistic Numbness Syndrome'.

The extensive use of computers and the internet has revolutionized the concept of globalization by bringing people and communities together in ways we never thought possible. Electronic English has given fresh meanings to old words. Lexicon items like desktop, internet, surfing, E-mail, inbox, outbox, recycle bin, search engine, home page and download etc. are new words derived only from the computer and mobile. All these new words transform in traditional English. It changes the English completely as well as other Indian languages too. English is due course of time has become the primary choice for code-switching or is used as a code-switched variety.

As compared to Arabic, English has established itself in comparatively less time and in spite of initial opposition, the main factor for this being globalization. For the instance of the mobile phone more than twenty English usages have become popular in every hook and corner of Kuwait, e.g.: Prepaid, postpaid, sim-card, incoming call, out-going tariff, etc.". One of the effects of globalization is the growing tendency to use English words instead of Arabic words, where English words are not at all necessary. Particularly in domestic life, the tendency to use English for domestic purpose is growing rapidly among the Arabic speakers. It is very much noticeable nowadays. That is a kind of code-mixing between English and Arabic. There are a lot of chaotic sentence structures that have been employed by Arabians chatting in the internet. Though the sentence structure is mixture of both English and Arabic vocabularies, it gives mere understandable meanings to communicate to others.

Use of English words in the mother tongue is due to the impact of globalization on mother tongue. Internal hegemony is less dangerous than the external linguistic invasion. In the process of globalization all such linguistic diversities are liable to be abolished. This is to be resisted by giving expression to our ideas and emotions against the despotism of globalization. 'Get the superb by money; don't claim even the essential, if there is no money'—this is the philosophy we hear in the consumerist, capitalistic world market.

> "In the dichotomous process, many less favourably placed speech variety---which
> may be dialects, vernaculars or minority languages, or may have non-elite style---
> stand in danger of becoming extinct." (Khubchandani: 1997: 165).

An analysis of linguistic features in relation to the language problems pertaining to language structure: writing, spelling, pronunciation, vocabulary, syntax, forms of discourse, and a problem of speech is very important for researchers to do further work in this area. The developmental status of these features can be indicated on the basis of the processes of standardization, codification, elaboration and cultivation. (Hasnain: 1995: 179).

===
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   121

The processes of innovation brought about in most Modern Arabic Language is marked by an ongoing struggle between purists and propagandists on the one hand, and language pedagogues and planners on the other. While in the former the uncompromising attitude remains a strong underlying ideology, the latter has an all pervasive comprehensibility as its forte. And between the two warring groups, by and large, it is the former that succeeds in foregrounding those linguistic innovations that conform to their ideology. But at what cost? Off course, at the linguistic price of incomprehensibility. Language incomprehensibility remains a problematic for its users as they are couched in highly Sanskritised or Perso-Arabicized languages far from the spoken and even ordinarily written reality." (1995: 213).

The simplification of Arabic script has to be accepted so that its user can use the script more easily. The simplification of vocabulary, simplification of sentence structure and pronunciation and simplification of script are very important and crucial so that majority can use, speak and write that language by the process of "Standardization".

4. Arabic Language: It's Origin

Arabic is a *lingua franca* of the Arab world. It is named after the Arabs, a term initially used to describe peoples living from Mesopotamia in the east to the Anti-Lebanon mountains in the west, in northwestern Arabia, and in the Sinai Peninsula.

The modern written language (Modern Standard Arabic) is derived from Classical Arabic. It is widely taught in schools and universities, and is used to varying degrees in workplaces, government, and the media. Modern Standard Arabic largely follows the grammatical standards of Classical Arabic and uses much of the same vocabulary. However, it has discarded some grammatical constructions and vocabulary that no longer have any counterpart in the spoken varieties and has adopted certain new constructions and vocabulary from the spoken varieties. Much of the new vocabulary is used to denote concepts that have arisen in the post-classical era, especially in modern times.

During the Middle Ages, Literary Arabic was a major vehicle of culture in Europe, especially in science, mathematics, and philosophy. As a result, many European languages have also borrowed many words from it. Arabic influence, mainly in vocabulary, is seen in European languages, mainly Spanish and to a lesser extent Portuguese.

Arabic has influenced many languages around the globe throughout its history. Some of these languages are Persian, Turkish, Spanish, Maltese, Urdu, Kashmiri, Kurdish, Bosnian, Kazakh, Bengali, Hindi, Malay, Maldivian, Indonesian, Pashto, Punjabi, Tagalog, Sindhi and Hausa and some languages in parts of Africa. Conversely, Arabic has borrowed words from other languages including Greek and Persian in medieval times, and contemporary European languages such as English and French in modern times.

5. Aims and Scope of Study

The present study takes the Kuwait College of Science and Technology, Ayuryoga Club and Kriselle Nursery as aerial points. All possible steps have been taken to make the data

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   122

comprehensive and representative of Arabic language as such. It makes a thorough analysis of Speakers' attitude and preference in seventeen different contexts and twelve different situations.

In terms of the Socio-economic status (SES), it was measured based on the parents' education level, age group and occupation. This is most significant as the parent's backgrounds play a major factor in the future of their children's education. The parents are current students at KCST (Kuwait College of Science and Technology, Kuwait) who are pursuing their education due to not obtaining a Bachelor's degree in their former years. The majority work in ministry jobs while others are working in the private sector for petroleum companies, both in which obtain a middle income. The data found shows that the SES of the parents explains most of the variance in their choices to require an English educational background for their children. This is a positive correlation showing that even those parents who have lower paying jobs want their children to obtain a better educational achievement. The data also demonstrated the female's educational attainment and expectation acted as a better predictor for the future of children as opposed to the data collected from the male parents.

6. Goals and Objectives of the Study

Researchers conducted the field survey in order to find out the actual position of the different languages and Mother Tongue like Arabic, Urdu/Hindi, Tamil, Telugu, French, German, etc. and English on the other side. It was noticed that different Mother Tongues are substantially used for oral communication in almost all the domains, whereas English is used in the fields of administration, education, literature, written communication and in formal settings such as writing, printing, etc. It was also found that the Arabic language speakers have strong feelings for the development of their language. It is their desire that this language should be used for various functions in the society. To focus on these issues the following objectives were formulated:

1.   To find out the use and the status of Mother Tongue or Arabic language and to ascertain the functions of English.

2.   To investigate the preferences of languages at specific domains and situations.

3.   To find out the attitudes of the Mother Tongue or Arabic speakers towards English.

6.1. Hypotheses

The foremost important step in conducting a research work is to establish hypotheses that form the key points to be either proved or disproved. So, the present study is based on a few prepositions which are as follows:

1.   It has been established that in Kuwait a number of languages come into use for different purposes. So, all the languages must have their specific domains of use.

2.   People having the advantages of more than one language at their disposal might prefer one language overthe other. Thus, English is supposed to be preferred over other languages.

3.   English, the worldly prestigious language, is mostly preferred for higher education.

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   123

4.   Arabic speakers favor the use of Arabic for all purposes including education, administration, and mass media.

6.2. Tools of Data Collection

In order to test these hypotheses, researcher prepared a questionnaire for collection of data that consisted of four sections (appendix 1). Section A of the questionnaire is concerned with the background information of respondents. Section B contains seventeen questions to inquire about the use of language (s). Section C contains fourteen questions to elicit preferences of languages. Of these fourteen questions, 13 were provided with language choices, mother tongue or Arabic and English whereas, the fourteenth question is related to progression of society, science and technology and foreign ways of life.

6.3. Sample Design

The researchers distributed questionnaire among 100 respondents, but later decided to consider only 95 samples which are presumed to be the representative data. The data is collected from State of Kuwait in general and Kuwait City in particular, and the variables are taken into consideration are Sex (male and female). 50 respondents are selected from the Kuwait College of Science and Technology in which 30 are male students and 30 are female students, 40 respondents are selected from Ayuryoga Club and Kriselle Nursery in which 20 are males and 20 are females which include parents of small kids and others are from yoga and gym candidates respectively.

6.4. Collection of Data

All the four sections of the questionnaire are prepared in English. Respondents have filled up the questionnaire themselves in the presence of the researchers. The total of 100 questionnaires is distributed in which 95 samples are selected for analysis. The distribution is made almost equal keeping in view the comparative analysis between different social variables from different regions. For the present study, researcher is not considered region as a separate variable.

6.5. Analysis of Data

The data is analyzed by obtaining simple frequency percentage for each language in each domain/situation. On the basis of the frequency percentage, we have studied the following:

1.   The use of Arabic/ other language and English in all considered situations with respect to one variable: sex.

2. Presentation of findings

Different tables and graphs have been made according to the findings and result.

3. The seventeen different contexts or domains with respect to Arabic/ other languages and English have been analyzed are as follows:

1.   Talking to people in a locality (context 1).

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   124

2.   Talking to people in schools, college and university (context 2).

3.   Talking to family members (context 3).

4.   Talking to colleagues (context 4)

5.   Talking to children (context 5).

6.   Talking to Arabic speaking stranger (context 6).

7.   While visiting offices, hospitals and market places (context 7).

8.   For entertainment (context 8).

9.   In teacher-student relationship (context 9).

10.   In watching TV programmes (context 10).

11.   In listening to radio broadcast programmes (context 11).

12.   In reading magazines, story books, etc. (context 12).

13.   In reading newspaper (context 13).

14.   In writing to close friends (context 14).

15.   In writing to family members (context 15).

16.   In printing invitations (context 16).

17.   For creative writings (context 17).

3.1 Arabic/ other languages and English use by males and females in seventeen different contexts/ domains.

6.6. Arabic/other languages and English use by males in Tabular form:

No.	Context	English	Arabic/ Other MT
1	Talking to people in a locality (context 1).	0%	100%
2	Talking to people in schools, college and university (context 2).	60%	40%
3	Talking to family members (context 3).	10%	90%
4	Talking to colleagues (context 4)	10%	90%
5	Talking to children (context 5).	0%	100%

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   125

6	Talking to Arabic speaking stranger (context 6).	0%	100%
47	While visiting offices, hospitals and market places (context 7).	50%	50%
8	For entertainment (context 8).	40%	60%
9	In teacher-student relationship (context 9).	90%	10%
10	In watching TV programmes (context 10).	90%	10%
11	In listening to radio broadcast programmes (context 11).	10%	90%
12	In reading magazines, story books, etc. (context 12).	80%	20%
13	In reading newspaper (context 13).	0%	100%
14	In writing to close friends (context 14).	10%	90%
15	In writing to family members (context 15).	0%	100%
16	In printing invitations (context 16).	0%	100%
17	For creative writings (context 17).	20%	80%

Arabic/other languages and English use by females in Tabular form:

S.No.	Context	English	Arabic/ Other MT
1.	Talking to people in a locality (context 1).	0%	100%
2	Talking to people in schools, college and university (context 2).	50%	50%
3.	Talking to family members (context 3).	10%	90%
4	Talking to colleagues (context 4)	10%	90%

===
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   126

5.	Talking to children (context 5).	0%	100%
6	Talking to Arabic speaking stranger (context 6).	0%	100%
7.	While visiting offices, hospitals and market places (context 7).	60%	40%
8.	For entertainment (context 8).	50%	50%
9.	In teacher-student relationship (context 9).	90%	10%
10	In watching TV programmes (context 10).	90%	10%
11	In listening to radio broadcast programmes (context 11).	10%	90%
12	In reading magazines, story books, etc. (context 12).	40%	60%
13	In reading newspaper (context 13).	0%	100%
14	In writing to close friends (context 14).	20%	80%
15	In writing to family members (context 15).	0%	100%
16	In printing invitations (context 16).	0%	100%
17	For creative writings (context 17).	30%	70%

7. Findings

It has been noticed that the engineering field is densely populated by females as they dominated the numbers within the surveys and the findings of this research. However, regardless of gender most of the results were very similar in terms of language usage within specific situations. The main medium of communication was found to be that of the mother tongue. This was expected, as it is considered to be easier when expressing ideas and feelings to others using terms one has acquired since the beginning of the speaking process. This was also noticed with questions regarding to communication with friends, relatives, children, and strangers as not everyone has acquired or perfected a second language being English or any other. Reading and creative writings were also found to be conducted using one's native language due to mastering the language. Similarly, to invitations, all of the applicants perceived that using Arabic invitations was most relevant due to ensuring others receiving it would be capable of understanding the terms

===
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   127

and information. However, when it comes to entertainment including social media platform, a lot of the applicants showed interest in the English language. Most of the applicants expressed that TV programmes are now seen in the English language due to such entertainment mediums being more interesting and intriguing. Moreover, when referring to the educational factors, a lot of the data showed that there was more room for the use of English. The educational environment is considered to be of a different realm than that of a social environment. More terms were known in the English language making communication more restricted to the use of English. In addition to talking to colleagues in English, the data analyzed states that the majority of communication with instructors at university was conducted in the English language. Such educational and academic factors lead the students to use English more than Arabic whereas social and non-academic settings are perceived in Arabic for more clarity and confidence.

8. Reason for This Data Generation

This is the effect of social change that respondents are having a good attitude towards their Mother Tongue, like they have strong feeling that Arabic and other languages are good, sweet, creative, and very expressive language but they are taking the things in terms of Language Use and Preference they prefer and use much English than their Mother Tongues. The reasons can be because of modernization and westernization of society. Nowadays, youth prefer to watch English movies and listen English songs. They prefer English magazine because it's like their status symbol. They prefer to watch serials online channels like Netflix, Amazon prime, Quicksilverscreen, etc. Limited per cent of males and females do write and read Arabic poetry. Limited creative writing is done in their mother tongue.

9. The twelve different situations considered for evaluation of Urdu and English are as follows:

1. Medium of instruction for children (situation 1)

2. Making social contacts (situation 2)

3. A bilingual Arabic speech community (situation 3)

4. Most ideal medium of instruction at primary school level (situation 4)

5. Most ideal medium of instruction at secondary school level (situation 5)

6. Most ideal medium of instruction at college level (situation 6)

7. For securing jobs (situation 7)

8. Pursuing higher education (situation 8)

9. Communicating with other groups (situation 9)

10. Performing religious practices/activities (situation 10)

11. Welcoming/ departing from guests, relatives, friends, etc. (situation 11)

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   128

12.   For official purposes (situation 12)

10. Urdu and English preferences by males and females in twelve situations

10.1. Urdu and English preferences by males and females

S.No.	Context	Male		Female	
		E	A	E	A
1	Medium of instruction for children (situation 1)	80%	20%	90%	10%
2	Making social contacts (situation 2)	10%	90%	10%	90%
3	A bilingual Arabic/ other Languages speech community (situation 3)	0%	100%	10%	90%
4	Most ideal medium of instruction at primary school level (situation 4)	10%	90%	20%	80%
5	Most ideal medium of instruction at secondary school level (situation 5)	95%	5%	100%	0%
6	Most ideal medium of instruction at college level (situation 6)	100%	0%	100%	0%
7	For securing jobs (situation 7)	0%	100%	10%	90%
8	Pursuing higher education (situation 8)	100%	0%	100%	0%
9	Communicating with other groups (situation 9)	0%	100%	10%	90%
10	Performing religious practices/activities (situation 10)	0%	100%	0%	100%
11	Welcoming/ departing from guests, relatives, friends, etc. (situation 11)	0%	100%	0%	100%
12	For official purposes (situation 12)	0%	100%	10%	90%

10.2. Findings

Regardless of the students customarily relying, and using their native language, many expressed that they would prefer sending their children to an English medium of instruction. The literature identified a large number of students who are leaning towards learning and having their children being taught in an English medium. In order to examine the students' perception more carefully, students showed that they think an ideal language for primary school is Arabic.

===

Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   129

However, once reaching secondary school, many expressed that the medium should be shifted to English, especially for the transition into college. This was linked to their expectation of pursing a higher educational degree. The statistical processing of the research findings showed that higher education in specifically language of instruction within an engineering classroom is to be conveyed in English. This clearly links the English language to the outside world in the realm of academia. On the other hand, the study provides a clear understanding that that Arabic language is encouraged when communication is made with other groups, guests, relatives, and friends. This was extended to the workplace. As the findings supported an Arabic-speaking environment in the workplace leading to the Arabic language being the main form of communication to securing a job. Intriguingly, even in a bilingual setting, speeches and communication was preferred using the native language of instruction. The data carries the suggestion that female students were more lenient towards using the English language than the males.

10.3. Reason for this data generation

On one side, respondents both male and female think that Arabic or their mother tongue or first language is sweet, expressive and prestigious language but everybody wants to study English for status symbol, English for science and technology and for progression of society. Only English can provide them good status, respect, prestige and good education and good job with high salary. Language use, language preference and language attitude gets change with the changing course of time by modernization, westernization and commercialization. English become most crucial language of today's society.

11. Conclusion

This study aimed to investigate the language preference between global and local languages in Kuwait. The analysis focused on the usage of Arabic language and other languages with English language in different contexts and situations. The results showed that most students believe that the English language is better when learning or being taught within the classroom. This goes back to the idea of the use of an international language helping students' exposure to a more international based platform. It was clearly noticed that students accepted English as a medium of education and instruction due to the availability or resources and learning material, this is why many students supported English being the main instructional language in high school and college levels.

The students' perceptions shifted when it came to other forms of communication, as the majority emphasized on the use of their native language in non-educational or academic situations. Students felt more secure using their native language when expressing themselves to family members, friends, and strangers. In addition, students were more comfortable reading the news in Arabic. This observation was consistent between both genders and different age groups that participated in the study of data collection, as they both performed better with communicating their ideas and writing as well. A revival of interest was clear to show that the Kuwaiti society can progress with English as a form of communication. However, the data showed that regardless of incorporating the language within the society, adopting foreign ways of life was not supported.

==
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   130

Nevertheless, the data showed an intense support to foreign languages being taught within universities, but conserving traditions and culture was also to be considered in the long run.

===

References

1.   Essays, UK. (November 2013). Three Circle Model Of World Englishes. English Literature Essay. Retrieved from https://www.ukessays.com/essays/english-literature/three-circle-model-of-world-englishes-english-literature-essay.php?cref=1

2.   Ahmad, S. 2006. "Electronic Linguistics: the Internet and the Evolution of New English". Paper presented in the National Seminar on Language and Globalization: Issues and Perspective. A.M.U. Aligarh. February 7-8, 2006.

3.   Dashti, A. 2015. The role and status of the English language in Kuwait: How is English used as an additional language in the Middle East? English Today. Page 28-33. March Edition

4.   Sandra Mollin. 2006. Euro-English: Assessing Variety Status.

5.   Braj B. Kachru. 1985. The Power and Politics of English. Vol 5. Blackwell Publishing Ltd.

6.   Judy Yoneoka. 2002. Research Article. Englishes in Asia.

7.   Ron White. 1997. Research Article. Going round in Circles: English as an International Languages and Cross Cultural Capability.

8.   Joanne Rajadurai. 1999. Research Article. The Interactional Experiences of English Language Learners in Malay Community: A Malaysian Case Study. The International Journal of Language, Society and Culture.

9.   David Crystal. 1997. English as a Global Language. Cambridge University Press.

10.   Z. N. Patil. 2006. Research Article. On the Nature and Role of English in Asia. Linguistics Journal.

11.   David Graddol. 2006. English Next. British Council.

12.   Robertson. 2005. The Asian EFL Journal Quarterly. Vol 7. Issue 3.

13.   Burt. 2005. Research Article. Three Circle Model of World Englishes. Essay Monster.

14.   http://worldpopulationreview.com/countries/kuwait-population/

15.   Beg, M. K. A. 1991. "Standardization of Urdu Script" Indian Journal Of Applied Linguistics. Vol.17th. No.2, July-Dec. This Spl. Issue on "Language Standardization"

16.   Beg, M. K. A. 1986. Sociolinguistics Perspective of Hindi and Urdu. New Delhi: Bahri Publications.

===
Language in India www.languageinindia.com**ISSN 1930-2940** **21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   131

17.   Bose, A. C. "Tanglish- a by product of Communication Globalization". Paper presented at National Seminar Language and Globalization; Issues and Perspective. A.M.U. Aligarh. February 7-8, 2006.

18.   Chaudhary, S. "Will India become an English Speaking Country?". Paper presented at National Seminar on Globalization: Language, Culture and Media. I.I.T. Kanpur. 2001.

19.   Dhar, N. A. "Global: A threat for Mother Tongue of Indian people". Paper presented in the National Seminar on Language and Globalization: Issues and Perspective. A.M.U. Aligarh. February 7-8, 2006.

20.   Dua, H. R. 1991. "Sociolinguistic Processes in the Standardization of Hindi and Urdu". Indian Journal of Applied Linguistics. Vol.17th. No.2, July-Dec. This Spl. Issue on "Language Standardization"

21.   Dua, H. R. 2001. Science Policy Education and Language Planning. 1st publication. Mysore: Yashoda Publications.

22.   Dua, H. R. "A Sociolinguistic Profile of India; Linguistic Society of India". Golden Jubilee Souvenir. Eight All India Conference of Linguistics. Delhi.

23.   Fatihi, A. R. "Economic Relevance of Language in Post-Global Indian Consumer Society". Paper presented at National Seminar on Globalization: Language, Culture and Media. I.I.T. Kanpur. 2001.

24.   Fatihi, A. R. 1991. The Language of Advertisement and T.V. Commercials. Dept. of Linguistics, A.M.U. Aligarh.

25.   Ganguly, S. 1991. "Standard Pronunciation for Doordarshan (Indian T.V.)". Indian Journal of Applied Linguistics. Vol.17th. No.2, July-Dec. This Spl. Issue on "Language Standardization"

26.   Gupta, J. D. 1976. Language Conflict and National Language Development: Group Politics and National Language Policy in India.

27.   Hasnain S. I. 1995. Standardization and Modernization: Dynamics of Language Planning Aligarh: A.M.U. forwarded by Joshua A. Fishman. New Delhi: Bahri Publications.

28.   Hasnain, I. & R. S. Gupta "Globalization, Language, Culture and Media: Some Reflections". Paper presented at National Seminar on Globalization: Language, Culture and Media. I.I.T. Kanpur. 2001.

29.   Hasnain, S. I. 1985. Standardization and Modernization of Languages: A Case Study of Urdu. Ph.D. Dissertation. A.M.U. Aligarh. (unpublished).

30.   Hasnain, S. I. 1991. "Innovations in Language—An Experiment, in Comprehensibility with Reference to Urdu in Mass Media and Education". Indian Journal Of Applied Linguistics. Vol.17th. No.2, July-Dec. This Spl. Issue on "Language Standardization"

===
Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   132

31.   Khubchandani, M. L. 1988. Language LanguageLanguage in a Plural Society. Motilal Banarasidas, Shimla: Indian School of Advanced Study.

32.   Khuchandani, L.M. 1997. Language and Development Revisualizing Boundaries: A Plurilingual Ethos. Vol 3. New Delhi: Sage Publications. London: Thousand Oaks.

33.   Modi, B. "Globailzation, Media and Linguistic Numbness". Paper presented at National Seminar on Globalization: Language, Culture and Media. I.I.T. Kanpur. 2001.

34.   Patnaik, B. N. and S. I. Hasnain. 2006. Globalization Language, Culture and Media. Shimla: Indian Institute of Advanced Study.

35.   Singh, S. K. "Language Globalization and Market Realism". Paper presented at National Seminar on Globalization: Language, Culture and Media. I.I.T. Kanpur. 2001.

===

Language in India www.languageinindia.com**ISSN 1930-2940 21:4 April 2021**
Dr.Somana Fatima and Dr. Reem Al Qenai
English as a *Lingua-Franca*: A Conflict between Global and Other Languages of Kuwait   133