



# **University EFL Students' Perceptions toward Globalization of English and its Effect on their Pragmatic Competence**

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## **Author's contribution**

*The sole author designed, analysed, interpreted and prepared the manuscript.*

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## **ABSTRACT**

This study highlights EFL university students' perceptions toward using English as a global language and on its effect on their pragmatic competence through using global English approach. The rationale of conducting this study stemmed from the incredible involvement of this generation into technological innovations via English. The participants 66 undergraduate students were randomly selected from the English Language Department at Al-al-Bayt University in Jordan during the second semester in 2019/2020. They were divided into two groups: Experimental 35 and control 31. Two instruments were developed: A questionnaire of 37 items, to measure the degree of the participants' attitudes toward global English, and a pre-posttest to check the effect of global English approach on the students' pragmatic competence. Validity of the two instruments was ascertained. The results revealed that the students' attitudes toward using global English were highly appreciated. The findings embedded that there were statistically significant differences at ( $\alpha=0.05$ ) between the aspects of pragmatic competence of complementing from one side and between expressing opinion and offering help from the other side in favor of complementing. It was also proved that there were statistically significant differences at ( $\alpha=0.05$ ) between the aspects of complaining from one side and between expressing opinion and offering help from the other side in favor of complaining. These results could be attributed to the effect of using global English approach. The researcher suggested some relevant recommendations.

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## **1. INTRODUCTION AND BACKGROUND OF THE STUDY**

Almost all urgent global events bring all people together under unified concerns and within the boundaries of unified frameworks, regardless of the distances and differences among them under the so-called globalization. Globalization could be formalized as the ability which unites the global efforts of the communities in the serious issues and affairs among human nations in all the fields that stoke hot interactions and accelerate vibrant communications via using global English. The diligence in providing such interpretation came from the world united standing in front of the challenges that began to invade the universe, the most dangerous is the coronavirus pandemic (Coved 19). In September 2020, there was a strong and urgent call from the Prime Minister of the United Kingdom (Boris Johnson) to globally unite efforts to face this deadly emerging pandemic, coronavirus.

Meanwhile, any interpretation of globalization may cover almost all areas and topics related to humanity; economical, medical, racial, religious, political, financial, social, cultural, educational and communicative issues. Consequently, global English is pragmatically the primary media that urges nations of the internet to automatically follow and chat on the hot affairs in a dramatic and cynical way. In other terms, the electronic communicative interactive mediator for all these dimensions is mainly the firm link of globalization which is global English. In the second edition of his book: *English as a Global Language*, Crystal [1] argued why there is a need for a global language. Then he strongly confirmed the supposition of why English is a global language by stating a great number of factors that consider English as a global language. The author also speculated the future of English as a world language. He predicted a family of the English language that may include many types of English due to political and other factors. He assured the presence of English in almost all over the world in all domains. Concerning the area of teaching English, Crystal anticipated that students will use local English with no consideration to grammar, phonology, vocabulary or pragmatics.

It is clear that the internet users do not care of using any type of English regardless of correct syntax, as they are only interested in conveying their messages in understandable texts. More

specifically, the undergraduates who learn English as a foreign language (EFL) are not aware of what is called pragmatic competence or authentic English which is the core concern of EFL instructors and researchers. Actually, students at the university level are running after attractive applications that focus on exchanging knowledge via English easily, smoothly, authentically and globally.

Globalization could be considered as the backbone of pragmatic competence. Additionally, Global English, pragmatic competence and exposure to culture could be considered as three inseparable terms in the youth communities, although the link among these three terms is not fully crystalized in the eyes of EFL learners. In reality, and due to being almost addicted to instant exposure to the world of internet applications, EFL learners are extremely achieving a high level of indulgence in the global culture of communication. Thus, the effect of their progressive access to the media sites makes it obvious to automatically pick up at least the speech acts they repeatedly follow; such as authentic applications of songs, You-Tube and Spotify in addition to the sociocultural situations and videos. Hence, it is not amazing to propose and assume that the effect of using global English on the undergraduates did not emerge from teaching pragmatics speech acts and activities.

Due to e-learning, the present generation is no more relying on the processes of teaching and lecturing English in schools and universities. This leads to the trend that learners seek independent and individualized education as all resources of knowledge are available online at hand. Haugh [2] believes that teaching the pragmatic aspects in classes lasted for a short time and in reality are completely forgotten after the final test. Nevertheless, artificial pragmatics learning may be accepted under two conditions: (1) If learners have previously acquired speech acts and situational English at an early age; and having consistent informal exposure to pragmatic aspects. (2) Developing pragmatic competences involves automatic social and intercultural communication and not academic formal interaction. However, this is contradictory to what was assumed by many researchers that teaching pragmatic competences is capable of developing learners' verbal abilities in English: [3-18].

It is apparent that the undergraduates seek the quickest, the easiest and the most up-to-date knowledge in English to smoothly and easily communicate with the others, especially at this time of online e-learning. During their communication with others, most university students unintentionally shift from their native language into English. It seems that they spontaneously tend to mix English words and expressions into their native language as a prestige, regardless of what English they use. If anyone asks them about the reasons of inserting such English words, they hesitantly say that they are used to hearing and imitating such expressions in English on their mobiles more often. They give the impression of feeling happy and interested during chatting in English. It could be considered that using real English or current American provides the learners with an authentic leek of the target culture. In other words, gearing toward using English in everyday life does not come out of planning or arrangement. This may result from the over use of the internet and the constant immersion of using English.

Hence, the rationale of conducting this study stemmed from the learners' electronic openness, indulging and integration in the other cultures and from the spontaneous naive communication for entertainment and fun as a result of using any English. The undergraduates are not aware of which English to use: International English, standard, colloquial, EFL, ESL or global English. They assume that they speak contemporary English far away from the English used in the textbooks that they are reluctant to deal with.

### **1.1 Purpose and Significance of the Study**

This study aims at identifying the undergraduates' perceptions toward globalization of English language on the one hand; and to trace its effect on their pragmatic competences via using global English approach for communication on the other hand. This study could figure out the extent to which English has globally influenced the implementation of TEFL materials, strategies of teaching English, global cultures, learners' attitudes, applications, instructors' perceptions, and curricula designers' expectations. The findings of this study may interpret the radical changes and innovative strategies that should be applied to meet the needs of this digital age who is completely affected by and involved in all social media outputs. The results may also meet the learners' needs who have been seeking a convenient authentic English for communication

appreciated and accepted by all without uttering any cynical hints or reversing to conservative classical English.

Moreover, the results of this study may reveal the undergraduates' attitudes towards considering English as a global language. The findings may also show the effect of global English on the students' pragmatic competences. This could be helpful if curricula designers and concerned experts keep up with the learners' needs and update what should be taught via using motivating strategies through social media tools for fruitful teaching results.

### **1.2 Questions of the Study**

**Q1.** Are there any statistically significant differences between the mean scores of the experimental and the control groups students' pragmatic competences in English at  $\alpha$  ( $\leq 0.05$ ) due to effect of using global English (global English approach vs. the conventional method)?

**Q2.** Are there any statistically significant differences between the mean scores of the experimental group students' mastery of the components of pragmatic competences (complaining, criticizing, telling news, expressing opinions and offering help) as a result of using global English approach in teaching at  $\alpha$  ( $< 0.05$ )?

**Q3.** Are the students in the experimental group positively motivated to use global English for improving their pragmatic competencies due to globalization?

### **1.3 Review of Related Studies**

This part is an attempt to shed light on various articles, attitudinal research and studies that may try to combine the perceptions and the trials related to the effect of globalization including global English on university students' pragmatic competences. In other words, this focuses on two variables: Undergraduates' perceptions toward global English and the effects of global English on their pragmatic competences.

Kasper [4] presented the learners' perceptions toward the role of English in Asia as a prevailing language compared to their native languages. He pointed out that their social, cultural and ideological implications affected their attitudes. Kim stated that English has a magical power on those who learn it depending on the degree of

the non-native speakers need to access and use of English.

Meanwhile, Mufwene [19] stated that “global English” is simply a product of the Americanization. He ascertained that language is inevitably a component of social identity and a means for communication purposes, as a product of globalization, or essentially the ‘Americanization’, or ‘McDonaldization’ of the rest of the world.

In Hong Kong, Lam [20] conducted an empirical study to investigate the impact of globalization and the Internet on teaching English in higher education. The participants included teachers, managers, curricula designers, trainers and others to clarify the effects of globalization on education globally. Individual interviews were used to collect the data with students, teachers, designers and curricula planners and practitioners. The data were analyzed relying on the relevant studies on globalization. It was revealed that globalization effect on education leads to global perspectives. This issue is a subject of debate worldwide.

In Japan, Morita [21] investigated Japanese university undergraduates’ attitudes, 55 participants, towards the functions of English, globalization and internationalization. The findings indicated that most students agreed it was important to be able to act in intercultural contexts in principle because fewer still thought they would be in such contexts. Some of their implications revealed that being in intercultural contexts was a matter of choice and they existed outside one’s national boundaries. They showed that globalization was a process out of their concern. The students’ responses were of two streams: Some agreed that English would be useful for entrance examinations or job applications while others assured that they need English for communication.

In the area of education, Mufwene [22] propped that English is more desirable to ministries of education all around the world. It is used as a mediator for communication and is useful to make access to all kinds of knowledge services. All schools and higher education institutions teach English as a compulsory course. It is a pre-requisite for all specializations at universities. In another place, Mufwene concluded that using global English is also related to the labor communities and that it reflects structural and

pragmatic features used by the new digital generations.

Concerning the educational systems, Al Khateeb [23] carried out a study that focused on the impact of English language on the public education system in Saudi Arabia in the globalization era. He briefly reviewed the influences of English as a global language on educational systems, which has affected many countries. However, his review was restricted to global English impact on education in Saudi Arabia.

A qualitative study on teaching English language courses was applied by Solak and Bayar [14] to elicit the language learners’ perceptions towards the current challenges that they face in learning English. The participants attended twenty English language courses, designed as practice-based and not theory-based. The materials such as course books, videos, and internet web sites that satisfied the students’ levels and needs were chosen. The study concluded that EFL learners mostly complained that they were unable to express their ideas in English language despite attending twenty courses in English. It was recommended that English language material should be chosen on practical and realistic basis.

In West Africa, Poggensee [24] compared the effects and the consequences of globalization on English in Senegal, and the United States Midwest. The researcher used interviews and observations to collect data in both places. Focus was made on the students’ conversation, interactions, and their language usage, in the classroom, and outside the university. The results indicated that English is a prestigious language in both Senegal and the USA as it is associated with the higher social classes. Another result revealed that the majority of the participants were motivated to learn English. On empirical basis, Kim [25] analyzed EFL learners’ perceptions toward learning pragmatic features provided as a part of regular English curricula. A 52 university students from various majors participated in the study. They were divided into two groups. The study focused on four speech acts, compliments, apologies, requests, and refusals, with the goal of enhancing the learners’ pragmatic awareness as well as their pragmatic competences. To collect data a questionnaire was adopted to analyze their perceptions. Both groups showed positive perception in terms of the four major categories—interest, usefulness, importance, and motivation. The learners assured that their communicative

abilities improved a lot and they were motivated to use pragmatic expressions.

In Turkey, Altan [26] confirmed that globalization has effects on English language teaching. It opened new areas to use English language as the main medium for communication both for personal and advanced academic needs and these new uses created new challenges for English language teachers to introduce, use, analyze and teach these areas to English as a Foreign Language (EFL) students. However, Altan claimed: "the contexts where learners of English would use vary from online games to social media, from googling for information to conducting research etc." He again assured that "21st century EFL classrooms are not the places where learners need to use solely, textbooks anymore" (p. 771).

Taguchi and Ishihara [27] reviewed recent trends of pragmatic in research in English as a Lingua Franca. Both researchers were eager to illustrate how realities of globalization have challenged conventional ways of researching and teaching L2 pragmatic competences. They identified 238 studies that were published up to 2017 using 'pragmatics' and 'English as a lingua franca' as search terms. It was revealed that pragmatic focuses on the learners' needs and their understanding of the relations among linguistic forms, functions, and contexts of use, in a social interaction.

In her master thesis, Elemam [28] traced the ways where students' pragmatic awareness is developed. The researcher assured that concentrating on pragmatic awareness enabled learners to perceive a pragmatic meaning in real-life situations outside the classroom. To quote what she claimed "The development of students' pragmatic awareness of the norms of the English language is a top priority for educators since the rapid technical progress, globalization, and the expansion of influence of English in different spheres of human activity require such development".

In Taiwan, Wang & Chen [16] examined 20 EFL university students' learning English on YouTube videos outside the lectures using self-directed learning approach. They were interviewed to gain responses for this trend of learning English. The findings revealed that the students enjoyed this technique as they were exposed to more learning resources and to other cultural knowledge. They

found that this trend so joyful, flexible, interesting and fruitful.

An interesting trend of a special issue was implemented to enhance pragmatics instruction by Blyth and Sykes [29] who called for receiving empirical studies and papers that investigated the effect of electronic and digital literacies of technology on enhancing the teach-ability and learnability of instructional pragmatic aspects. Four papers out of eleven were chosen for this purpose. The authors analyzed these studies and came to conclusions accompanied with a future scope for the development of teaching pragmatic competences.

Yeh and Swinehart [30] suggested an innovative approach to improve learners' interlanguage pragmatics by encouraging the participants at a university level to use online participatory cultures. They were trained on the basic layout and practices of a social news and discussion site (Reddit). The instruments of the study were social media engagement metrics and post-task questionnaires and follow-up interviews. The results revealed that participants struggled to achieve high levels of interaction with other users, but qualitative results indicated a range of potential benefits for the inter language pragmatics. This study encourages using all means of social media in this era of online globalization to develop learners' English language.

To conclude, various studies have focused on the definition of globalization, the positive and negative effects of globalization on other cultures and the pedagogical changes in the educational systems, which have affected many countries. Other studies examined the effect of teaching pragmatic competences on the learners' use of speech acts; such as apologies, requests, refusals etc. Very few studies focused on the effects of global English on the learners' pragmatic needs of a convenient authentic English. The most recent studies tend to praise the use of all means of social media and online connections and e-learning without focusing on the effect of global English.

Therefore, this study could be considered as an attempt to touch the impact of what English the undergraduates and this digital age gain from their access to globalization applications and not from textbooks and teaching materials.

## 1.4 Design of the Study

Implementing the experiment of this study was Online due to the pandemic spread of Covid 19. A quasi-experimental pattern was applied where a pre- posttest on the pragmatic aspects in English for both the experimental and the control groups was administered. The experiment lasted for 10 weeks during the second semester of the academic year 2019-2020. The participants of the experimental group were asked to watch 40 YouTube videos assigned by the researcher. The researcher carried out the posttest using the following websites: <https://www.onlinequizcreator.com/> and <https://docs.google.com/> websites. Zoom app was of a great help to perform the follow up the YouTube videos and the relevant activities. The test included different varieties of questions: Matching, multiple choice and three completion sections that asked the participants to complete mini-dialogues that require adding expressions of the pragmatic aspects. The questions require responses of a good number of slang global English on some pragmatic aspects; such as, compliments, complains, telling news, expressing opinions and offering help. Finally, the experimental group students also answered a questionnaire, the second instrument during the tenth week of the experiment.

## 2. METHODS AND PROCEDURES

### 2.1 The Participants of the Study

Two sections of 212 students registered for the Speaking Skills Course (No. 1302109) during the second semester in 2019-2020. The participants of this study were 66 undergraduate English major students randomly chosen from the two sections. They were divided into two groups; the experimental group consisted of 35 students; and the control group included 31 students. Both groups have previously attended the pre-requisite oral skills courses according to their studying plan.

### 2.2 Course Description

The Speaking Skills Course (No. 1302109) aims at developing the students' ability to speak fluently and accurately on academic and daily life issues. It also focuses on training the students to speak on topics that require exchanging views, expressing opinions, offering ideas, receiving and discussing them with the others. Additionally, it

includes training students to comment on events and news, discuss them with their classmates, and give oral summaries on topics they have read, and do other language activities that require speaking.

### 2.3 Variables of the Study

The independent variables of this study were the two teaching methods: Teaching the speaking skills according to the speaking skills course requirements ;and using global English approach on the targeted pragmatic aspects via watching and observing You-Tube videos. The dependent variable was the students' scores of both groups (control and experimental) in the post test on the pragmatic aspects.

### 2.4 Instruments of the Study

Two instruments were used to carry out the purpose of the study: A pre-post pragmatic competence test adopted from two resources: "Testing Pragmatics" [13], and from "Instant IELTS" by Guy Brook- Hart (CUP, 2004, p.120). This test was modified to meet the objectives of the study. Students of both groups performed the test Online at the beginning of the second semester of the academic year 2019 – 2020 to determine their pragmatic competence equivalence before starting the experiment. The posttest was administered online before the end of the tenth week of the experiment.

The second instrument, a questionnaire of 37 items, designed by the researcher and then validated to investigate the EFL undergraduates' perceptions toward globalization of English and its effect on their pragmatic competence. The items of the questionnaire concentrated on speech acts using slang American and British. Pragmatic aspects covered compliments, complains, telling news, expressing opinions and offering help.

### 2.5 Validity and Reliability of the Instruments

A team of experts in TEFL and linguistics validated the adopted test which was adjusted and modified by the researcher. A pilot test was administered on 12 students using Zoom application due to the spread of Coronavirus pandemic. To establish the test reliability, a test-retest technique was applied by using Pearson's formula. The correlation coefficient of the

students' scores in the test-retest was 86% which could be considered reliable. The second instrument, the questionnaire, was validated by a team of professors specializing in TEFL and linguistics. They were asked to review and check the appropriateness of the items of the questionnaire. Their comments, suggestions and recommendations were taken into account. Cronbach alpha was used to calculate the reliability and the validity of the two instruments of the study. The results appeared in Table 1.

**Table 1. Reliability and validity of the instruments using Cronbach alpha**

The instrument	Cronbach alpha	Test retest
Test	0.81	0.86
Questionnaire	88	0.90

## 2.6 Teaching Material

Due to the stifling conditions imposed globally by coronavirus, education has become all over the world online via the Internet. The textbook, *Penguin Functional English Book* by Peter Watcyn-Jones, was in use as the instructional material for teaching both group. Students of the control group virtually attended the classes under the supervision of the course instructor online using the conventional strategies for teaching speaking skills. The experimental group, in addition to using Watcyn-Jones' textbook were asked to watch all the videos listed below and replay each of these 40 You-Tube videos selected by the researcher in their free time outside the lectures' rooms. Moreover, the participants of the experimental group were asked to do extra activities after watching the videos, especially the various ones of *Alan from Fluent U videos* that has been mentioned in the teaching materials No. 40. Additionally, there were 10 activities, adopted from Lenchuk's and Ahmad's [31] study, entitled: Teaching Pragmatic Competence: A Journey from Teaching Cultural Facts to Teaching Cultural Awareness. The follow up activities were given for the participants of the experimental group to be discussed in groups of their own choice. Most of these activities focus on using pragmatic expressions. These activities aim to help the discussion groups absorb the speech acts of the pragmatic situations and grasp the meaning of the used expressions. The You-Tube videos are listed below.

An extract from activity (1) adopted from: Lenchuk's & Ahmad's [31] study, is enclosed below, followed by a clarification for the dialogue videos:

### Activity 1: Warm-up/Speaking Activity

Learners choose classmates to chat and suggest answers to the following:

What is a compliment? Who gives and receives compliments in your first language? How could you express a compliment in your own language? What themes do people compliment in your own language: clothes, hair style, achievements? Who compliments more males or females?

Dialogue videos between dummy cartoon characters to teach colloquial English were chosen. These types of videos aim to show students many idioms in a humorous and funny storytelling style, where the dialogue presented, then the new idioms are shown and translated into Arabic and it's meaning within the English, and after the end of the scenes, the researcher asked the participants to try to use these idioms while they speak through their group on WhatsApp. There is also 11 of the best YouTube channels to help the participants learn English at home. The more the participants attend videos, the more they are likely to grasp and use the target language.

To achieve the purpose of this study, the researcher selected a variety of 40 online targeted You Tube videos as follows:

- 1) Speak English With Mr. Duncan
- 2) Using phrasal verbs at home
- 3) 40 Everyday British Slang Words and Phrases | Essential English Slang
- 4) 6 Essential Idioms for English Conversation
- 5) How to use wanna, gonna, gotta correctly!
- 6) 50 ADVANCED English WORDS- Improve your vocabulary!
- 7) STOP SAYING You're Welcome | How to respond to THANK YOU.
- 8) Greeting people
- 9) Oxford online English
- 10) Most Common English Grammar Mistakes + TEST - Do you make these mistakes?
- 11) How to Practice Speaking English Alone - 15 Easy Tips!
- 12) 20 ENGLISH CONVERSATION phrases - Improve English Vocabulary English conversation phrases
- 13) 30 Common British Conversation Phrases and Expressions

- 14) Speaking Cartoon | 45 minutes Kids Dialogues ... - YouTube  
[www.youtube.com/watch?v=FdlLsxR5AE0](http://www.youtube.com/watch?v=FdlLsxR5AE0)
  - 15) Try to THINK in English every day
  - 16) HOW TO LEARN 100 WORDS A DAY IN ENGLISH! Improve Your Vocabulary!
  - 17) Responding in informal ways
  - 18) Top 15 Must-Know Phrases to Go Shopping in
  - 19) Shopping words at a Supermarket or a Mall.
  - 20) How to Talk about Shopping in English: Everyday Phrases
  - 21) language of shopping
  - 22) Useful Phrasal Verbs for SHOPPING in English ... - YouTube
  - 23) Idioms used in slang English
  - 24) 10 English Idioms and Phrases for an AMAZING English Conversation
  - 25) 45 COMMON PHRASES IN AMERICAN ENGLISH
  - 26) OVERUSED ENGLISH WORDS - Stop Using Them! Use these alternatives
  - 27) The ENGLISH BASICS you need - Learn English IN 35 MINUTES
  - 28) Responses to Thank you.
  - 29) Speaking English Politely
  - 30) English you need these days.
  - 31) 10 ADVANCED English Expressions and Phrases to Sound SMART | Learn Advanced English Vocabulary!
  - 32) Expressions for Conversations and Dialogues
  - 33) Frequent using of smart English Proverbs
  - 34) When to say ' I don't know'
  - 35) English Expressions in formal and informal situation
  - 36) How to Respond to "How are You?" - British English
  - 37) Some AMERICAN ENGLISH SLANG WORDS
  - 38) Popular American Slang That People Always Use
  - 39) Alan from FluentU videos How to Apologize in English | 19 Expressions INSTEAD of "I'm sorry" How to Apologize in English.
  - 40) English Slang & Colloquialisms. Sound more natural | English Language: Speaking (American Slang)
- group while group B (31 students) assigned as the control group.
- A pretest was first administered Online for both groups (control and experimental) to ascertain their equivalence.
  - The experimental group students (35) were trained online to comment, exchange views, express opinions, offer ideas, chat and discuss the assigned videos topics with the other participants of the same group in the evenings out of the hours of their schedule. Additionally, they were also trained to do other language activities that fulfill the requirements of the Speaking Skills Course. This was implemented during the teaching lectures of the course in the second semester 2019-2020.
  - The control group students [31] within the whole section (102 students) enrolled in the *Speaking Skills Course* were taught speaking skills by the Course instructor Online three hours per week. Similarly the experimental group students were attending classes of the same Course Online with the Course instructor three hours weekly. In addition to this the participants of the experimental group were in touch with the researcher on WhatsApp chat group who traced their attending of the You Tube videos of global English three hours every week.
  - The experimental group students were asked to watch the YouTube videos they were provided with; and then hold meetings attended by the researcher to discuss their views about the pragmatic competence activities with their classmates and colleagues in pairs or in groups of their own choice via using the strategy of global English. They were given a period of one hour and a half weekly to carry out this process of watching and chatting.
  - The researcher's role was to enhance students' participations and try to gear their attention to find out expressions of greeting, compliments, complains, apology, telling news, offering help, expressing opinions, thanking and other idiomatic global expressions during their discussion of the activities, using *Kuzma's* [32] *Pragmatic and Social Language*, (2013) which includes: Ideas for educators

## 2.7 Procedures of the Study

The following steps were implemented during 10 weeks:

- The participants of the study were divided randomly in two groups: group A (35 students) assigned as the experimental



supporting social/emotional language skills and social skills videos. This site has YouTube videos entitled Top 10 things I love about the everyday speech social skills videos and many student and teacher activities for pragmatic and conversational language skills.

- On the ninth week of the experiment, the posttest was administered online to measure the effect of the global English approach on the participants' pragmatic competence. The pre-post-test was done remotely via <https://www.onlinequizcreator.com/> and <https://docs.google.com/> for the experimental group, too.
- Afterwards, a post questionnaire of 37 items that focuses on globalization of English and its effect on developing the learners' pragmatic competence was answered by the experimental group students online. Their responses were quantitatively analyzed.
- Statistical analysis of the pre-posttest responses of both groups was conducted to calculate the effect of global English approach on the participants' pragmatic competences. The results were interpreted in relevance to the previous related literature. Recommendations for using global English were included, as well.

### 3. RESULTS OF THE STUDY

#### 3.1 Groups Equivalence

To know the real level of students' pragmatic competences in both groups before starting the experiment, a pre-test was administrated online. Means, standard deviations and t-test were used to find out any significant differences between both groups of the study, as shown in Table 2:

Table 2 indicates that the students' means scores of both groups were almost equivalent before starting the experiment. This also reveals that the difference between scores of both groups on the students' pragmatic competences in English pretest was not statistically significant.

#### 3.2 Discussion of the Results of the first Question

To answer the first question which sought any statistically significant differences between the mean scores of the experimental and the control

groups students' pragmatic competences in English at  $\alpha (\leq 0.05)$  due to effect of using global English (global English approach vs. the conventional method), means and standard deviations of students' pragmatic competences in the 5 aspects in English test due to method of teaching were calculated, t-test was used to find out any significant differences between both groups of the study, as shown in Table 3.

Table 3 shows that there are statistically significant differences at ( $\alpha= 0.05$ ) between the means of both groups on the post pragmatic competences test in English, in all aspects and total score, in favor of the Experimental group who used global English approach.

#### 3.3 Discussion of the Results of the Second Question

To answer the second question of the study which reads: "Are there any statistically significant differences between the mean scores of the experimental group students' mastery of the components of pragmatic competences (complements, complaining, telling news, expressing opinions and offering help) as a result of using global English approach in teaching at ( $\alpha < 0.05$ )?" means and standard deviations of the experimental group components of pragmatic competences, (complements, complaining, telling news, expressing opinions and offering help) a result of using global English approach in teaching, were computed as presented in Table 4:

Table 4 shows a slight variance in students' means of the experimental group components of pragmatic competences, to find out whether there are statistical significant differences in these means, One way ANOVA was conducted and the results are shown in Table 5:

Table 5 shows that there are statistically significant differences at ( $\alpha= 0.05$ ) between the means of the experimental group components of pragmatic competences. Pair wise Multiple Comparisons Post Hoc Test using Scheffé method was conducted as in Table 6:

The above table shows that there are statistically significant difference at ( $\alpha=0.05$ ) between Complement from one side and between each of Expressing opinion and Offering help

from the other side in favor of Complement. It also showed that here are statistically significant difference at ( $\alpha=0.05$ ) between Complaining from one side and between each of Expressing opinion and Offering help from the other side in favor of Complaining.

### 3.4 Discussion of the Results of the Third Question

To check the university EFL students' perceptions toward globalization of English and its effect on their pragmatic competence, a validated questionnaire of 37 items was

answered by the participants of the experimental group (35 undergraduates). The third question of the study which asks: 'Are the students in the experimental group positively motivated to use global English for improving their pragmatic competencies?' was answered online by the participants. A detailed interpretation and analysis of the responses of the questionnaire was implemented. It appeared that the experimental group students gain positive motivation toward using global English approach. These results might be due to the effect of using the You Tube videos as an interesting and motivating tool as shown in table (7):

**Table 2. Means, standard deviations and t-test results of the experimental and control groups students' 5 pragmatic competences in English in the pretest**

Pragmatic competence	GROUP	N	Mean	Std. deviation	T	Df	Sig. (2-tailed)
Complement	Experimental	35	15.14	2.074	.235	64	.815
	Control	31	15.03	1.703			
Complaining	Experimental	35	14.80	1.762	1.220	64	.227
	Control	31	14.26	1.843			
Telling news	Experimental	35	14.91	1.772	.908	64	.367
	Control	31	14.52	1.786			
Expressing opinion	Experimental	35	13.03	1.706	-1.831	64	.072
	Control	31	13.81	1.740			
Offering help	Experimental	35	12.80	1.549	.557	64	.579
	Control	31	12.58	1.649			
pre test	Experimental	35	70.69	5.465	.341	64	.734
	Control	31	70.19	6.247			

**Table 3. Means, standard deviation and t-test results of the experimental and Control groups on the posttest of the 5 pragmatic competences in English**

Pragmatic competences	GROUP	N	Mean	Std. deviation	T	df	Sig. (2-tailed)
Complement posttest	Experimental	35	17.43	1.501	3.464	64	.001
	Control	31	16.13	1.544			
complaining posttest	Experimental	35	16.91	1.401	4.094	64	.000
	Control	31	15.42	1.566			
Telling news posttest	Experimental	35	16.57	1.037	6.673	64	.000
	Control	31	14.65	1.305			
Expressing opinion posttest	Experimental	35	15.89	1.278	4.129	64	.000
	Control	31	14.58	1.285			
Offering help posttest	Experimental	35	15.71	1.296	2.820	64	.006
	Control	31	14.71	1.596			
Total post test	Experimental	35	82.34	4.814	5.605	64	.000
	Control	31	75.81	4.629			

**Table 4. Means and standard deviations of the experimental group components of pragmatic competences**

Pragmatic competences	Mean	Std. deviation
Complement	17.43	1.501
Complaining	16.91	1.401
Telling news	16.57	1.037
Expressing opinion	15.89	1.278
Offering help	15.71	1.296

**Table 5. One way ANOVA results of the 5 components of pragmatic competences**

Pragmatic competences	Sum of squares	Df	Mean square	F	Sig.
Between Groups	71.177	4	17.794	10.339	.000
Within Groups	292.571	170	1.721		
Total	363.749	174			

**Table 6. Pairwise multiple comparisons post hoc tests using scheffé method between the 5 components of pragmatic competences**

(I) Group	(J) Group	Mean difference (I-J)	Std. error	Sig.
Complement	Complaining	.51	.314	.531
	Telling news	.86	.314	.974
	Expressing opinion	1.54(*)	.314	1.000
	Offering help	1.71(*)	.314	.011
Complaining	Complement	-.51	.314	.531
	Telling news	.34	.314	.197
	Expressing opinion	1.03(*)	.314	.662
	Offering help	1.20(*)	.314	.444
Telling news	Complement	-.86	.314	.974
	Complaining	-.34	.314	.197
	Expressing opinion	.69	.314	.929
	Offering help	.86	.314	.001
Expressing opinion	Complement	-1.54(*)	.314	1.000
	Complaining	-1.03(*)	.314	.662
	Telling news	-.69	.314	.929
	Offering help	.17	.314	.021
Offering help	Complement	-1.71(*)	.314	.011
	Complaining	-1.20(*)	.314	.444
	Telling news	-.86	.314	.001
	Expressing opinion	-.17	.314	.021

\* The mean difference is significant at the 0.05 levels

**Table 7. Means and Standard deviation of the experimental group students' attitudes toward using global English approach**

Rank	No	Item	Mean	SD
1	3	I believe that practicing role-play, group discussion, pair work, presentation and debate in the classroom is important in developing my pragmatic competence.	4.09	.781
2	28	It expands my knowledge of more phrases in expressing dislikes and showing annoyance.	4.06	.591
3	13	Global English builds up my ability to confidently express my own opinion and how to defend my thoughts.	4.03	.618
4	2	I need global English for my pragmatic knowledge (functions, conversations, speech acts, appropriate use of English in everyday situations).	4.03	.822

<b>Rank</b>	<b>No</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>
5	1	I need global English for my linguistic knowledge (vocabulary , grammar, phonology, etc.).	4.03	.822
6	10	I find it difficult to apply the English knowledge that I have learned in class to the real situations.	4.00	.804
7	12	Globalization improves my pragmatic competence in complements and complaining.	3.97	.954
8	4	I think that global English offers me every facility to use authentic expressions.	3.97	.707
9	5	I find it easy to chat with native speakers of English all over the world on any topic.	3.94	.938
10	11	I learn the native-like English from English songs which can help me develop my communicative abilities.	3.91	.919
11	6	I like repeatedly to watch videos, films, songs, applications and YouTube most of the time to improve my speaking skills.	3.91	.818
12	36	Global English is the language that meets our communicative needs.	3.89	.963
13	14	Using every day English improves my social relations and self- confidence.	3.89	1.051
14	37	It makes me believe that English is not only for American and British speakers.	3.86	.912
15	29	It intensifies giving subtle criticism and expressing disapproval in polite ways.	3.86	.944
16	19	It refines the process of uttering meaningful and kind complements.	3.86	.845
17	16	It helps me learn new lexicons and every day phrases.	3.83	.891
18	15	Global English made me ready for help and group work.	3.83	.923
19	8	I feel proud of myself when I share speaking about any interesting events with my colleagues in English.	3.83	1.043
20	30	It really maximizes using varieties of ways in correcting information during communication with others.	3.80	.901
21	23	It pumps me up in using American and British accents.	3.80	.833
22	9	I gain more respect and appreciation from the others when I participate in discussions or debates in English on current issues.	3.80	.833
23	31	Global English has become a robust for internationally improving academic education for the undergraduates.	3.77	.942
24	20	It opens many chances for using varieties of English in many different situations.	3.77	1.114
25	21	Global English guides me a lot in shopping.	3.74	.886
26	7	I enjoy learning some of the aesthetic aspects of English language that include figures of speech, idiomatic expressions and jokes.	3.74	.980
27	22	It enhances my pronunciation of words as native speakers.	3.71	1.100
28	32	Global English is a means to convey the message without focusing on correct grammar.	3.69	1.078
29	27	It brightens my words in communicating with close friends and kids.	3.66	1.056
30	25	I learn some expressions by heart, but I cannot use them appropriately in real life situations.	3.63	.942
31	33	Globalization offers varieties of local English I can use in appropriate situations.	3.60	.847
32	35	It helps me in using authentic English naturally in communication with few breakdown.	3.57	.917
33	18	It helps me acquire some frequently used words relevant to	3.54	.701

Rank	No	Item	Mean	SD
		technology; utilize technology and information and find resources on the internet.		
34	34	Globalization facilitates exchanging knowledge with people all over the world through using global English.	3.51	1.011
35	24	I dislike using some grammatical structures and following rules in informal situations.	3.51	1.011
36	26	Global English deepens my use of polite expressions when ordering and requesting.	3.47	1.039
37	17	It confirms ways of pronouncing words accurately with appropriate speaking skills.	3.46	.950
Total mean for all the items			3.80	.432

Table (7) shows that item 3 (I believe that practicing role-play, group discussion, pair work, presentation and debate in the classroom is important in developing my pragmatic competence.) received the highest mean (4.09) about the degree of agreement, while item 17 (Global English confirms ways of pronouncing words accurately with appropriate speaking skills.) was ranked last with a mean (3.46). This table also shows that the mean of means for all items is (3.80).

After analyzing and interpreting students' perceptions toward using global English approach and its effect on their pragmatic competences, the researcher pointed out that most students' responses were under 'strongly agree' and 'agree'. This proved that globalization of English had positive effect on students' perceptions. The experimental group students' responses indicated that using You Tube videos enriched with global English approach was very fruitful, interesting and effective. Therefore, using this approach could be regarded more convenient in this time of globalization than using conventional instruction method in developing students' perceptions toward the rapid use of technological innovations.

#### 4. DISCUSSION OF THE RESULTS

The findings of this study showed that the experimental group participants outperformed the control group students in using expressions of compliment, complaining, expressing opinions and offering help. This could be attributed to watching You Tube videos followed by discussion activities where the students feel comfortable, confident, and eager to learn more online individually. The researcher observed the participants' reaction and behavior to every discussion and comment they uttered after watching the You Tube. They were eager to

watch more than once and repeat the captions they enjoyed most. They focused on the videos that include slang English words that they liked most. They inserted words they absorbed in their discussions and interaction with the group team as if they have automatically gained the spoken English. The researcher reckoned that this may be attributed to the freedom, comfort, independency, self-reliance and openness they were practiced outdoors far away from the restrictions of classes and lectures.

To investigate the undergraduates' perceptions toward global English and globalization, the experimental group participants' responses to the questionnaire items showed that they were highly motivated to watch the You Tube videos and to use slang English. Most of their positive answers in the scale were under the option of strongly agree and agree. So, they were highly motivated toward using global English. This result is congruent with Mufwene's (2015); Kim's (2016); Taguchi & Ishihara's (2018); Elemam's (2018) and Yeh & Swinehart's (2020) studies. All these studies agreed that learners need an innovative approach to practice using global English outside the schools and universities using online learning facilities.

These findings are pertinent to the significance of the awareness of the learners' pragmatic competences that enabled them to perceive a pragmatic meaning in real-life situations outside the classroom. These competences are the undergraduates' primary need in this era. This agreed with the findings of several researchers' studies; such as, and Bayar [14]; Altan [26]; and Taguchi & Ishihara [27].

However, the results of this study contradicted with one of the two streams of those results obtained by Morita's [21] in Japan. Where the students' responses were of two streams: Some

agreed that English would be useful for entrance examinations or job applications while others assured that they need English for communication. Some of their implications revealed that being in intercultural contexts was a matter of choice and they existed outside one's national boundaries. Moreover, the contradictory group showed that globalization was a process out of their concern.

To sum up, the results indicated that globalization of English had positive effects on students' perceptions. The experimental group students' responses indicated that using YouTube videos enriched with global English expressions was very efficient, enjoyable and acceptable. Therefore, using this approach could be regarded more convenient in this era of globalization than using the routine of conventional instruction in lectures.

#### **4.1 Limitations of the Study**

One of the most prominent points of weakness of this study is giving the students the freedom of choice from the list of the 40 videos and the choice of their free time of watching the videos. Besides, not adequate time was devoted to each participant. So there is unfairness and inadequacy of implementing the activities.

Inability to plan the setting and the procedures of the study; inability to control the technical and the academic environment of performing the activities and time consuming are other limitations of this study. Collected data may not be robust enough to produce satisfactory outcomes.

#### **4.2 Pedagogical Implications and the Researcher's Impressions**

Various pedagogical implications resulted from this study:

- Global pragmatic English is needed for enhancing the undergraduates' pragmatic competences.
- Extracurricular activities such as watching YouTube videos can create independent EFL learners with personal experiences of the benefits of global English.
- Teaching oral skills in English should be accompanied with social media resources of similar authentic situations far away from artificial teaching.

- Creating a 'global village' that we are all part of makes the teenagers and the undergraduate connected to the rest of the world. A global village has global cultures without boundaries which may open chances to solve language difficulties by discussions in global English.

The results of this study showed that teaching communicative competencies accompanied with pragmatic aspects is not enough for improving university students' spoken English to the extent of using the appropriate language in social situations. There remains an urgent need to watch realistic and authentic videos, so that the participants can imitate and simulate meaningful terms in similar situations. The follow up activities and the constant repetition of the videos offered the participants the opportunity to immerse themselves in a real atmosphere, to use the targeted linguistic terms in natural and appropriate situations.

Teaching English as a foreign language should consider the pros and effect of globalization because the changes and the diversities that we witness nowadays are geared by this generation's needs. Nobody can deny that the teenagers have proven their abilities to find their own ways of learning and to deal with what they see fit for their lives. Their lifestyle has changed, and their way of dealing with any situation has also changed according to their needs. Parents no longer have the power to manage their children's ways of studying. There is a big gap between the young's image of education and that of the old. However, teaching and learning now is online all over the world because of the global epidemiological situation. This e-learning is appreciated by the learners although it somehow opposes the parents' attitudes.

### **5. CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusions**

Based on the results of the discussion of the results, the researcher ended with the following conclusions:

- Global English has a significant effect in improving the EFL undergraduates' pragmatic competences.
- Complimenting and complaining speech acts were apparently affected by watching YouTube videos, in addition to various

situations that included slang English and colloquial American.

- Watching You Tube videos that included activities spontaneously improved students' both American and English accents and positively accelerated their responses to usual situations.
- Globalization increased students' access to interact with the targeted cultures in almost all facilities of life which has resulted in getting used to developing their authentic English.

## 5.2 Recommendations

- EFL university instructors and EFL school teachers are recommended to go with the teaching materials with authentic up-to date live You Tube videos on topics related to the targeted culture.
- EFL teaching teams are recommended to encourage group discussions, listen to their students' opinions and let them lead and select co-activities that are more fruitful and beneficial.
- EFL textbook designers are recommended to constantly up-date the contents of the teaching materials taking into consideration the effects of globalization; and including topics relevant to the students' interests and their daily.
- Further research concerned with the effects of global English and globalization could be carried out in this time of handspring.

## COMPETING INTERESTS

Author has declared that no competing interests exist.

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