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| RESEARCH ARTICLE

English-Arabic Language Dynamics: A Systematic Self-Review of English Hegemony in Educational and Sociolinguistic Landscapes

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| ABSTRACT

This study conducted a systematic self-review of 30 studies published by the author between 2004 and 2025 on Arabic–English language dynamics. The studies were categorized into six thematic clusters: English visibility in public spaces; linguistic intersections; lexical hybridization and word formation; linguistic hegemony, preference, and language attitudes; the effect of social media on Arabic; institutional preference and policies; and parental preference and home dynamics. This SR provides the first comprehensive, domain integrated synthesis of how English influences Arabic across public, institutional, digital, linguistic, and home environments. Findings of the review revealed that English dominance in Arabic speaking societies emerges through interconnected sociolinguistic mechanisms. English exerts a multi layered, cross domain influence on Arabic that is simultaneously structural, sociolinguistic, institutional, digital, and familial. It functions as a pervasive linguistic force that reshapes public visibility, lexical formation, language preferences, digital practices, educational policies, and home language choices. The six clusters collectively reveal that English dominance is reinforced through mutually supporting mechanisms as public prestige, institutional endorsement, digital immersion, and parental preference, creating a linguistic ecosystem in which Arabic experiences varying degrees of pressure, adaptation, and displacement. The corpus demonstrates that Arabic responds through hybridization, borrowing, morphological innovation, and selective maintenance, yet these adaptive processes coexist with signs of erosion in domains such as children's early language use, social media communication, and higher education. Overall, the English–Arabic interaction is neither uniform nor unidirectional; it is a dynamic, evolving relationship shaped by power, technology, globalization, and local sociocultural choices. Arabic is undergoing a complex process of adaptive restructuring, showing resilience through innovation while simultaneously exhibiting vulnerability in significant domains. The review also highlights generational shifts, with younger speakers increasingly exposed to English dominant environments that influence their linguistic preferences, identity formation, and communicative practices. Taken together, these findings underscore the urgency of addressing the widening linguistic imbalance between Arabic and English, particularly in digital and educational spheres. By mapping cumulative evidence across two decades of research, this review provides a foundational framework for policy, curriculum design, and language planning initiatives aimed at strengthening Arabic's visibility, vitality, and long term sustainability.

| KEYWORDS

Systematic review (SR), Al-Jarf research program, English hegemony, English-Arabic language dynamics, dominance of English, Arabic language marginalization, language policy in higher education, sociolinguistic landscapes, medium of instruction, digital Arabic content.

| ARTICLE INFORMATION

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1. Introduction

The English language has become the global lingua franca, serving as the primary medium for international communication, scientific production, commerce, digital technology, and global governance. While this widespread adoption facilitates connectivity and accelerates the circulation of knowledge and innovation, it simultaneously raises concerns about linguistic inequality, cultural

homogenization, and the long-term vitality of local languages[1]. English is dominant in the following domains: (i) Science & Academia: English is the undisputed language of global knowledge production. Over 90% of indexed natural science publications and approximately 80% of social science papers are written in English. (ii) Business & Trade: Multinational corporations, the World Bank, and the World Trade Organization heavily rely on English to reduce operational friction and simplify cross-border trade. (iii) Digital Technology: Originating during the digital revolution, software programming languages, operating systems, and internet infrastructure were built primarily in English, cementing its default status online, and (iv) Global Governance: It serves as a co-official or working language for major international institutions like the United Nations and the European Union (Al-Jarf, 2008). The English language has become the global lingua franca, serving as the primary medium for international communication, scientific production, commerce, digital technology, and global governance. While this widespread adoption facilitates connectivity and accelerates the circulation of knowledge and innovation, it simultaneously raises concerns about linguistic inequality, cultural homogenization, and the long-term vitality of local languages[2].

A growing body of empirical research has documented the impact of the global spread of English on societies, education, digital communication, and cultural practices; however, only a limited number of systematic reviews (SRs) have synthesized these developments. Existing SRs fall into four thematic strands. The first examines global English hegemony, linguistic imperialism, and globalization dynamics, providing the macro-level theoretical grounding for understanding how political, economic, and ideological forces elevate English and marginalize local languages (Muslim & Zahroh, 2025; Banerjee & Samanta, 2025; Brumat et al., 2022; Alshahrani, 2020; García, 2013). The second strand focuses on institutional and pedagogical dimensions, including English as an International Language (EIL), English as a Lingua Franca (ELF), and English-medium instruction (EMI). These reviews analyze how English shapes educational policy, university instruction, and classroom practices, as well as teachers' and learners' beliefs about English varieties and the pedagogical implications of adopting EIL/ELF frameworks (Tajeddin et al., 2025; Manzouri et al., 2024; Norman et al., 2024; Yallew et al., 2021; Tom-Lawyer & Thomas, 2024; Arumaisya, 2025). A third strand addresses digital communication, social media, and technology, showing how online environments amplify English usage, accelerate linguistic convergence, and reshape multilingual communication and identity formation (Estera et al., 2026; Tan & Md Yunus, 2023). The fourth strand examines the home environment, first-language attrition, and the Arabic sociolinguistic context, highlighting how parental choices, early bilingual exposure, and home language practices shape children's linguistic development, and how sociolinguistic pressures contribute to the erosion of heritage languages and the negotiation of cultural identity in multilingual families (Abu-Shnein et al., 2026; Al-Jarf, 2026; Aditya et al., 2025; Zhang et al., 2023; Silburn et al., 2011).

Despite the growing body of research on English globalization, linguistic imperialism, institutional language policies, digital communication, and home-based bilingual development, the existing SRs remain fragmented across disparate themes and geographical contexts. Prior SRs primarily focus on international contexts, with limited attention to the Arab world, and almost none address English–Arabic dynamics through a comprehensive, multi-domain lens. This gap underscores the need for a consolidated, thematically structured SR that brings together findings from multiple domains to provide a holistic understanding of English influence on Arabic. Therefore, the purpose of this study is to conduct a comprehensive systematic review (SR) of 30 empirical studies authored by the author between 2004 and 2025 in order to synthesize evidence on the influence of English on Arabic across public, institutional, digital, linguistic, and home domains.

This SR is significant as it fills a critical gap in the literature by providing the first holistic, Arab-centered, multi-domain synthesis of English influence on Arabic, an integrative perspective that no prior SR has attempted or achieved. By unifying findings across diverse strands of research, the review illuminates the sociolinguistic, educational, cultural, and structural dimensions of English dominance in Arabic-speaking contexts and offers a coherent account of the patterns, mechanisms, and consequences shaping English–Arabic linguistic interaction. By synthesizing a corpus of 30 studies conducted by the same researcher, this SR is thematically interconnected and geographically focused on the Arab world, enabling a deep and broad analysis that is not possible in broader international SRs. Additionally, this SR provides the first comprehensive mapping of English influence across public spaces, institutional policies, digital environments, linguistic structures, and home language practices. Unlike earlier SRs, it reveals cross-domain patterns, cumulative effects, and structural mechanisms that collectively shape English–Arabic dynamics, while also offering longitudinal insights that trace evolving trends in English dominance over multiple years. As such, the review functions not only as a synthesis of existing knowledge but also as a meta-narrative documenting how English has progressively reshaped Arabic linguistic behavior, identity, and usage across generations.

Furthermore, this SR is part of a broader, long-term research program in which the author has conducted an extensive series of SRs and MAs across multiple domains of language education, linguistics, and pedagogy. These prior SRs have examined diverse areas such as social media in EFL teaching and learning (Al-Jarf, 2026a), English for art education (Al-Jarf, 2026b), EFL reading

[1] https://zenodo.org/records/14003816
[2] https://zenodo.org/records/14003816

instruction (Al-Jarf, 2026c), educational evaluation (Al-Jarf, 2026d), translation errors (Al-Jarf, 2026f), mobile-assisted language learning (Al-Jarf, 2026g), adult reading practices (Al-Jarf, 2026h), pronunciation instruction (Al-Jarf, 2026i), Arabic reading pedagogy (Al-Jarf, 2026j), grammar teaching (Al-Jarf, 2026k), electronic searching skills (Al-Jarf, 2026l), global dimensions in L1 school textbooks (Al-Jarf, 2026m), cultural learning in L2 contexts (Al-Jarf, 2026n), vocabulary learning (Al-Jarf, 2026o), specific-skill assessment (Al-Jarf, 2026p), Arabic–English transliteration (Al-Jarf, 2026q), children's language development (Al-Jarf, 2026r), classroom writing enhancement (Al-Jarf, 2026s), collaborative digital learning (Al-Jarf, 2026t), distance learning during COVID-19 (Al-Jarf, 2026u), mind-mapping strategies (Al-Jarf, 2026v), staffing challenges in EFL programs (Al-Jarf, 2026w), innovative word formation and pluralization processes (Al-Jarf, 2026x), interpreting pedagogy (Al-Jarf, 2026y), listening and speaking instruction (Al-Jarf, 2026z), instructional videos and podcasts (Al-Jarf, 2026aa), spelling error analysis (Al-Jarf, 2026bb), AI Arabic translation (Al-Jarf, 2026cc), ESP innovation (Al-Jarf, 2026dd), LMS-supported instruction (Al-Jarf, 2026ee), and. Positioned within this extensive body of systematic inquiry, the current SR contributes a new and distinct dimension by focusing on English-Arabic language dynamics, an area not previously synthesized in the author's earlier reviews. It therefore extends the author's methodological tradition of mapping English and Arabic language intersection while opening a new line of inquiry into how English exerts influence across public, institutional, digital, and home domains.

2. Methodology

To ensure analytical coherence and to capture the multidimensional nature of English influence on Arabic, the 30 studies included in this corpus were organized into six thematic clusters. This classification was guided by both conceptual and empirical criteria. Conceptually, the studies were grouped according to the domain in which English exerts influence—public visibility, linguistic structure, language attitudes, digital communication, institutional policy, and home language practices. Empirically, the studies share methodological comparability, overlapping research questions, and converging patterns of findings within each domain. Only studies that directly examined English–Arabic interaction, documented observable linguistic or sociolinguistic outcomes, and provided analyzable empirical data were included in the corpus. This thematic structuring allows the review to synthesize evidence systematically, trace cross-domain mechanisms, and reveal how English shapes Arabic across societal, institutional, digital, linguistic, and familial contexts.

2.1 Study Corpus

Cluster 1 English Visibility in Public Spaces

This cluster examines how English becomes visually dominant in public spaces, shaping linguistic landscapes and influencing cultural perception. The studies in this group analyze the symbolic, promotional, and sociocultural implications of English-language signage in Saudi Arabia.

1) *Dominance of foreign shop names over Arabic names in Saudi Arabia: Promotional, sociocultural and globalization issues (Al-Jarf, 2022d)*
2) *A linguistic-cultural investigation of hotel names in Saudi Arabia (Al-Jarf, 2021e)*

Cluster 2: Linguistic Intersections, Lexical Hybridization, & Word Formation

This cluster explores how English interacts with Arabic at the structural and morphological levels. The studies investigate borrowing, hybridization, pluralization, and derivational patterns, revealing how English influences Arabic word formation and expands its lexical system.

3) *Arabic word formation with borrowed affixes (Al-Jarf, 2014a)*
4) *Derivation from native and loan acronyms in Arabic (Al-Jarf, 2023a)*
5) *Derivation of verbs from loanwords in Arabic according to Arabic derivational paradigms (Al-Jarf, 2024a)*
6) *Exploring rule-based and idiosyncratic loanword plural forms in Arabic (Al-Jarf, 2024c)*
7) *Feminine sound plural endings in /ya:t/ and /yya:t/ in native and loan lexemes in Arabic (Al-Jarf, 2024e)*
8) *Feminine sound plurals with /h+a:t/ in native and borrowed words in Arabic (Al-Jarf, 2024d)*
9) *Lexical hybridization in Arabic: The case of word formation with foreign affixes (Al-Jarf, 2023d)*
10) *Pluralization of borrowed social media terminology in colloquial Arabic (Al-Jarf, 2023e)*
11) *Word formation with foreign lexemes: the case of hybrid compounds in Arabic (Al-Jarf, 2023h)*

Cluster 3: Linguistic Hegemony, Preference & Language Attitudes

This cluster focuses on attitudes toward English and Arabic, documenting how English is perceived as a prestigious, powerful, or globally advantageous language. The studies highlight shifting linguistic preferences and the sociopsychological factors driving the adoption of English over Arabic.

12) *The power of the English Language in the past, present and future (Al-Jarf, 2005b)*
13) *The impact of English as an international language (EIL) upon Arabic in Saudi Arabia (Al-Jarf, 2008c)*

14) *Arab preference for foreign words over Arabic equivalents (Al-Jarf, 2016)*
15) *Dominance of Foreign Words over Arabic Equivalents in Educated Arab Speech (Al-Jarf, 2011a)*
16) *Translanguaging on social media by educated Arabs (Al-Jarf, 2025d)*

Cluster 4: Effect of Social Media on Arabic

This cluster examines the linguistic consequences of digital communication; particularly how social media accelerates the use of English and contributes to changes in Arabic usage. The studies analyze online discourse, language mixing, and the erosion of standard Arabic in digital spaces.

17) *Impact of social media on Arabic Deterioration (Al-Jarf, 2021d)*
18) *The language of adult social networks (Al-Jarf, 2011e)*

Cluster 5: Institutional Preference and Policies

This cluster investigates how educational institutions shape language hierarchies through policy, curriculum, and medium of instruction. The studies reveal the extent to which institutions privilege English over Arabic and how this affects Arabization efforts and students' linguistic identities.

19) *Marginalization of the Arabic language by educational institutions in the Arab World (Al-Jarf, 2018c)*
20) *How interested are Arab universities in supporting the Arabic language? (Al-Jarf, 2021c).*
21) *The role of higher education institutions in the Arabization process (Al-Jarf, 2005d).*
22) *College students' attitudes towards using English and Arabic as a medium of instruction at the university level (Al-Jarf, 2004d)*

Cluster 6: Parental Preference and Home Dynamics

This cluster explores language choices within the home environment, focusing on why parents promote English and how early exposure affects children's bilingual development. The studies document parental motivations, digital influences, and the implications of early English dominance for Arabic maintenance.

23) *Why some Arab parents speak to their children at home in English (L2) (Al-Jarf, 2025e)*
24) *Digital reading among children in Saudi Arabia (Al-Jarf, 2023b)*
25) *English language education at the elementary school level in Saudi Arabia: A parents' perspective (Al-Jarf, 2022e)*
26) *How parents promote English and Arabic language proficiency in elementary school children in Saudi Arabia (Al-Jarf, 2022f)*
27) *Differential effects of the iPad on first and second language acquisition by Saudi Children during the Covid-19 Pandemic (Al-Jarf, 2021b)*
28) *Should we teach English to children under the age of six? (Al-Jarf, 2020e)*
29) *Learning English by kindergarten children in Saudi Arabia: A mothers' perspective (Al-Jarf, 2023c).*
30) *The need for teaching the Arabic language and Islamic culture to children of Arab communities living abroad* (Al-Jarf, 2004i)

2.2 Eligibility (Inclusion & Exclusion) Criteria

Studies were excluded if they did not meet these criteria, fell outside the L1 textbook and curricular scope, or addressed unrelated cultural, linguistic, or sociopolitical issues. The following types of studies were excluded.

- **The author's duplicate studies**: *Effect of social media on Arabic language attrition (Al-Jarf, 2019); the Role of Universities in Arabization (Al-Jarf, 2005c); and attitudes of youth towards using of both Arabic and English languages in education (Al-Jarf, 2004b).*

- **Author's studies that focus on cultural and global issues in second language (L2/EFL) instructional settings as in:** *Developing global awareness in the EFL classroom (Al-Jarf, 2004g); Integrating global culture in EFL college materials (Al-Jarf, 2007b); Integrating global themes in EFL speaking instruction (Al-Jarf, 2008a); Integrating global themes in writing instruction (Al-Jarf, 2011d); Developing students' global awareness in EFL reading and speaking (Al-Jarf, 2022c); Integrating current global events and technology in interpreting practice (Al-Jarf, 2022g); Enhancing reading and speaking skills in EFL through multicultural children's short stories (Al-Jarf, 2015); Integrating ethnic culture Facebook pages in EFL instruction (Al-Jarf, 2014c); Integrating cultural podcasts in EFL college classrooms (Al-Jarf, 2011b); Blogging about sustainable development in the EFL college classroom (Al-Jarf, 2025a); Blogging about current global events in the EFL writing classroom: effects on skill improvement, global awareness and attitudes (Al-Jarf, 2022a); Blogging about the covid-19 pandemic in EFL writing courses (Al-Jarf, 2022b); Effect of background knowledge on auditory comprehension in interpreting courses (Al-Jarf, 2018a; Al-Jarf, 2018b); Teaching the target culture using a wiki (Al-Jarf, 2008b); Teaching language and culture online (Al-Jarf, 2003b); Impact of online instruction on EFL students' cultural awareness (Al-Jarf, 2006b); Cultural Issues in Online Collaborative Instruction in EFL Classrooms (Al-Jarf, 2007a); The*

online writing collaboration project for EFL learners and instructors (Al-Jarf, 2005a); Building cross-cultural communication through online collaboration (Al-Jarf, 2004c); Developing cross-cultural understanding through online forums (Al-Jarf, 2004f); Using online dialogue to develop cross-cultural understanding (Al-Jarf, 2006d); Cross-cultural communication: Saudi, Ukrainian, and Russian students online (Al-Jarf, 2004e); Building cultural bridges through social media networks: a case study (Al-Jarf, 2020b; Al-Jarf, 2020c); Collaborative distance Arabic language learning between Russian and Arab students in Africa (Al-Jarf, 2025b) and intercultural communication among Saudi, Ukrainian and Russian students online (Al-Jarf, 2004h).

- **Author's studies on cultural and global issue in L1 textbooks and curricula:** *the Saudi national reading curriculum: global issues (Al-Jarf, 2006c); does the Saudi national curriculum teach global history (Al-Jarf, 2006a); the global dimension in Saudi history textbooks for grades 4-12 (Al-Jarf, 2003c); global themes in Singaporean secondary social studies textbooks (Al-Jarf, 2003a); a model for global education course for Saudi schools (Al-Jarf, 2004a; Al-Jarf, 2020a).*

- **Author's studies in which culture and global themes are only a partial component** such as *Evaluation of Russian Arabic language teaching textbooks in the light of CEFR criteria (Al-Jarf & Mingazova, 2020d).*

- **Author's studies on local or global issues in sociopolitical discourse** as in: *Political (in)correctness and cancel-culture attitude (Al-Jarf, 2023f); Metaphorical political slurs in Arab social media discourse describing Middle East Conflicts (Al-Jarf, 2025c); Sectarian language* & perception of the "other" *after the Arab Spring (Al-Jarf, 2022h); The Gaza-Israel war terminology: implications for translation pedagogy (Al-Jarf, 2024f).*

- ***Author's studies on non-Arabic-English Linguistic Contexts:*** *Arabic and English loan words in Bahasa: implications for foreign language pedagogy (Al-Jarf, 2021a); English language representation in Korean linguistic landscapes (Al-Jarf, 2024b); and the interchange of personal names in Muslim communities: An onomastic study (Al-Jarf, 2023g).*

2.3 Corpus Characteristics

The corpus for this SR consists of 30 empirical studies authored by Al-Jarf between 2004 and 2025, all of which examine the influence of English on Arabic across multiple societal and linguistic domains. These studies were selected based on their empirical grounding, methodological comparability, and explicit focus on English–Arabic interaction. The corpus covers six thematic clusters, public linguistic visibility, lexical hybridization, language attitudes, digital communication, institutional preference, and parental language choices, each representing a distinct yet interconnected dimension of English influence. Geographically and contextually, the vast majority of the studies focus on the sociolinguistic and morphological landscape of Saudi Arabia, while a subset of the corpus addresses broader dynamics across the Arab world or provides global comparative frameworks. Chronologically, the dataset reflects a 21-year longitudinal research trajectory, allowing for the observation of evolving linguistic patterns from early educational policy impacts in 2004 to digital and social media-induced language attrition up to 2026. Collectively, the corpus provides a coherent, longitudinal, and domain-integrated body of evidence that captures how English shapes Arabic linguistic practices, identity, and usage across public, institutional, digital, and home environments. This structured organization enables a systematic synthesis of patterns and mechanisms that would not be visible through isolated studies or single-domain analyses.

2.4 Information Sources

All studies included in this review were drawn exclusively from the author's published research output, ensuring consistency in methodological orientation, analytical depth, and contextual relevance. The information sources comprise peer-reviewed journal articles and conference papers authored by Al-Jarf, each providing original data on English–Arabic linguistic interaction. All records were retrieved from publicly accessible academic databases in which the author's publications are fully archived. These sources include Google Scholar, ResearchGate, Semantic Scholar, Academia.edu, SSRN, ERIC, EBSCO, ProQuest, Scopus-indexed journals, and institutional repositories such as the King Saud University repository. Collectively, these platforms provide full coverage of the author's publications across journals, conferences, and digital repositories. All included and excluded studies were verified manually to ensure accuracy, remove duplicates, and confirm alignment with the eligibility criteria described in Section 2.2. This approach ensures that the synthesis reflects a unified research trajectory and captures cumulative insights across studies. The selection criteria required that each study present empirical data, address English influence on Arabic in a measurable way, and align with one of the six thematic clusters identified in the review. This ensures that the corpus is both comprehensive and analytically coherent.

2.5 Data Extraction and Synthesis

Data extraction followed a structured, multi-stage process designed to capture the conceptual, methodological, and empirical contributions of each study. For every study, key information was extracted regarding publication year, venue type, and specific indexing status, target sample (e.g., public signage, adult social networks, parents, elementary schoolchildren), data collection tools (e.g., linguistic landscape surveys, corpus linguistic extraction, questionnaires), and linguistic domain (morphological, sociolinguistic, or pedagogical) and primary findings regarding English linguistic dominance, structural hybridization mechanisms, or language deterioration trends. Extracted data were then coded according to the six thematic clusters, allowing for cross-study comparison and the identification of recurring patterns. The synthesis employed a thematic, domain-integrated approach that moves beyond summarizing individual studies to reveal broader mechanisms of influence across public, institutional, digital, linguistic, and home domains. Through iterative comparison and conceptual mapping, the synthesis identifies cumulative effects, cross-domain interactions, and longitudinal trends that characterize English dominance in Arabic-speaking contexts. This analytical strategy enables the review to generate a holistic interpretation of how English shapes Arabic across multiple layers of society.

2.6 PRISMA Flow Description

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow for this review reflects a streamlined process tailored to an author-bounded corpus rather than a database-driven search. The initial pool consisted of all empirical studies authored by Al-Jarf between 2004 and 2025. From this pool, conceptual papers, theoretical essays, and non-empirical publications were excluded, resulting in a refined set of 30 studies that met the inclusion criteria. Screening and eligibility assessment were conducted manually, ensuring that each study directly addressed English–Arabic linguistic interaction and provided analyzable empirical data. Because the corpus is closed and fully accessible, no studies were lost due to retrieval issues, duplication, or incomplete records. The final PRISMA stage yielded a cohesive set of studies organized into six thematic clusters, forming the basis for the domain-integrated synthesis presented in this review. This modified PRISMA process reflects the unique nature of the corpus while maintaining transparency and methodological rigor.

3. Results

3.1 Study Characteristics

Cluster 1 English Visibility in Public Spaces

Dominance of foreign shop names over Arabic names in Saudi Arabia: Promotional, sociocultural and globalization issues (Al-Jarf, 2022d)

Analysis of 500 shop names in 12 cities in Saudi Arabia indicated that 64% have foreign names (25% international foreign names and 39% local names); 24% have pure Arabic names and 12% have mixed names. Some shops with a foreign name add an Arabic descriptor (Perfume (عطورات بارفيوم). Foreign names are used, although Arabic equivalents exist. Promotional, sociocultural, linguistic and globalization factors, and lack of a business naming policy motivate the use of foreign shop names. Participating students and faculty and shop owners and workers indicated that foreign shop names are used as a marketing strategy to attract customers who prefer foreign merchandise to local ones. Using a foreign name is more glamorous, is associated with modernity, prestige, and elitism. They can reach more customers. The faculty added that in our cognition, foreign names are connected with high quality, are considered more sophisticated fancier, and have a different effect. Shop owners indicated that new entrepreneurs adopt a foreign name to compete with other shops. They like to imitate shops in the West. They consider a translated name a barrier between the customer and the foreign franchised company. For example, foreign names are used for promoting the Riyadh Season (Oasis, Winter Wonderland, Park Avenue بوليفارد).

A linguistic-cultural investigation of hotel names in Saudi Arabia (Al-Jarf, 2021e)

Linguistically, most hotel names (HNs) in Makkah, Madinah and Riyadh consist of two-word compounds. Culturally, HNs in Makkah and Madinah are loaded with meaning and reflect the country's rich past and present Islamic cultures and heritage. They also contain words and phrases from the Quran (Elaf, AlFurqan); notable events in Islamic history (Al-Hijra, Al-Fath), ancient Islamic place names (AlSakifa, Ohod), and words with spiritual connotations (Alhuda, AlEman, AlEhsan). Islamic and spiritual words are combined with international hotel names (Dar Al-Eman, Dar AlTaqwa). In Riyadh, HNs mostly consist of single-and two-word compounds, but none of them has an Islamic or religious denotative or connotative meaning. Rather, they reflect the local mundane Saudi culture, utilize typical Saudi eponyms (AlMutlaq, AlGhanem); or toponyms (AlYamamah, AlJanaderia). Diyafa (hospitality) and Raha (Rest) impart a sense of generosity and comfort; and *AlMokhmalia, Amjad, Asala, Qasr and Royal* give a sense of grandeur and prestige. Global culture is reflected in retaining the names of international hotel chains "Hilton, Marriott, Sheraton"; or combining a local designation with "Plaza, Palace Tower, Royale, Crowne, Coral" (AlFanar Palace, AlFahd Crown).

Cluster 2: Linguistic Intersections, Lexical Hybridization, & Word Formation

Arabic word formation with borrowed affixes (Al-Jarf, 2014a)

Arabic has borrowed 3 affixes from Turkish /-ji/, /-li/ and /-xane/ as in اجزخانة شربتلي قهوجي and a limited number of lexical items containing borrowed affixes from English (حرفيم قهوين جيوسياسي). In 85% of the words collected, the borrowed affixes are attached to a native Arabic base as in قهوجي عربجي ; the rest are attached to bases borrowed from Turkish or other foreign languages as in كندرجي بوسطجي كومسيونجي بلطجي. Affixes borrowed from Turkish are mostly used in spoken colloquial Arabic. Common people can spontaneously create their own words containing the borrowed suffix /-ji/. However, in Arabic /-ji/ is not only used to derive nouns referring to professions (as in Turkish), but is also used to derive adjectives with a negative or derogatory connotation (اخوانجي قومجي ثورجي). In addition, plural and abstract noun forms are derived by adding Arabic plural suffixes and Arabic derivational patterns. Words ending in /-ji/ and /-li/ are not equally common in all Arabic dialects. Words with /-ji/ and /-li/ were more common in the forties and fifties, and became less widely used with the rise of Arab nationalism. Some became very prevalent after the Arab spring, especially those with a negative or derogatory connotation (اخوانجي قومجي ثورجي بلطجي).

Lexical hybridization in Arabic: The case of word formation with foreign affixes (Al-Jarf, 2023d)

Structural analysis of a sample of hybrid lexemes consisting of an Arabic base with a foreign affix as -abad, aire-, anthropo, -ate , Turkish -dʒi, -cracy قراطية , -e, ethno-, -eme-, eine, el, Euro, geo, hydro-, -ic , -ide, ism, -ite, li, -logy, -one, -ous, phobia, -stan, socio- , -taria, -topia showed that specialized hybrid lexemes/compounds are more permanent than those used in political contexts during the Arab Spring or those used in a humorous context which appeared for a short time then disappeared. Specialized hybrid lexemes/compounds are used in Standard Arabic and formal contexts, whereas those used in political and humorous contexts are used in Colloquial Arabic. The former constitutes a small set of lexical hybrids coined by specialists and Arabic language academies, whereas the latter are more prolific as they are created by activists, political analysts, journalists and social media users. Examples of hybrid lexemes/compounds containing borrowed affixes.

Word formation with foreign lexemes: the case of hybrid compounds in Arabic (Al-Jarf, 2023h)

A corpus of hybrid compounds containing the foreign lexemes/affixes *Arabia, book, café, cast, center, co, com., expo, extra, for, gate, hyper, leaks, link, mania, mart, media, meter; mini, mobile, net, pal, pedia, petro, pharma, phone, press, pro, sat, show, soft, super, talk, tech, tic, times, top, tube, ultra, web, and wiki* combined with Arabic lexemes was collected. Data analysis showed that specialized hybrid compounds, those used for names of satellite TV station, names of electronic newspapers, news agencies and companies are more permanent than those used during the Arab Spring or those used in names of forums, blogs, TV shows or newspaper articles which appeared for a short time then disappeared. The former set of hybrid compounds is used in Standard Arabic and formal contexts, whereas the latter set is used in Colloquial Arabic. The former constitutes a small set of hybrid compounds coined by specialists and Arabic language academies, whereas the latter is more prolific, as those compounds were created by activists, political analysts, journalists, and social media users. The study revealed promotional, linguistic, globalization and sociocultural factors for coining hybrid compounds, and lack of a business naming policy. Hybrid compounds constitute a threat to Arabic and hinder the linguistic development of the young generation.

Derivation from native and loan acronyms in Arabic (Al-Jarf, 2023a)

Derivable acronyms under study are ISIS, HAMAS, FATAH, LASER, AIDS, NATO, WATA, GMC, CD, and RADAR. DAESH (ISIS) has more than 50 derivatives with several derived verbs, nouns and adjectives (استدعاش دعشنة داعشية داعشي دعششة). Although its original meaning was (Islamic State in Iraq and Syria الدولة الإسلامية في العراق والشام), DAESH has gone through a meaning and form shift. For example, دواعش refers to members of ISIS, or those who support ISIS; داعشية is the phenomenon of chopping heads and bloodshed; استدعاش the act of violence and atrocities. Forms are also derived from LASER and AIDS (مأيدز مليزرا); NATO (ناتاوي) as الناتاوي الليبي الربيع "NATO Libyan spring", and singular and the plural nouns (ناتاوي ناتاويين supporters of NATO)". Those forms have a negative connotation and are used by journalists and social media users who oppose the NATO interference in Arab revolutions. GMC, CD and RADAR only take a plural suffix. -

Derivation of verbs from loanwords in Arabic according to Arabic derivational paradigms (Al-Jarf, 2024a)

A sample of 186 loanwords with derived verbs in Arabic was collected and analyzed. In 41%, the derived verbs in Arabic are an Arabization of the verbs in the doner language. In 59%, a verb is derived from loan nouns for which no derived verbs exist in the doner (source) language. In 12%, two verbs are derived. Derived verbs follow nine Arabic derivational patterns regardless of the source language. A root consisting of 3, 4 or 5 consonants is extracted from the loan word, with vowels added in between. 82% follow five quadri-consonantal paradigms and 16% follow three quinque-consonantal paradigms. The most productive paradigm is فعلل /faʔlal/ CVCCVC (Afghanize > أفغن /ʔafɣan/ (VT, make Afghani in character or nationality); Amalgamate > ملغم /malɣam/; Americanize > أمرك /ʔamrak/ (46%); followed by فعّل /faʔʔal/ CVCCVC (19%) as in hacker> هكر /hakkar/ (VT); hang>هنج /hannag/ (VI). تفعلل /tafaʔlal/ CVCVCVC is used in 9% of the loanwords (democratize > دمقرط /damaqraT/ (VT). The tri-consonantal

paradigm is the least productive (2%) as in Ekleipsis (Gr) eclipse>كسف /kasafa/ (VI). All derived verbs conform to the Arabic phonotactic and morphotactic systems and are frequently used in daily speech. Verb derivation from names of countries is feasible but not used, for others, it is not possible and is counter intuitive to extract consonants to form a root.

Exploring rule-based and idiosyncratic loanword plural forms in Arabic (Al-Jarf, 2024c)

Analysis of 265 loanwords showed that 37% have no plural forms (a Zero Plural) such as invariable singular nouns (pizza, cappuccino), diseases and medications (bilharzia, Panadol), chemicals (potassium); sports (judo), sciences (انثروبولوجيا anthropology), non-count nouns (ديزل diesel), Proper Nouns with a unique reference (كونغرس Congress), noun referring to genus (لافندر lavender), and collective nouns (باغاج baggage). 35% take a Broken Plural (BP) only; 22% have double plurals as in nationalities, ethnicities and religious groups; 16% have a BP (كادر /ka;dir/ > كوادر /kawa:dir/ cadres); 13% have a Masculine Sound Plural (MSP) together with another plural; 15% retain their Foreign Plural (يوتيوبرز YouTubers; موفيز movies; شيبس chips; داتا data); 4% have multiple plural forms (Malay (pl): الماليز (BP), ماليزيون (MSP), ماليزيات Feminine Sound Plural (FSP) and 1.5% have a Hybrid Plural (HP) (شوزات shoes+a:t/). 46.5% follow Arabic pluralization rules, even in the case of loanwords with double and multiple Plurals. Loanwords with a FP and HP represent a new morphological phenomenon in Arabic that was not reported by any prior study in the literature. The factors that contribute to the emergence of new idiosyncratic plural forms are discussed.

Feminine sound plural endings in /ya:t/ and /yya:t/ in native and loan lexemes in Arabic (Al-Jarf, 2024e)

Analysis of 80 loanwords and 100 native Arabic words ending with /ya:t/ or /yya:t/ revealed that Arabic speakers pluralize native and loan nouns ending with the glide /y/ as ناي /na:y/ & قبضاي /qabaDa:y/ (Turkish) by directly adding the feminine plural suffix /-a:t/ to the stem without making any other adaptations نايات /na:ya:t/ flutes & قبضايات /qabadaya:t/ strong-arm. In native words with a stem ending in the graphemes ى or ي pronounced /a:/ and /i:/, the vowel is shortened and the glide /y/ is added (تمنيات /tmanniya:t/ wishes; مديات /maday:at/ ranges). In loan stem ending in يا /ya:/, the final long vowel /a:/ is deleted before /-a:t/ as Arabic phonotactics do not allow a sequence of two long vowels (بكالوريا /bakalo:rya/ > بكالوريات /bakalory+a:t/ high school diplomas). A geminated glide /yy/ appears in the plural words (أدبيات /?adabiyy+a:t/ literature; برمجيات /barmadʒiyy+a:t/ software) and plural loanwords (سيديات /si:di:yy+a:t/ CD's; باربيات /ba:rbi:ya:t/ Barbies;). Here, it is assumed that the masculine singular stem ends in a geminated yy, after which the plural suffix /a:t/ is directly added, or the stem is a feminine singular noun/adjective ending in yy followed by the grapheme ta marbouta ة ـة pronounced /a/. /a/ is deleted when /a:t/ is added, as Arabic does not allow the sequence of two vowels. The vowel preceding yy is shortened in the plural form of native and loanwords in Arabic.

Feminine sound plurals with /h+a:t/ in native and borrowed words in Arabic (Al-Jarf, 2024d)

Analysis of 45 loanwords from English, French, Italian, Spanish, Portugues, Farsi, and Turkish and 80 native Arabic nouns/adjectives with Feminine Sound Plurals (FSP) ending in /h+a:t/ showed that Arabic speakers pluralize native nouns/adjectives with a stem ending in /h/ or ta marboutah (مربوطة تاء pronounced /h/ before a pause by adding the plural suffix /-a:t/. Whereas in loanwords, they add an /h/ as a liaison consonant between the final long vowel in the stem and the initial long vowel in the /-a:t/. In pluralized loanwords from French, they are connecting orthography with phonology as French words ending /eɪ/ are spelled in Arabic with يه "" as in كليشيه، بوفيه كافيه، شاليه . /h/ is also inserted in stems with a final long vowel (استديوهات /studio-ha:t/ studios. This rule does not apply to loanwords with stems with a final short vowel (فيتوات كيلوات). Arabic speakers pluralize foreign nouns by analogy. Some FSPs of loanwords rhyme with native Arabic FSPs (/kli:ʃeɪha:t/, /bu:feɪha:t/ & Arabic words /safi:ha:t/, /nabi:ha:t/. When pluralized, the loanword and native have the same length and the same syllable structure.

Pluralization of borrowed social media terminology in colloquial Arabic (Al-Jarf, 2023e)

A sample of 20 students and 5 instructors at the College of Language Sciences verified the plural form of 146 social media loan terms. Results demonstrated that 54% of the loan terms take a Feminine Sound Plural (FSP) (account اكاونتات /akaynt-a:t/. In 16%, the final consonants in the stem are geminated before the suffix -a:t when the penultimate vowel is short (blogs بلوجات /blogga:t/; clicks كليكات /klikka:t/). An /h/is added to -a:t in stems ending in the long vowel و /u;/ (استديوهات /studio-ha:t/). About 22% take a zero plural (voice call; timeline; status); 17.6% have the English plural form ending (followers; threads); only 3% take a Masculine Sound Plural (فيسبوكيين /feysbukkiyyu:n/ *Facebookers); 3% have a Broken plural (codes أكواد /?kwa:d/); 3% have two plurals (code كودات /ko"da:t/, أكواد /?akwa:d/; and in one loan term, the FSP is added to the plural form (fans+ -a:t). The most productive is the FSP as it is the default plural form in most loanwords. Unlike prior studies, this study found two new pluralization processes, adopting the English plural and adding the plural suffix -a:t to the English plural of the loan term.

Cluster 3: Linguistic Hegemony, Preference & Language Attitudes

The power of the English Language in the past, present and future (Al-Jarf, 2005b)

This study explores the historical, political, economic, technological and cultural factors that made English a global language in the past and present. In the past, Britain's colonial expansion created the conditions for the global use of English. It brought English from its island to settlements around the world. English has grown and developed with other languages, making it a hybrid language that can grow to meet cultural and communicative needs. The spread of English in the twentieth century is closely related to the United States, as a great power that spread English alongside its economic, technological and cultural influence. The changes that the world is undergoing today will change societies and reshape the relationship between economic, cultural and political forces in the West and the rest of the world, especially Asia.

The impact of English as an international language (EIL) upon Arabic in Saudi Arabia (Al-Jarf, 2008c)

Findings of a survey with a sample of college students revealed that 96% consider English a superior language, being an international language, and the language of science and technology, research, electronic databases and technical terminology. Eighty two percent believe that Arabic is more appropriate for teaching religion, history, Arabic literature and education majors, whereas English is more appropriate for teaching medicine, pharmacy, engineering, science, nursing, and computer science. They gave educational, technological, social and labor market reasons for favoring English. The study concluded that Arabic is facing a serious threat from the dominance of the English language in higher education, because of the lack of language planning and linguistic policies that protect, develop and promote the Arabic language, because of the slow Arabicization processes in the Arab world, and inadequacy of technical material translated and published in Arabic.

Arab preference for foreign words over Arabic equivalents (Al-Jarf, 2016)

Dominance of Foreign Words over Arabic Equivalents in Educated Arab Speech (Al-Jarf, 2011a)

Many Arabs, TV anchors and social media users prefer to use English or French words although Arabic equivalents exist. For example, students use" class, project, cancel, mobile"; Facebook and Twitter users use" share, comment, like, profile, message, tweet, hashtag"; and TV anchors use" break, agenda, politic, media" and others. The two studies investigated educated Arab's preference for using foreign words in Arabic oral discourse. A corpus of commonly used English/French words was collected. Although the two studies were two years apart, they yielded similar preferences. Results of a survey and test given to a sample of language and translation students and faculty showed that instructors identified 56% of the Arabic equivalents to foreign words on the test, whereas students identified 52%. Students gave more accurate Arabic equivalents. The participants gave historical, sociolinguistic, technological and globalization factors that affect the preference of foreign words to Arabic equivalents, in addition to brevity, poor knowledge of Arabic equivalents, especially new coinages. They think it is more prestigious to use foreign words," everybody is doing it" and" it's a habit". Foreign words attract customers' attention more than native words, and more customers can be reached worldwide.

Translanguaging on social media by educated Arabs (Al-Jarf, 2025d).

This study aimed to find out whether educated Arabs are capable of communicating equally well in both English/French (L2) and Arabic (L1) Analysis of a sample of Facebook posts written by a sample of educated Arabs showed that most educated Arabs are incapable of translanguaging. They communicate better and are more proficient in English/French than Arabic. Their weaknesses are manifested in their use of slang and Colloquial Arabic rather than Standard Arabic. Many completely ignore Standard Arabic spelling and grammar rules. They spell words the way they pronounce them in their local dialect. Many make agreement, definite article attachment, plural formation, and derivation errors. They code mix, i.e., transliterate English/French words and insert them in Arabic posts (cases الكيسز, schemes اسكيمز, share شير). They do not seem to know the Arabic equivalents of simple general and specialized English/French words (center سنتر, neuro نيورو, maps المابس). They even substitute simple Arabic words with English ones (shoes, fans, café, like, comment). It seems that educated Arabs are unable to think in L1 and L2 simultaneously. Their knowledge of English/French surpasses that of Arabic. They transfer the foreign pronunciation and structures to Arabic.

Cluster 4: Effect of Social Media on Arabic

Impact of social media on Arabic Deterioration (Al-Jarf, 2021d)

This study investigates the effect of Facebook on Arabic language deterioratio, that is, the decline in language proficiency—as reflected in the use of Colloquial Arabic (CA) instead of Standard Arabic, the use of foreign words despite the availability of Arabic equivalents, and the commission of spelling errors. Analysis of a sample of Facebook posts and a corpus of spelling errors on Facebook showed that most educated adult Facebook users use slang and CA. Some Arabic posts are fully Romanized rather than written in Arabic script. English words are transliterated and inserted in Arabic posts. Many adult Facebook users completely ignore Standard Arabic spelling rules. They spell words the way they pronounce them in their own dialects. Students do not seem to

recognize word boundaries; cannot connect phonemes with the graphemes they represent and cannot distinguish vowel length. Students reported that it is easier for them to express themselves in slang and CA. They feel they are conversing with others, not writing. Therefore, they write the way they speak and do not think about spelling and grammar.

The language of adult social networks (Al-Jarf, 2011e)

Discourse analysis of a sample of Facebook wall posts and photo comments showed that Arab users extensively use colloquial Arabic written in Arabic script or transliterated in Roman script. Standard Arabic is less commonly used. Some use English to communicate with friends. Facebook discourse is also characterized by invented spelling with a stretch of long vowels and punctuation marks. Arabic numerals such as 2, 3, 6, 7, 8, 9 are used to transcribe Arabic phonemes for which no equivalent graphemes are available in English script. The linguistic forms used by Arab adults in social networks are similar to those used by young adults in other languages such as Chinese and Japanese. Young Arabs reported that these forms are trendy in Internet communication which is informal and casual. Some have difficulty expressing themselves in Standard Arabic. New educational and linguistic policies for reinforcing the use of Standard Arabic among the young generation need to be established.

Cluster 5: Institutional Preference

Marginalization of the Arabic language by educational institutions in the Arab World (Al-Jarf, 2018c)

How interested are Arab universities in supporting the Arabic language (Al-Jarf, 2021c)

These two studies investigated the marginalization and low support of the Arabic language by higher education institutions across the Arab world. Examination of the websites of 648 Arab higher education institutes revealed the following: 51% of Arab university websites are in a foreign language; the presence of 121 foreign universities, mostly in the UAE, where all programs are taught in English or French; the adoption of English/French as the primary medium of instruction across most disciplines; the expansion of English-language credit hours at the expense of Arabic; the requirement of English proficiency for university admission and graduate studies; and the establishment of intensive foundation-year programs offering 16–20 weekly hours of English instruction. Furthermore, both studies highlighted the limited participation of Arab universities in enriching Arabic digital content; publishing in English and ISI-indexed journals as a requirement for faculty promotion; the scarcity of translation and Arabization centers and their limited output; low support for Arabic-language programs for non-native speakers; the existence of few specialized Arabic digital repositories and databases. English has also become dominant in scientific societies, training programs, conferences, and academic correspondence. There are negative attitudes toward studying in Arabic and toward faculty who lack English proficiency. Common justifications for adopting foreign languages, such as internationalization, accreditation, labor-market demands, knowledge-economy requirements, and access to global research, are not supported by evidence. Despite a century of English/French-medium instruction, Arab countries have not witnessed improvements in unemployment rates, more research productivity, or higher global university rankings compared to nations such as Japan, China, Korea, Austria, Sweden, and others that have achieved scientific and economic advancement in their national languages. The study concludes that preserving the national language is a civilizational, political, and identity-based imperative tied to the Arab world's cultural continuity, scientific progress, and national cohesion. While learning foreign languages is essential in the modern era, it must not be at the expense of Arabic in education, research, and knowledge production.

The role of higher education institutions in the Arabization process (Al-Jarf, 2005d)

A sample of students at the colleges of medicine, pharmacy, science, and computer science reported that English is the medium of classroom instruction and most textbooks in most of the courses at those colleges. Students reported that they do not study the Arabic equivalents of English technical terms in their major area of study. The students have misconceptions about the Arabization processes. Most believe that borrowing and transliteration are the only ways for transferring English terminology to Arabic. Most students never heard of the Saudi Arabic Terminology Databank hosted by KACST. On the basis of the findings, the study recommends that students at the colleges of medicine, pharmacy, science, and computer science be taught the Arabization processes as part of the university Arabic language requirements or in a special Arabization and word coinage course, must study the Arabic equivalents to English technical terms in their major area of specialization and must be part of their course grades. Translating specialized books, publishing books and articles in Arabic and Arabizing terminology must be a requirement of promotion. Use of Arabic must be considered a partial requirement of the M.A. and Ph.D. degrees. An Arabic glossary of terms should be appended to published books and theses. Students and faculty must also be familiarized with terminology databanks. They should be made accessible to them. Updating terminology databanks and their terminology must be used in writing specialized books in Arabic.

College students' attitudes towards using English and Arabic as a medium of instruction at the university level (Al-Jarf, 2004d)

Interviews with a sample of students at Jordan University and King Saud University showed that 45% prefer to educate their children at an international school where they can learn all the subjects in English at a very young age. 96% of the students at Jordan

University and 82% of the subjects at King Saud University believe that Arabic can be used as a medium of instruction in religion, history, Arabic literature and education, whereas English is more appropriate for teaching medicine, pharmacy, engineering, science, nursing, and computer science. Findings indicated that the students are keener on teaching their children English than Arabic. They consider English a superior language, being an international language, and the language of science and technology, research, electronic databases, technical terminology, dictionaries, and teaching methodology. They gave educational, vocational, technological, and social reasons for favoring the English language. Findings showed misconceptions among college students about first and second language acquisition by children and adults, and about the language of instruction at medical and technological colleges around the world and gave evidence from prior studies on first and second language acquisition.

Cluster 6: Parental Preference for English

Why some Arab parents speak to their children at home in English (L2) (Al-Jarf, 2025e)

Results of surveys with 150 parents showed academic, pragmatic, sociolinguistic, and psychological reasons such as making it easy for children to master English, to help them practice it, learn new vocabulary and pronounce words correctly. Their children go to an international school and are more fluent in English than Arabic. Some were born in an English-speaking country. Many consider English more important than Arabic for future college study and future jobs. English is a global language, and it is useful and needed everywhere. Children need it to communicate with the foreign housemaid and other English-speaking foreigners in the community. All parents believe that speaking English is prestigious, a sign of high class and like to brag about it. Some suffered because they did not speak English well when they were young and do not want their children to suffer as they did. This status quo created a gap between children's knowledge of English and Arabic. Some children do not speak Arabic at all, respond in English to questions and conversations in Arabic, have difficulty reading the Quran and communicating with grandparents and relatives. Results revealed misconceptions about L1 and L2 acquisition and that learning English at an early age has no negative effects on Arabic and has positive effects on academic achievement.

Digital reading among children in Saudi Arabia (Al-Jarf, 2023b)

Survey results with parents showed that all the children in the sample use a smart phone to access apps, games, cartoons, and YouTube videos. 41% use an iPad or tablet and few use their parents' or older siblings' laptops. None of the children uses an e-reader as Kindle. 5% do not like to use an iPad/tablet and prefer to use their parents' smart phones. Children under 6 use touch screen devices in reading the English and Arabic letters, numeracy and words. They enjoy reading on touch screens. 36% of the children in grades 1-3 use touch screen devices in learning to read and 64% use them for games and entertainment. Children in grades 4-6 mainly use touch screen devices to play games, soccer, car races and watch movies mostly in English and do not use those devices for reading purposes. Older children feel that educational and language learning and reading apps are boring. About half of the parents do not share, nor supervise reading from touch screen devices with their children, whether during, before or after the pandemic. Despite the advancements in digital reading, most parents and children in Saudi Arabia still prefer print books and stories. Mobile audiobooks, electronic reading games, storybooks, picture books and glossy magazines, reading lessons with a digital, human-like character, WhatsApp remote reading, online book clubs, and children's digital libraries are not used.

English language education at the elementary school level in Saudi Arabia: A parents' perspective (Al-Jarf, 2022e)

In Saudi Arabia, there are several school types where children go and learn both English and Arabic: (i) Public (government) and Quranic schools; (ii) private schools where Arabic is the medium of instruction with an intensive English course; (iii) international schools where English is the medium of instruction, and one course is allocated to Arabic and Islamic Studies. Parents reported that at government and Quranic schools, students take 1-2 hours of English a week which parents think are insufficient. At private schools, hours allocated to English vary (between 5-10). At international schools, English is the medium of instruction in all courses. Most parents prefer that children start learning English in kindergarten or first grade. English is the stronger and preferred language for international school students. Private School students have a good command of English and Arabic. Arabic is the stronger and preferred language for Government and Quranic School children. Some parents think that the textbooks used at Government School are good, but some teachers are incompetent in their instructional techniques. Teaching hours are reduced from 2 to 1 hour per week at some Public Schools in remote areas or small towns as are understaffed.

How parents promote English and Arabic language proficiency in elementary school children in Saudi Arabia (Al-Jarf, 2022f)

In Saudi Arabia, English is taught starting from kindergarten at National Public and Private Schools. At International schools, English is the medium of instruction. This study explored how parents promote children's language development, their evaluation of their children's proficiency level, which language the children use in communicating with family members and on WhatsApp. Surveys with parents revealed that English is stronger and preferred by children in International Schools and many children in Private Schools. More parents worry about their children's proficiency level in English than Arabic and promote English more than Arabic.

Watching English cartoons and movies, using English educational and entertainment apps/programs, playing English games, and enrolling the children in English courses during holidays are common home-based activities. To promote Arabic, some parents hire a tutor. Others encourage their children to read Arabic stories and watch Arabic cartoons.

Differential effects of the iPad on first and second language acquisition by Saudi Children during the Covid-19 Pandemic (Al-Jarf, 2021b)

Parents surveyed reported that iPad is more effective in helping young children in language learning than older children in grades 1-3, and in grades 4-6 respectively. Older children mainly use the iPad to play games and watch movies. More children under the age of 6 use the iPad to learn English than Arabic; 21.88% use Arabic Alphabet apps to learn; 15.6% use apps to learn the Quran; 12.5% use apps to learn numeracy and arithmetic; and 12.5% use animal apps. The iPad helps kindergarten children to learn the alphabet, numbers, names of animals, colors, fruits, seasons, and continents. They learn from apps, from games, cartoons, movies, nursery rhymes, stories, and flash cards. The iPad helps children focus on and engage in learning because the apps are interactive and use color, animation, audio, and video. Negative effects of the iPad on language learning include learning bad language, bad handwriting and some children no longer read print books.

Should we teach English to children under the age of six? (Al-Jarf, 2020e)

Learning English by kindergarten children in Saudi Arabia: A mothers' perspective (Al-Jarf, 2023c).

Interviews with 300 mothers representing all segments of society revealed that 70% believe English instruction should start in kindergarten, specifically between four and five years old. Additionally, 70% prefer to enroll their children in a kindergarten that teaches both English and Arabic, and 50% prefer to speak English or a mix of English and Arabic with their children at home. About 70% believe that teaching English to young children at an early age has no negative effect on their continuous learning of Arabic and has a positive effect on their scholastic and academic achievement in later stages of education. Mothers believe that children can learn both languages easily and effortlessly, and can master speaking English with a native accent. The findings also revealed widespread stereotypes and misconceptions among the mothers about the optimal age for learning an L2, the true impact of early English dominance on young children's Arabic language skills, and the false attribution of English weakness among junior and senior high school students solely to their starting to learn English at an older age (i.e., grade 7) rather than other instructional or systemic factors. The researcher reviewed the global second language acquisition literature and previous studies on simultaneous bilingual acquisition to clarify these common maternal misconceptions and outline the actual factors that lead to successful foreign language learning.

The need for teaching the Arabic language and Islamic culture to children of Arab communities living abroad (Al-Jarf, 2004i)

This study extends the boundary of L1 textbook research by looking at the global diaspora. It evaluates the sociolinguistic and cultural vulnerabilities of Arab heritage communities living within foreign, non-Islamic host nations. The paper argues that L1 instruction is not merely a linguistic exercise but a vital cognitive anchor for identity, faith, and authentic cultural continuity. The study contrasts the global, structural importance of Arabic with its systemic neglect. In diaspora settings, parents frequently avoid speaking Arabic at home out of an unjustified fear of "confusing" the child, or they prioritize foreign languages exclusively. This mirrors a broader domestic crisis within the Arab world characterized by low publishing output, deteriorating library systems, and a weak reading culture. The empirical analysis shows that losing L1 literacy directly triggers an alienation cycle: children raised abroad lose access to authentic historical/religious texts, causing a decline in cultural attachments and a weakening of identity. The study highlights international benchmarks (such as language preservation models in Germany, France, Korea, Greece, and Israel) to argue that children are naturally capable of multilingual acquisition if supported from birth. The paper outlines strategic recommendations, such as localized community libraries, early native literacy practices at home, educational software, and communal spaces, developing Arabic language courses following the CEFR Framework (Common European Framework of Reference for Languages) for teaching Arabic to children, to preserve heritage identity across generations.

4. Discussion

4.1 Meta-Conclusion

Across the 30 empirical studies synthesized in this review, a clear and cumulative pattern emerges: English exerts a multi-layered, cross-domain influence on Arabic that is simultaneously structural, sociolinguistic, institutional, digital, and familial. The evidence demonstrates that English is not merely a foreign language in Arabic-speaking societies but a pervasive linguistic force that reshapes public visibility, lexical formation, language preferences, digital practices, educational policies, and home-language choices. The six clusters collectively reveal that English dominance is reinforced through mutually supporting mechanisms—public prestige, institutional endorsement, digital immersion, and parental preference—creating a linguistic ecosystem in which Arabic experiences varying degrees of pressure, adaptation, and displacement. The corpus shows that Arabic responds through

hybridization, borrowing, morphological innovation, and selective maintenance, but these adaptive processes coexist with signs of erosion in domains such as children's early language use, social media communication, and higher education. Overall, the meta-conclusion is that English–Arabic interaction is neither uniform nor unidirectional; it is a dynamic, evolving relationship shaped by power, technology, globalization, and local sociocultural choices.

4.2 Meta-Interpretation

Interpreting the findings across clusters reveals deeper mechanisms that explain *why* English has become so influential and *how* its dominance manifests across societal layers. At the macro level, English gains symbolic power through its association with modernity, prestige, global mobility, and technological advancement—an association repeatedly confirmed in public signage, institutional policies, and language attitudes. This symbolic capital translates into behavioral choices, such as preferring English shop names, adopting English-medium instruction, or selecting English-dominant schools for children. At the meso level, digital environments amplify English exposure, accelerating lexical borrowing, hybridization, and morphological innovation. Social media, in particular, functions as a linguistic accelerator that normalizes English structures and vocabulary in everyday Arabic communication. At the micro level, parental decisions and home practices reveal how English penetrates intimate linguistic spaces, often becoming the stronger language for young children in international or technology-rich households. These layers interact to create a feedback loop: public prestige legitimizes institutional preference; institutional preference reinforces digital immersion; digital immersion influences home practices; and home practices shape the next generation's linguistic identity. The corpus therefore, suggests that English dominance is not imposed externally but emerges through interlocking sociolinguistic mechanisms that collectively reshape Arabic linguistic behavior and cultural orientation.

4.3 Cross-Cutting Insights

Synthesizing the six clusters reveals several cross-cutting insights that transcend individual domains and illuminate the broader dynamics of English–Arabic interaction: (i) Across public spaces, institutions, and home environments, English is consistently associated with status, modernity, and global belonging. This symbolic value motivates choices ranging from shop names to school enrollment. (ii) Educational institutions amplify English dominance by adopting English-medium instruction, privileging English in STEM fields, and underinvesting in Arabic language development. This institutional bias cascades into parental decisions and student attitudes. (iii) Social media and digital technologies intensify English exposure, normalize hybrid forms, and introduce new morphological patterns that reshape Arabic from within. Digital spaces act as linguistic incubators where English spreads rapidly and informally. (iv) Arabic demonstrates resilience through borrowing, hybridization, and innovative pluralization patterns. These adaptations show that Arabic is not passive but actively restructures itself in response to English influence. (v) Studies in Cluster 6 reveal that English often becomes the stronger language for children in international or technology-rich households, indicating a generational shift with long-term implications for Arabic maintenance. (vi) Arabic remains strong in religious, cultural, and familial contexts but shows vulnerability in public signage, higher education, digital communication, and early childhood exposure, domains where English holds structural or technological advantages. Together, these insights show that English dominance is not the result of a single factor but the outcome of interconnected pressures that operate across societal levels. The corpus demonstrates that Arabic is undergoing a complex process of negotiation, balancing preservation, adaptation, and transformation in response to English's expanding role.

4.4 Implications

The findings of this SR carry significant implications for policymakers, educational institutions, curriculum designers, digital-media regulators, and families in Arabic-speaking contexts as follows:

- The pervasive visibility of English in public spaces and the institutional preference for English-medium instruction underscore the need for comprehensive language planning that protects Arabic while acknowledging the functional value of English. Policymakers should consider developing clearer regulations for linguistic landscapes, strengthening Arabic terminology development, and ensuring that national language policies are aligned with educational and economic goals.
- The dominance of English in higher education and the early introduction of English in elementary schools call for balanced bilingual education models that promote English proficiency without compromising Arabic literacy. Teacher preparation programs must be strengthened to ensure that Arabic language instruction is pedagogically robust, and EMI policies should be accompanied by parallel investments in Arabic academic writing, reading, and disciplinary literacy.
- At the digital level, the findings reveal that social media and technology accelerate English exposure and normalize hybrid forms, which have implications for digital language policies and Arabic content creation. Educational and cultural institutions should invest in producing high-quality Arabic digital resources, children's apps, and social-media content to counterbalance the overwhelming presence of English online.

- The extensive borrowing, hybridization, and morphological innovation documented in the corpus indicate that Arabic is undergoing structural adaptation. This highlights the need for updated lexicographic and terminological frameworks that recognize emerging forms while maintaining linguistic coherence. Language academies may need to adopt more flexible, descriptive approaches that reflect actual usage patterns.
- The shift toward English in early childhood—especially in international schools and technology-rich households—raises concerns about long-term Arabic maintenance. Parents and educators should be supported with evidence-based bilingualism guidelines that help them foster strong Arabic foundations while enabling English acquisition. Public awareness campaigns may also be needed to address misconceptions about early English exposure and its impact on Arabic.
- At the research level, this SR demonstrates the value of domain-integrated, author-bounded synthesis for understanding linguistic change. Future research should expand beyond single-domain studies and adopt multi-level sociolinguistic frameworks that capture the interplay between public visibility, institutional policy, digital practices, and home language dynamics. Longitudinal studies are particularly needed to track generational shifts in Arabic proficiency, identity, and usage.

Taken together, these implications emphasize that sustaining Arabic in an era of global English requires coordinated action across policy, education, technology, and family life. The findings call for a holistic approach that recognizes both the opportunities and the pressures created by English dominance, and that supports Arabic not through isolation, but through informed, strategic, and culturally grounded bilingualism.

4.5 Positioning This SR Within the Prior English Hemogenic SRs in the Literature

Compared with the four major strands of prior SRs in the literature on English hegemony, the present SR occupies a distinct and original position in the literature. Existing SRs examined English dominance through single-domain lenses, focusing separately on global hegemony, institutional orientations such as EIL/ELF/EMI, digital communication, or home-language dynamics. These reviews provide valuable macro-level insights into globalization processes, ideological structures, pedagogical debates, and bilingual development. However, they remain conceptually fragmented, geographically dispersed, and methodologically heterogeneous, making it difficult to trace how English operates simultaneously across multiple societal layers in a single linguistic context. In contrast, this SR offers a domain-integrated, Arab-centered synthesis that brings together 30 empirically comparable studies conducted by the same researcher over two decades. This author-bounded corpus provides a level of methodological consistency and contextual depth that is not achievable in broader international SRs. While prior reviews in global hegemony (e.g., Muslim & Zahroh, 2025; Banerjee & Samanta, 2025; García, 2013) focus on ideological and geopolitical structures, the current SR grounds these macro-level dynamics in observable linguistic behaviors within Arabic-speaking societies. Similarly, SRs on EIL, ELF, and EMI (e.g., Tajeddin et al., 2025; Manzouri et al., 2024) examine institutional preferences, but they do not connect these preferences to public linguistic visibility, lexical hybridization, or home-language practices, all of which are captured in this review.

Moreover, digital-communication SRs in the literature (e.g., Estera et al., 2026; Tan & Md Yunus, 2023) highlight the role of online environments in accelerating English usage, yet they do not link digital influence to morphological borrowing, children's bilingual development, or institutional language policies. Likewise, SRs on home-language attrition (e.g., Abu-Shnein et al., 2026; Zhang et al., 2023) document parental choices but do not situate these choices within broader sociolinguistic pressures such as public prestige or educational policy.

By synthesizing evidence across six interrelated clusters—public visibility, lexical hybridization, language attitudes, digital communication, institutional preference, and parental language choices—the present SR provides the first holistic mapping of how English reshapes Arabic across societal, structural, and generational levels. It bridges the gaps left by prior SRs by showing how English dominance is produced through interlocking mechanisms rather than isolated domains. This integrated perspective positions the current SR as a unique contribution that advances the field beyond thematic fragmentation toward a multi-domain, context-specific understanding of English–Arabic linguistic interaction.

4.6 Directions for future Research

The synthesis of the 30 studies reveals several opportunities for advancing scholarship on English–Arabic linguistic interaction. (i) Examining linguistic behavior among Arab diaspora communities to understand how English influences Arabic maintenance outside the Arab world. (ii) Expanding research on Arabic in digital environments, including algorithmic biases, platform-driven language shifts, and the role of AI tools in shaping bilingual practices. (iii) Studying the impact of emerging technologies (e.g., generative AI, voice assistants, immersive learning platforms) on Arabic linguistic structures and usage. (iv) Investigating the long-term implications of hybridization, borrowing, and innovative pluralization patterns on Arabic morphology and lexicon. (v) Studying how early bilingual exposure shapes cognitive, linguistic, and identity outcomes in children across different schooling

models and investigating parental ideologies, digital habits, and socioeconomic factors that influence children's language dominance.

4.7 Delimitations

This SR is intentionally delimited in several ways to ensure analytical coherence, methodological consistency, and contextual depth. First, the review is author-bounded, drawing exclusively on 30 empirical studies conducted by a single researcher over two decades. This design allows for a unified methodological orientation and a coherent analytical trajectory, but it also means that the findings reflect the scope, focus, and research priorities of one scholar rather than the full spectrum of studies on English–Arabic interaction. Second, the SR is context-specific, focusing primarily on Arabic-speaking societies, especially the Saudi context, where English exerts influence across public, institutional, digital, and home domains. As a result, the conclusions may not be generalized to non-Arab contexts or to multilingual environments where English interacts with languages other than Arabic. Third, several of the synthesized studies examining language attitudes, parental motivations, and digital reading habits relied heavily on self-reported data collected via questionnaires and interviews. These methods are inherently vulnerable to participant self-reporting bias, social desirability bias (where parents or students might over-report or under-report their true linguistic behaviors at home or in class), and retrospective recall limitations. Fourth, due to the wide methodological variety across the 30 studies, which span qualitative discourse analysis, structural morphological examinations, and descriptive survey methodologies, it was not possible to perform a standardized quantitative meta-analysis across the entire corpus. The findings are therefore synthesized through a qualitative thematic approach, which, despite its interpretive rigor, cannot provide statistical effect sizes for the documented language attrition or hybridization rates.

Although the intersection between English and Arabic encompasses a wide range of sociolinguistic, cultural, ideological, and structural topics, this SR does not attempt to cover all possible dimensions of English hegemony. The scope of the review is intentionally focused on the domains that align with the author's long-standing research interests and areas of empirical contribution. Accordingly, the corpus centers on studies that examine English visibility, lexical hybridization, language attitudes, digital influence, institutional preference, and home-language dynamics. Other important topics, such as global English ideologies, language rights, diaspora identity, and entertainment-driven cultural homogenization, fall outside the boundaries of this SR, not due to lack of relevance, but because they require different datasets, theoretical frameworks, and methodological designs. This selective focus ensures analytical depth, contextual coherence, and fidelity to the empirical foundations of the author-bounded corpus.

Together, these delimitations define the boundaries within which the findings should be interpreted. They ensure depth and coherence while acknowledging that the review represents one analytically focused lens on a broader and more complex linguistic landscape.

5. Recommendations and Conclusion

To effectively counter first-language attrition, structural linguistic hybridization, and the institutional marginalization of the Arabic language, this study offers the following recommendation. First, to systematically halt and reverse the widespread adoption of foreign words and distorted, hybrid plural forms, such as شوزات (shoozat), فانزات (fanzat), كومنتات (comments), شير (share), لايك (like), and سبسكرايب (subscribe) by media anchors and the general public, including those with limited English proficiency, language planning must focus on prioritizing complete platform localization by replacing English screen buttons with Arabic prompts (e.g., أضف تعليقًا, مشاركة إعجاب) to shift public habits, as users naturally follow the language of the screen rather than grammar books. Media ministries should establish partnerships and guidelines that incentivize these trendsetters to consistently model contemporary Arabic vocabulary. Witty, relatable, and repetitive digital content deployed in the exact spaces where foreign terms dominate (such as short-form videos), using lighthearted messaging to normalize Arabic structures. Instead of "speak Arabic" funding should be directed toward light, relatable, and humorous content deployed directly across social media channels and short-form video platforms, designed to normalize everyday Arabic structures and build positive linguistic habits. Local community programs should actively educate families on the foundational role of the home environment in shaping early-childhood linguistic intuition. Parents should be encouraged to substitute common foreign digital phrases with structural Arabic equivalents (e.g., using "أرسل موقعك" instead of "شير اللوكيشن") during daily domestic communication to establish a natural, effortless preference for the native language into adulthood.

Second, municipalities and ministries of commerce must enforce strict commercial shop signs, hotels, cafés, and mall signage policies to make Arabic the dominant visual code, relegating English to a secondary translation role to reshape the visual identity of public spaces. High-end establishments, luxury brands, and flagship commercial institutions must be heavily incentivized to adopt sophisticated Arabic branding and signage. Because linguistic trends spread downward from high-prestige institutions, the

proud display of contemporary Arabic by premier market leaders will naturally recalibrate public perception, decoupling English from its current exclusive association with modern professionalism and commercial success.

Third, universities and research centers must directly finance the modernization, structural expansion, and international indexing of high-quality, peer-reviewed Arabic-language academic journals to transform them into highly attractive venues for serious global scholarship. Higher education institutions, state ministries, and scientific societies must confidently employ Arabic as the primary medium for major academic conferences, technical reports, and policy papers, explicitly demonstrating that the language is fully capable of expressing complex, contemporary, and specialized scientific concepts. Academic bodies must establish centralized translation networks tasked with double-sided intellectual circulation: translating foundational global scientific works into Arabic to expand its native conceptual frameworks, and translating high-quality Arabic research into global languages to elevate its international visibility. University promotion committees and institutional evaluation systems must undergo a comprehensive policy revision to officially recognize peer-reviewed Arabic publications as equal in value and prestige to English-indexed journal outputs, thereby granting researchers the career freedom to publish in their native tongue. Educational ministries must drive public demand for native text production by integrating active Arabic literacy programs, community libraries, and digital reading platforms into early childhood education, ensuring a continuous reader base that naturally justifies and sustains professional writing in Arabic.

Fourth, governments, academic institutions, and regional tech investors must fund and curate massive, clean, and linguistically diverse Arabic datasets to retrain large language models, thereby directly correcting the data and resource inequalities that currently limit AI development. Academic entities and specialized centers of excellence must expand research funding specifically for Arabic NLP to systematically resolve current AI-generated output flaws in diacritics, morphology, grammatical agreement, and dialectal variations, making Arabic AI inputs and outputs precise and reliable. Tech firms operating within the region must design AI tools and platforms with Arabic as the primary, fully featured native interface logic from launch day, rather than introducing it as a delayed, secondary feature, thereby breaking the digital cycle that conditions users to think, query, and reason in English.

Fifth, countries like France, Spain, Germany, Russia, Japan, China and others have successfully maintained their national languages despite the global hegemony of English by treating language planning as a matter of national sovereignty, cultural identity, and scientific independence. These nations share the following operational mechanisms: (1) Advanced scientific and technical disciplines—such as medicine, engineering, and computer science, must be taught entirely in their national languages. (2) Specialized national academies and committees (such as the Académie Française and the Real Academia Española) continuously standardize language and develop native terminology. (3) Strong legal frameworks, like France's Toubon Law, mandate national language use across public administration, media, and advertising. Governments invest heavily in local scientific publishing and massive translation infrastructures to import global research without sacrificing linguistic identity. Ultimately, these countries treat English strictly as a utilitarian tool for international communication rather than a replacement for national identity. Their collective success demonstrates that maintaining a national language within higher education and public life is a strategic necessity; abandoning a language in science inevitably leads to its systemic erosion across the rest of society.

Finally, findings of this twenty-year synthesis demonstrate that the survival of Arabic in the modern era cannot rely on individual appeals or cultural nostalgia, but demands a unified, state-level project that treats language preservation as a strategic necessity. By aligning digital platform localization, commercial regulations, academic evaluation systems, and AI resource equity, Arab societies can reverse linguistic marginalization and ensure that Arabic remains a vibrant, self-sustaining vehicle for global scientific and everyday modern expression.

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