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Globalization and the British Council's Cultural Policy through ELT: Ghana and Egypt Compared

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DEDICATION

My deep and profound thanks and gratefulness to Allah the Almighty who provided me with patience and strength to finish this work.

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Abstract

Over the past few decades, there has been a growing interest in teaching English language. As a result, many countries have been striving to teach English through various organizations, institutions, and programs. Furthermore, with the acceleration of globalization, English has become a widely spoken global language. As a result, most people have chosen to learn this language. Moreover, in recent research globalization has been linked to the U.S.A as a global superpower. Therefore, most research relates English as a global language to the U.S.A. Nevertheless, English as a global language has been linked to the British Empire as a global power in the nineteenth and twentieth centuries and it expanded worldwide chiefly in the British colonies and protectorates. Along this line of thought, the purpose of this study is twofold. First, it examines and compares U.S. educational programs and the British Council in English language teaching within the context of Globalization. Second, through this comparison, the study strives to analyze whether there is a causal-effect relationship between U.S. educational programs within the context of globalization and the British Council's cultural policy in ELT in Ghana and Egypt using the causal-comparative method. Two questionnaires were used as a research instrument, the first was for the Ghanaian students and teachers, and the second was for the Egyptian ones. A sample of 388 respondents participated in the collection of data. This study uses mixed-method research focusing on a quantitative approach with SPSS software for the analysis of the questionnaires. After the analysis of the gathered data from both questionnaires and based on previous theories and studies, the major findings of this study revealed that the presence of globalization and U.S. educational programs have not affected the British Council's cultural policy in English language teaching in the British former colony Ghana and protectorate Egypt. Accordingly, the second part of the results revealed that after comparing the British Council in Ghana and Egypt, it was found that

the British Council Egypt is the most highly reputable and popular in ELT rather than British Council Ghana. Summing up, this study found that the attraction and influence of the British Council's cultural policy in English language teaching abroad and in its former colonies and protectorates remains strong reflecting the UK's position on the world stage.

Keywords: Egypt, English language teaching, colonies, protectorates, Ghana, global language, Globalization, the British Council, U.S. educational programs.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAETC:	Al-Azhar English Training Centre
CPD:	Continuous Professional Development
ACC:	American Center Cairo
ACE:	Aid to Commonwealth English
AUC:	American University in Cairo
B.C:	British Council
BANA:	Britain, Australia and North America
BBC:	British Broadcasting Corporation
BEIS:	The Department for Business, Energy and Industrial Strategy
CC:	Connecting Classrooms
CNN:	Cable News Network
CON:	The Commonwealth of Nations
DFID:	Department for International Development
ECA:	Educational Credential Assessment
EES:	English for Education Systems
ELF:	English as a Lingua Franca
ELRC:	Al-Azhar English Language Resource Center
ELT:	English Language Teaching
EMI:	English as a Medium of Instruction
ERP:	English for Religious Purposes
ESP:	English for Specific Purposes
EU:	European Union

FCO: The Foreign and Commonwealth Office

IATEFL: International Association of Teachers of English as a Foreign Language

IBM: International Business Machines

ICEF: International Consultants for Education and Fairs

IELP: The Integrated English Language Program

IELTS: The International English Language Testing System

ISA: International School Award

MBA: Master of Business Administration

MENA: Middle East and North Africa

MOE: Ministry of Education

MOOC: Massive Open Online Course

NATO: The North Atlantic Treaty Organization

PhD: Doctor of Philosophy

RELO: Regional English Language Office

SAL: Self Access Learning

SALTO: Support, Advanced, Learning and Training Opportunities

SIEM: Services for International Education Marketing

SMS: Short Message Service

TED: Technology, Entertainment and Design

TEO: Teaching of English Overseas

TESOL: Teaching of English as a Second Language

TOEFL: Test of English as a Foreign Language

UCLES: University of Cambridge's Local Examinations Syndicate

UK: United Kingdom

UNESCO: United Nations Educational, Scientific, and Cultural Organization

USA: United States of America

WWI: World War One

WWII: World War Two

<i>General Introduction</i>

In 2019–20, 96 million people learned English through the British Council's English language teaching programs and this increased to 983 million people overall, including online broadcasts and publications (Annual Report of the British Council, 2019-2020, p. 4). The number has increased in 2020-2021 in which there was a significant growth from 96 million in 2019-2020 to 110 million young, teen and adult learners on the British Council's learning websites and teaching centers in 2020-2021. Concerning the exams, the British Council delivered 1.4 million IELTS exams in 2020-2021 (Annual Report of the British Council, 2020-2021, p.13).

Scholars have shown great interest in the figures and statistics related to the British Council's work in teaching English language (ELT) and the spread of the English language. English was seen as a vital tool that largely contributed to the control and preservation of the British legacy in its colonies and protectorates during and after their independence. The British cultural policy was considered a crucial mechanism of the British Empire that served its cultural, economic, and political interests through various policies such as English language education.

In the post-independence era, Britain maintained cultural relationships with its former colonies and protectorates, particularly with nations that joined the Commonwealth. The establishment of the British Council in 1934 is a significant cultural link. The organization has been involved in promoting art, education, and teaching the English language overseas, particularly in former British colonies and protectorates. The British Council has played a crucial role in spreading English language and culture, as it is included in the British foreign policy. Their efforts continue to this day in various countries worldwide. Nevertheless, it has been argued that the balance of power shifted from the United Kingdom to the United States

due to globalization. This shift affected the economic, social, political, and cultural spheres of the USA, leading to its leadership in spreading English language teaching programs globally.

Research Problem

The British Council's cultural policy is established in the British former colonies and protectorates through the work of the British Council in English language teaching. However, globalization seems to change this situation due to its attribution to the USA and the widespread of American educational programs similar to the British Council's work in English language teaching (ELT) in Ghana (1947) and Egypt (1938). That is, the choice of students may be influenced by globalization and shift towards learning English through American educational programs. Thus, the issue the researcher would like to investigate concerns the difference between the British Council and American educational programs work in the field of ELT and the extent to which Britain is still alive in the teaching of English in Egypt and Ghana in the face of the globalization and the presence of U.S. educational programs. In addition, the extent to which the British Council's influence in these two countries is apparent.

Research Objectives

The main objective of this study is to investigate how the British Council, in the midst of globalization and U.S. educational programs presence, sustains the influence of British culture in English Language Teaching (ELT). The main objective includes other sub-objectives to cover the research problem. The first objective is to analyze the competition between the UK and the U.S.A. in the context of globalization and their approaches to teaching English. Additionally, it seeks to determine if the British Council's work in English language teaching competes with U.S. programs in Ghana and Egypt, and how this impacts their cultures. Lastly, the study aims to investigate the extent of the British Council's influence in Ghana and Egypt within the context of globalization.

Research Questions

Based on the above, the present study attempts to answer a main question as a departure point “Do Globalization and U.S. educational programs affect the continuation of the British Council’s cultural policy in ELT in Ghana and Egypt, and Why?”

To answer the main research question, a set of sub-research questions were raised:

1. Is the UK English language teaching (ELT) industry in competition with the U.S. English language teaching industry in the context of globalization?
2. What are the primary methods utilized by the UK and U.S. ELT industries to expand their cultural influence?
3. Which English Language Teaching industry has a significant impact in Egypt, British Council or American RELO Cairo?
4. Do the American Educational programs have an impact on the British Council's cultural policy in ELT in Ghana within the context of globalization?
5. Which one is the most popular British Council Ghana or British Council Egypt in ELT, and Why?

The Hypotheses

By attempting to answer the research questions mentioned above, the researcher suggests the following hypotheses: The first hypothesis concerns the British Council’s cultural influence in Ghana and Egypt, in which it states:

Hypothesis 01

It is hypothesized that there is still an ongoing British cultural influence through the British Council’s English language teaching programs in the face of Globalization through the

presence of U.S educational programs in the British former colony Ghana and protectorate Egypt.

Hypothesis 02

In comparison to Ghana, Egypt is still affected by the British cultural influence chiefly by the British Council's English language teaching programs due to several factors being researched.

Research Methodology

Quantitative approach will be relied on for surveys and statistics conducted by the researcher's questionnaires. Besides, Qualitative approach is used to answer the research questions and to examine British cultural influence and policy, globalization, and ELT. In addition, the researcher will support the questionnaire results with previous studies and theories. The method used in this study is causal-comparative method to examine the relationship between the variables through comparison and the effect of the independent variables (globalization and U.S. programs) on the dependent variable the British Council's work in English language teaching. In addition, the descriptive-analytical method is used to describe and examine the relationship of the causes and the effects between the variables of the present study.

Motivation

The researcher aims at discussing the issue of the dominance of the English language and its impact on other languages because the researcher belongs to a country that was colonized by another country and is still suffering from the left outs mainly the linguistic and cultural ones. Thus, the research in the context of British colonization will help the researcher to understand one's society by delving deeply in the issue of the colonial language and its impact on the dominated ones in the former colonies. In addition, the desire and the curiosity

to study the field of British Commonwealth Studies, mainly language and culture, made the researcher eager to understand the causal relationship between language and colonization. Hence, the researcher hopes that this research will be a service to his society and other societies that were colonized by former powers.

Significance of the Study

This study will be placed in the scholarly knowledge in order to add a contribution through conducting a comparative study to reveal the relationship between the British Council, ELT, and Globalization. The findings of this study will help in the understanding of the significant influence of the British Council's work in English language teaching with the presence of globalization and U.S. educational programs in the former colonies and protectorates, particularly in Ghana and Egypt.

The Review of Literature

The purpose of this section is to relate this study to previous scholarly attempts to describe, analyze, and explain concepts, trends, and theories about the British Council, English Language Teaching (ELT), and Globalization. In this regard, this study will be placed in the scholarly knowledge to add a contribution by conducting a study to reveal the relationship between the British Council, ELT, and Globalization. To this end, the literature is categorized into three major themes and sub-themes dictated by the research questions driving the study. The first section starts with the major theories and concepts about the work of the British Council. The second section deals with works about English language teaching. At the end of the literature review, the last section tackles the major works, trends, and theories about globalization. The section includes previous studies about ELT in Ghana and Egypt for a thorough understanding of the situation of the teaching of English in these two countries.

The British Council and English Language Teaching

One of the major theories related to the British Council's cultural policy is Robert Phillipson's work on Linguistic Imperialism (1992). Phillipson has argued that English language teaching threatens the local languages all over the world through multiple educational institutions such as the British Council which is used as a vehicle for perpetuating mythological beliefs about the importance of teaching the English language worldwide to conquer other countries linguistically and culturally mainly the former colonies.

In many of his recent articles, Phillipson puts stress on the importance of the British goals as having political and commercial dimensions back in the colonial times and recently through ELT and the British Council that are considered at the heart of the British economy due to the amounts of money it receives through English teaching worldwide. Ideology is embedded within imperialism, and in today's era of globalization, it escorts the British linguistic and cultural hegemony (Phillipson, 1992; 2012).

“English Linguistic and Cultural Imperialism”

Much debate exists on the issue of imperialism in relation to the British Council and the British Empire. Imperialism is a mold divided into different kinds mentioning Cultural Imperialism and Linguistic Imperialism. Scholars define Imperialism differently because everyone sees it from a different perspective. It can be defined as the influence and control of one country over other countries through political, economic, and cultural influences. It is also defined as the forming of an empire, based on domination and subordination (Boyle, 1997). The British Empire according to Phillipson (1992) embraced Imperialism with its multiple nuances, Cultural Imperialism and Linguistic Imperialism and this idea will be discussed later in the next chapters.

Robert Phillipson conducted another study in which he argued that Linguistic imperialism has been divided into another mold which is “English Linguistic Imperialism” in which the world is dominated by a specific language English under the name of global language. He relates this concept to the teaching of English and the British Council (Phillipson, 2006). Whereas, Cultural Imperialism is defined as the domination and control of a superior culture over other cultures (Acholonu, 2011; Tomlinson, 2012).

It seems that there is agreement among researchers on the definition of Cultural Imperialism that reveals the concepts of control and domination. The Italian Antonio Gramsci, The French sociologist Michel Foucault, and John Tomlinson. Also, there are well-known theories as Cultural Imperialism Theory, and Gramsci`s Cultural Hegemony Theory that refer to English as a dominant language used for political and economic reasons rather than educational ones. In this vein, Galtung`s theory stated that “linguistic imperialism is akin to cultural imperialism, which is intimately linked with language” (Boyle, 1997, p. 171).

The theory of “Cultural Hegemony” of the Italian theorist Antonio Gramsci would side with Phillipson`s work of “Linguistic Imperialism” (1992). Gramsci`s theory states that the dominant powers dominate the other countries and influence them through the application for example of globalization mainly through media, publishing, internet services, and movies. Thus, it promotes a cultural imperialist projection of the varied Western views and values (Gramsci, 1971).

Additionally, Alice Byrne discussed the issue of the British Council in her essay “The British Council and the British World, 1939-1945” (2013) in which she described and traced the evolution of the council back from the 1930s to the mid- 1950s and the problems that faced the council while trying to expand its relation with other countries mainly the countries of the Commonwealth notably the Old Dominions Canada and Australia. In the academic

analysis of language as a colonial tool during and after British colonization, Maria Hadjiathanasio in her article entitled: “Colonial Rule, Cultural Relations and the British Council in Cyprus, 1935-55” (2018) dealt with the early stages of the British Council in the period between 1935-55 in which the British Council underwent a serious failure in Cyprus in an attempt to consolidate their rule there via establishing a cultural connection and emphasizing on the importance of the British Council; however, this policy was ineffective due to some factors such as the rise of nationalism, the upsurge of communism and most importantly the collapse of the British Empire. Another example of the work of the British Council in English language teaching (ELT) exists in the Gulf Region, in which Hadeel A. Alkateeb in her work “The British Council’s role in nourishing the English Language Teaching Industry in the Gulf Cooperation Council Region: A Visual Social Semiotic Perspective” (2020) discussed the claim of the nourishment of the British Council in English language teaching field in the Arab Countries of the Gulf Region.

English Language Teaching (ELT)

There have been numerous papers and a lot of research on the spread of English and English language teaching including ELT in relation to Linguistic Imperialism (Pennycook, 2007; Phillipson, 1992; Phillipson & Skutnabb, 1999), critical applied linguistics and Pedagogy, and Language Planning and Policy (Tollefson, 1991). In addition to Graddol and Crystal who discussed several works about English and English language teaching (2000, 2003).

In keeping with the interests of this research, some works traced the evolution and the global spread of the English language that accelerated the field of English language Teaching (ELT). These works were Kachru’s Three Circles which depicted the expansion of English language use and teaching. Kachru referred to these Circles as the Inner Circle which

contained countries in which English is their first language like the USA, the UK and Australia. The Expanding Circle which included English as a Foreign language and was used in business and science, these countries are Egypt, Japan, China, and Zimbabwe. The last circle is called the Outer Circle where English functions as the official language in countries such as Ghana, India, and Kenya (Kachru, 1985).

Concerning Language Planning and Policy, Cooper's work (1989) presented new theoretical orientations of the phenomenon of LPP. Cooper's question summarized his whole book; he stated that LPP is concerned with: "What *actors* attempt to influence what *behaviors* of which *people* for what *ends* under what *conditions* by what *means* through what *decision-making process* with what *effect*?" (Cooper, 1989, as cited in Ricento & Hornberger, 1996, p. 482). That is, the field of language planning and policy (LPP) is related to language policies and their influence on other languages on a global scale.

Along with Cooper, Tollefson (1991) has contributed to the field of ELT with the theory of "Language Planning and Policy", this theory is based on language implementation in education through planning and different policies made by policymakers whether in governmental or non-governmental institutions. In addition, language planning and policy are intentional in affecting the function and the status of language through varied political attempts of developing new ways of using it mainly in education (Tollefson, 1991). Tollefson supported the claim of language planning and its issues in terms of English language teaching and language rights. He focuses on the social, economic, and political factors that contribute to language structure and language use. Tollefson stated that language policy expresses power relationships and can reverse them at the same time (Tollefson, 1991).

Furthermore, the English language teaching (ELT) profession has been developing over the years in which the global spread of English, ELT textbooks, and practices were criticized

concerning political and cultural issues. Globalization and English have been linked according to Gray in three ways. First, transnational corporations have a great role in the global spread of English in non-English speaking countries. World organizations also share in the widespread of English such as the use of English in international conferences, scientific and academic events. Internet, on the other hand, is linked to the global spread of English and ELT through online services for English teaching and learning. These factors that helped in the global spread of English also bolstered the industry of ELT, in which ELT services created a competition for the supply of ELT textbooks between English-speaking countries (Gray, 2002; Pennycook, 1994).

In his study focusing on linguistic imperialism in English language teaching, Ferit KilicKaya (2007) discussed the approaches of ELT in the periphery in relation to Phillipson's Linguistic Imperialism and Holliday's approach. The writer also defined the concepts of critical pedagogy, the Center, the Periphery, and Hidden Agendas. The writer suggested that it is important to understand critical pedagogy in which students need to call into question the cultural practices that come with English in order to resist linguistic imperialism as defined by Canagrajah as "ideologies, structures, and practices which are used to legitimate, effectuate, reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language" (Canagrajah, 1999, as cited in KilicKaya, 2007, p.259).

Globalization

Recently, globalization has been a concept being under research in social sciences and humanities. There have been many debates on globalization with the fields of Applied Linguistics and English Language Teaching (ELT). All of these fields share the use of the

word global English and the widespread of this language worldwide through the English language teaching industry (Block & Cameron, 2002; Wright, 2006).

Crystal, Graddol, and McArthur are the pioneers who have written a bulk of linguistic works about Globalization and English language teaching. Crystal tackled English language in many of his works, starting with his major work: *The Cambridge Encyclopedia of the English Language* (1995). This latter deals with the widespread use and teaching of English language.

English as a Global Language

David Crystal and David Graddol (1997) were the first to discuss and relate globalization to English in their works. In “English as a Global Language” (1997), Crystal presented a historical sketch of the development of English from the times of the British Empire as a colonial language and then as a global language that has been used in media, education, international relations and the Internet. In addition, Crystal argued that English is the language of the U.S. economy.

Graddol’s book “The Future of English”

Graddol’s work was published by the British Council. He offered an account and estimated about English language teaching after years of publishing his book. He also stated that non-native speakers play a major role in the global spread of English language through learning this language for economic success. According to Graddol, the teaching of English in universities and higher education can be considered as a result of globalization that led to inequalities in education and other fields. Graddol discussed the issue of English language teaching and globalization in his other works and raised many questions about the use of English language and the threatened linguistic diversity globally. (Graddol, 1997; 2001).

Given paramount importance, globalization has been a debatable topic recently due to the belief that it is the new form of Western Imperialism. Various trends that this phenomenon embraces are the hegemony of language and culture and its threat to other cultures, usually the dominated ones. For this, Anthony J. Marsella wrote an article entitled “Hegemonic” Globalization and Cultural Diversity: The Risks of Global Monoculturalism (2005). He argued that globalization in relation to hegemony is featured by the control and the dominance of the powerful over the powerless in which its policies, plans, and agendas are threatening the cultural diversity of local cultures in the developing cultures leading to the upsurge of global monoculturalism. This term is defined as “The policy or the process of supporting, advocating, or allowing the expression of the culture of a single social or ethnic group” (Oxford Dictionary, 2017).

Furthermore, it can be argued that in the phenomenon of globalization, the dominant culture will dominate the others and, in their chapter, entitled “Colonization, Globalization and Language Vitality in Africa, (2008) Saliloko S. Mufwene and Cecile B. Vigouroux concluded that colonization and globalization are highly connected, that is globalization is the new form of traditional colonization in which the former leads to languages endangerment. In doing so, they made a comparison between the history of language vitality on the African continent and the fading of linguistic diversity in North America and Australia choosing South Africa as a case study of Language changes and highlighting the marginalization of the African languages due to globalization.

Another study was conducted in an attempt to answer several questions about English and linguistic globalization in an article entitled “English as a Vehicular Language: A Case of Globalization or Linguistic Imperialism?”, Judith Munat discussed the political, social, and economic reasons for the spread of English worldwide and its consequences in relation to

language impositions and linguistic imperialism. The writer concluded and questioned the legitimacy of English as a global language concerning linguistic globalization and its negative effects on other languages (2005).

Alkesh Trivedi (2016) also discussed this topic in his study focusing on English as a global language and its role in higher education. He also focused on globalization, English, and the role that the United States plays in the global spread of English as being the most powerful language of the most powerful country. However, the writer demonstrated in this study that English has become a global language not only for its status in the U.S but because it is used in other countries as a foreign language. This is evident in countries like India and China in which this language is used in higher education all over the globe.

David Block discussed the relationship between globalization and English language teaching and learning and the ideologies used underneath the phenomenon of globalization, in which ideologies constructed by one group to influence other groups. Block included in his works issues about language teaching such as Philipson's work of linguistic imperialism. He also questioned globalization as a pure Western dominance by the USA, or whether it's a new form of world order that would help "local resistance on the part of the subaltern groups". The example of this study was the influence of globalization on English language teaching in Japan in terms of the adoption of British and American models of teaching particularly the American ones due to the impact of Americanization on Japan. The writers questioned the teaching of English in relation to linguistic imperialism and others criticized this standpoint and claimed that English is a useful language (Block & Cameron, 2002 pp.13-20; David Block, 2010, p.291).

Globalization as demonstrated by Gnutzmann and Intermann (2008) is defined in three ways in which it can relate to the diffusion of English on the international level and can lead to

consequences in terms of influencing local languages. The second definition of globalization is the use of English as a second language in several countries. The last definition is the belief that English is a combination of different varieties because of its connection with other varieties. Thus, the study looked at the political and socio-cultural consequences of the globalization of English in two developing countries, India and South Africa.

English Language Teaching in Ghana and Egypt

This part includes ELT in Ghana where previous studies discussed the widespread of teaching of English in Ghana. That is to say, after independence, Ghana continued the use of English as the official language and the language of instruction, thus scholars sought to research the attitudes of Ghanaian university students toward English. The results were similar in which there were fluctuating attitudes, in other words, there were some students who shared positive attitudes and feelings towards learning English because they believed in the important role that English plays in future jobs. On the other hand, others had negative attitudes towards English due to the language background as the language of the colonizer (Daku, 2017; Sarfo, 2012; Soku, Simpeh, & Osafo-Adu, 2011).

As for Egypt, several studies tackled the history of English language teaching in which scholars dealt with English as a second language in Egypt in relation to the British occupation, the internet, and globalization respectively. Most of the attitudes of Egyptian students were positive towards the position of English in Egypt. That is, most of them have the desire to learn English as a foreign language for future jobs. The studies described the current context of English language teaching in Egypt through the different programs and organizations established by the English-speaking countries in Egypt (Schaub, 2000; Warschauer, Said, & Zohry, 2002).

The literature on the topics of the work of the British Council in English language teaching, the ELT industry, and globalization in a tie with English language is so extensive that they are difficult to summarize or categorize (Cameron and Block, 2010; Crystal, 1997, 2001; Graddol, 1997; Phillipson, 1992,2009, 2012; Pennycook, 2007). However, there is scant research on the work of the British Council in the face of globalization mainly in comparison with U.S. educational programmes in the ELT field. That is, in addition to the major works mentioned above, there are other works represented the British Council's work in English language teaching and globalization most of them which were descriptive. Therefore, this study scrutinizes how the British Council is affected by the existence of U.S educational programs in English language teaching. That is, it seeks to examine the continuing influence of the British Council's work in ELT in the face of globalization by choosing the U.S. as one of the major providers of ELT worldwide along with the British ELT industry through the British Council.

To this end, this study aims to examine the influence of the British Council in comparison to US educational programs in the British former colonies and protectorates namely Ghana and Egypt. These two countries have been chosen for being one of the major countries that have the demand for ELT from the British Council and U.S educational programmes. The gap that is going to be filled is the gap in the analysis of the research method in which the causal-comparative method is going to be used in the study. Another gap is the population, that is, the countries Ghana and Egypt are going to be researched, particularly English language students from Ghanaian and Egyptian universities are the chosen samples for this study.

The Structure of the thesis

This thesis is divided into five chapters. Chapter one, “Historical Background to the British Council’s ELT and Cultural Policy in Ghana and Egypt prior to the Age of Globalization” includes three sections. First, it opens with a discussion about British colonial education policy in Africa and examines the development of English language teaching during and after British colonization of Africa. The next section explains in detail the historical overview of the British Council and English language teaching. It is a sequence of the first section and investigates the emergence and the development of the British Council in relation to English language teaching (ELT). The chapter also explores the British Council’s cultural policy through its activities in ELT. It also examines the relationship between the British Council and the British government in addition to the work of the Council in the Commonwealth countries. Section Three, “A Historical Overview of Ghana and Egypt” traces the history of the British Council from past to present in both Ghana and Egypt. In addition, it tackles the history of English language teaching in both countries.

Chapter Two, “Globalization and the ELT Industry: American vs. British Council’s Cultural Policy” explores the relationship between globalization and English language teaching. In addition, it examines the global spread of English language within the context of globalization with a reference to the historical, geographical, political, and economic factors. The chapter also discusses the connection between globalization and the U.S. with a particular emphasis on cultural globalization. In addition, English language criticism is presented. The chapter ends with pointing out the impact of globalization on English language teaching and higher education in Ghana and Egypt.

Chapter three, “Globalization and the ELT Industry: American vs. British Council’s Cultural Policy”, begins with a comparative analysis of UK and U.S. English language

teaching industries in general, then in Ghana and Egypt. It also deals with the different activities, programs, and institutions established for teaching English by the UK and U.S. in Ghana and Egypt. Chapter four, “Research Methodology and Design”, includes the method used in this dissertation which is the causal-comparative method, and the research design which includes the questionnaire which is the research tool used for gathering data for answering the research questions of the dissertation. The last chapter presents the data collected through the questionnaire and it is devoted to the analysis of the data in the forms of numbers and statistics analyzed quantitatively to answer the research questions and hypotheses.

Chapter One

Historical Background to the British Council's ELT and Cultural Policy in Ghana and Egypt prior to the Age of Globalization

Introduction

This chapter provides a historical background of English Language Teaching (ELT) and the British Council by following a historical perspective of the development of English during and after the British colonial rule in Africa. The chapter starts with a sketch of the historical development of the field of educational language policy through the British Empire and the cultural colonization of Africa. This is followed by an analysis of the different colonial language policies that spanned from colonial times and influenced the post-independence era and recent times practices and policies. The main section considers two nuances of British educational language policy namely ELT and the British Council. To reach the establishment and development of the British Council for more than a half-century in different countries across the globe, English Language Teaching (ELT) will be discussed in relation to the British Empire. The chapter ends with a sketch of the historical development of the British Council in African countries.

1. The British Empire as a Global Power

The formation of the British Empire was due to different political, economic, ideological, and cultural factors. After 1870, there was a huge expansion of European industrial powers in other countries overseas. This was known as Colonialism or Imperialism, these words are used interchangeably to refer to a territorial control of European industrial powers over other countries (Wolfe, 1997). This expansion resulted in the formation of large overseas empires including the British Empire the most powerful empire that stretched from Canada and the United States to Australia and from Egypt to the whole African continent and extended to India in Asia (Kennedy, 2014). In line with that, many protectorates and dominions shaped most of the parts of the British Empire as The Caribbean, Singapore, and Hong Kong in Asia to Cyprus in Europe.

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The British territorial expansion cannot be fully comprehended without dealing with the motives behind colonization; this phenomenon is traditionally attributed to the economic motives that led the British and other European industrial powers to colonize other countries mainly the African ones. The need for raw materials to supply their industries and the desire to find new markets made the British ready to occupy lands overseas including the African continent (Woodward, 1907).

The economic factor is of major importance, but other factors led to the formation of the British empire namely political, ideological, and cultural factors. The political factors include lobby groups interested in colonization because political leaders attributed the power to the control of “population, territory, natural resources, economic size, military forces, and political stability, among others” (Nye, 1990, p. 177-192), along with the ideological and cultural factors that include their belief in the right of civilizing mission and extension of Western culture. Ideological and cultural factors are the most important factors of British colonization, the British thirst and desire for spreading their ideals, values, and religion made them eager to colonize and civilize others through the Civilizing mission because they believed in their superiority over others (Woodward, 1907). The ideological and cultural factors will be explained in detail in the coming paragraphs.

Tensions started between the European countries to occupy Africa for its natural resources and riches and to avoid international conflicts and future wars, the Berlin Conference of 1885 was held to carve up Africa and divide it. From this meeting started “the Scramble for Africa” in which different European countries possessed several African countries. Britain and France had the lion's share in possessing the African countries that would become later colonies (Petitjean, 2005). The British Empire extended to the East, West, and South of Africa and started the process of colonization in its colonies including the Gold

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Coast known today as Ghana, Nigeria, Kenya, South Africa, and Sierra Leon, among others. In addition, the Empire controlled other African countries that were known as protectorates and dominions such as Egypt, and Botswana.

After the Scramble and the carve-up of Africa, Britain dominated and controlled the international politics and the economies as well. It highly influenced the politics, economies, and cultures of its African colonies. John Darwin states that “the British system was much more than a ‘formal’ territorial empire, and certainly global in span, it embraced an extraordinary range of constitutional, diplomatic, political, commercial and cultural relationships” (2009, p. xiii). Darwin and other scholars like Andrew Porter claimed that the 19th century proved to be critical in Britain's greatest expansion. That is, it became a powerful overseas empire and a dominant power and the world came under the domination and control of the British economic, political, financial, and naval power, and most importantly ideological and cultural chiefly Africa because it was the center of British colonization (1999).

1.1. The Civilizing Mission and the Teaching of English

British culture was rooted in the African colonies from the arrival of the Christian missionaries at the end of the 18th century and the 19th century. The converts believed that they were acting in the best interests of the colonized people as being an important part of their Civilizing Mission. The missionaries opened schools and established education for teaching Christianity to the Africans. They taught them subjects other than religion, chiefly English language and culture; thus, Christian missionaries and the Civilizing Mission are considered an integral part of the cultural colonialism of Africa (Viera, 2007).

As stated above, colonial powers always justified their actions by claiming that they had the natural right to civilize natives. In this respect, Robert Phillipson (1992) states that the British had a clear intention of setting the policy of civilizing natives justifying that the

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Africans were uncivilized and savages, and the civilizing mission came to abolish the immoral practices of the natives and to convert them to Christianity and educate them in the British schools. In addition, the British government had a hand in this process by hiring Africans who knew English to work for them.

The civilizing mission was due to the ideological belief of the inferiority of the Africans and the right of the Europeans to civilize and enlighten them. "The Civilizing Mission" consisted of the three C's of colonization: Civilization, Christianity, and Commerce. To start with the first concept, Civilization served as a force for colonizing Africa. The British used it as a justification for exploiting the natural resources of Africa. The Civilizing mission portrays Africa as both backward and savage and it is their moral duty to civilize the rest of the world mainly Africa (Viera, 2007). The British used education as a way to spread and impose their morals and ideals through Christianity. This idea of helping the Africans to be exposed to a superior culture served the British in their trade and commerce as well, that is, George Urch stated that: "the influx of settlers had given a tremendous impetus toward trade and development" (1971, pp. 249-264).

In the same vein, Clive Whitehead argues that the Africans were swallowed in the Western culture due to the ideological influence of the British on them, the Africans' cultures and identities started to fade as a result of the dominance of the Western culture and civilization (Whitehead, 2005). In this respect, Chris Tiffin and Alan Lawson (1994) argue that the Civilizing Mission was a major force for the eventual colonization of Africa.

Christianity, on the other hand, was considered as another justification used by European powers to colonize Africa. In other terms, J.D. Fage distinguishes the philosophy of the European intellectuals and religious missionaries stating that: "Mid- and late- nineteenth-century Europeans were generally convinced that their Christian, scientific and industrial

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society was intrinsically far superior to anything that Africa had produced” (1955, p. 322). Convinced by the backwardness of the Africans, the British started the expansion of Christianity in the colonies. Thus, Christianity was a mechanism for colonizing Africa because the missionaries worked on spreading their religion and converting huge numbers of Africans to Christianity due to the belief that colonization was the only way for civilizing the uncivilized (Boahen, 1985; Viera, 2007).

In the same fashion, the introduction and the imposition of commerce were one of the keys to colonization. The greed for raw materials and natural resources of Africa and the Abolition of the Slave Trade in 1807 led the British to shift its attention to the wealth of Africa and expand its commerce and colonization. This economic control highly influenced the development of African economies, they remained economically dependent on the British economy in the colonial times and post-independence era (Acemooglu, Simon, & Robinson, 2001; Lugard, 1893). From the outset of the Slave Trade until its abolition, the economy remained at the heart of the development of the British Empire, Obi-Ani states that “it was the white man's greed that had propelled the trade, their insatiable acquisitiveness, ruthless exploitation and callous indifference to the feelings of others that have kept Africa perpetually underdeveloped” (2004, p.351). Essentially, after the penetration of Christianity and the widespread of the philosophy of the Civilizing Mission and the economic exploitation, the British initiated the process of the teaching of English language in Africa.

1.2. British Colonial Educational Policy

To discuss the British educational policy in colonial Africa, it is crucial to dislodge the origins of education in pre-colonial Africa and to shed light on pre-colonial African education to look at the broader picture and to trace the evolution of the educational system before, during, and after British colonization.

Education in Africa has undergone various changes and witnessed different upheavals over decades in the pre-colonial era and in the colonial times. In pre-colonial Africa, education was informal in which children learned orally from older people of the tribe. Some of the activities that the Africans had to learn included dancing, farming and even practicing herbal medicine and crafting. Another feature of pre-colonial African education was storytelling where parents and the chiefs of the tribes played the roles of orators who teach children the history, culture, and traditions of their ancestors and tribes (Omolewa, 2007). In this vein, He writes about what he calls “traditional education” in pre-colonial Africa where the teaching process of the African children is divided into four stages in which children would learn all the required skills to pursue their role in the community. He also discusses the existence of different teaching methods as games and apprenticeships mainly in rituals and festivals held by the Africans to celebrate their history (Omolewa, 2007, p. 594).

This dissertation is not limited to be a comprehensive history of missions, it is an attempt to explain the origins of British colonial education and its roots in the missionaries' work. Also, this dissertation does not argue that the impact of the missionaries was positive. The introduction of the educational Western style particularly English language is attributed to the work of the religious missionaries in Africa.

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1.2.1. Missionaries

British education was an integral part of the British colonization in Africa, Britain started educating the Africans through religious missionaries. Historians agree on the major part that the missionaries played in introducing European education in the colonies, in which they claim that the British missionaries facilitated the transplantation of Western educational practices and policies through language. The religious missionaries took an unprecedented role in the establishment of schools in the colonies by educating the Africans to become priests (Omolewa, 2006). For example, in the Gold Coast (Ghana), the missionaries established primary and seminary schools between 1820 and 1881 and established secondary schools in 1909 in which the missionaries were the authoritative for the schools whereas, the government was responsible for only 8 percent of the schools. The same in Kenya and Uganda, missionaries opened schools between 1840-1900 (Britannica, 2019).

Ewout H. P. Frankema clearly states this idea in his article “The Origins of Formal Education in Sub-Saharan Africa: Was British Rule more Benign? that colonial education is fundamental for understanding the expansion of the British empire. He also attributes the role of Christian missionaries in the increase of enrolment rates because they believed in their ethical right to convert the maximum number of Africans and “to pave the way for God's Kingdom on earth” (2012, p. 336). Thus, education was the key to the spread of Christianity because educated natives helped in the spread of the religion in their local languages (Woodberry, 2004).

On the other hand, some scholars claim that the missionaries had the goal of teaching and converting the Africans to their religion to show them the benefits of the Western culture and the only way to achieve this was to educate them and open schools and the missionaries

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reached their goal. For instance, the missionaries provided over 90% of Western education in Sub-Saharan colonial Africa was established by missionaries (Gallego & Woodberry, 2010).

In line with this, Andrew F. Walls juxtaposes imperialism with the work of the missionaries in education in colonial Africa in which he attributed the expansion of the missionaries to the expansion of the British empire (1996). Walls states that missionaries often believed in the Eurocentric ideas as the superiority of the Western civilization and disseminated them to other cultures, mainly in their colonies in Africa and that was accomplished through the teaching of their English language and culture in schools. Hence, the British colonized Africa not for benefiting the Africans, but rather for power, prestige, and exploitation of its natural resources (Ferguson, 2012).

1.2.2. English Language Teaching as a Means for Trade

In addition to religious missionaries, there were other groups interested in colonial educational policy and promoted formal education including colonial government and businessmen. To begin with colonial government, this latter had an interest in the educated Africans, it educated them to translate and help them in running the affairs of the local government. Yet, the colonial government educated a small number of the natives to control them and avoid any further rebellions. The second group to mention was Business Elites, the British educated some Africans who would translate for their companies. They learned the English language for communicating and trading (Woodberry, 2004).

The opening of the schools by the missionaries paved the way for the British colonial education in the colonies that would last after independence through the cultural legacy that the British left mainly their English language. The colonial education and the teaching of English language will be examined in turn in order to have the full picture of the colonial educational policy and its span during and after colonization.

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Many factors led to the development of British educational policy and the adaptation of British educational models. After the huge influence of the missionaries in spreading the Christian religion and the successful process of opening schools, the British colonial government decided to work hand in hand with the missionaries to establish schools and develop colonial education by supplying them with grants-in-aid. Groups such as the Church Mission Society and African Inland Mission achieved cooperation with the British government in Sub-Saharan Africa (White, 1996).

For example, in Ghana, they established Castle schools to teach the natives the necessary skills to work for them such as religion, English language, and culture to guarantee their loyalty as workers in their companies. Above all, to ascertain the achievement of their imperial objectives, the British used education and religion to conquer and exploit the African colonies including Ghana. (Frankema, 2012). This was realized after discovering the importance of Western education in achieving their economic opportunities, at the beginning of their colonization, the British had primarily an economic approach led by companies to colonization (Cogneau & Moradi, 2014). By combining colonial education policy and their commercial approach the British controlled the colony of the Gold Coast (Ghana) and gave an impulsion to their economy at home.

1.2.3. English Language Teaching during Colonization

Language policy and education has evolved in Africa through several stages: Pre-colonial, Colonial, and Post-colonial periods. In order to understand the dynamics of the post-colonial language policy, it is important to delve into the history of colonial language policy and practices because the latter was inherited from the colonial policies and practices (Obondo, 2007).

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The British occupiers carried with them their culture, lifestyle, traditions, and most importantly their language. The spread of English language is directly related to the development of the British Empire. It had and still has a major role in the expansion, maintenance, and lasting influence of the Empire (Graddol, 2006). During the colonial period, the British concentrated on the use of English language in the colonial educational policy. English was used as the language of instruction in various educational institutions. As a result, there was a high demand for learning English by the Africans. They considered learning of English as an achievement and as a way to integrate into the Europeans intellectual realm.

Furthermore, the whole British educational system including the adopted Western curriculum and the use of English language was a way of controlling and exploiting the Africans. Also, education served as a means for discarding the African languages and cultures and embracing the Western ones, which resulted in the absorption of the English language and culture (Whitehead, 2005). The use of indigenous languages in primary schools along with English language was one of the important policies set by the missionaries. When education was spread by the missionaries, they used the indigenous languages because they discovered that the penetration of Christianity through native languages was powerful. Concerning English language, it was limited to a few Africans. This was due to the belief of the British that they should educate only a small number of Africans in English to serve them in translations and help them in the local government as a part of the British indirect rule (Obondo, 2007).

Clive Whitehead states the policies set by the Advisory Committee on Native Education in British Tropical Africa in 1925, the Committee dealt with the vernacular in native education. Thus, the policies were spread in almost Britain's colonies, the Committee clearly stated that: "The mother tongue should be the basis and medium of elementary education.

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Also, the place for the teaching of English was in the secondary school. In addition, only second-age pupils intending to continue their studies should be taught English, for everyone else the vernacular should be the medium of instruction except for the subjects English, science, and Mathematics” (Whitehead, 1995, p. 3).

As an example of the colonial educational policy during the colonial period, the colony of the Gold Coast witnessed different language policies set by the missionaries and the British government. The 1882 Ordinance for the Promotion and Assistance of Education in the Gold Coast Colony imposed the teaching of and in English (Boampong, 2013). This scenario is not unique to Ghana, in Egypt which was a British protectorate that also witnessed different educational language policies set by the British in terms of teaching the English language as a foreign language. The colonial educational language policies in Africa caused fundamental changes in the African colonies and led to the establishment on new education policies even in Post-independent Africa.

For this reason, two countries are chosen in order to illustrate the educational policies from colonization until the post-independence period in terms of focusing on language policy and the use of English language teaching the African educational landscapes. The countries are Ghana and Egypt; in the following chapter, each country will be addressed in terms of examining their language policies in the education system since colonization until the post-independent period. Also, a historical overview will be provided to cover the different aspects of British colonization in these countries mainly in language and culture. This historical perspective is taken because the colonial language policies in education in both Ghana and Egypt seem to shape to a great extent the post-colonial language policies in these countries. The common point of the language policies is the use of English language back in the colonial

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times in schools and post-independent period until now can be said that it is achieved through the British Council in the era of Globalization.

1.3. English Language Teaching (ELT) in Post-Colonial Africa

Britain's colonial expansion established the pre-conditions for the global use of English, taking the language from its land birthplace to settlements around the world. The English language has grown up in contact with many others, making it a hybrid language which can rapidly evolve to meet new cultural communicative needs (Graddol, 2000, p.5).

This part considers two distinct phases of language policy and ELT in the Post-colonial period characterized by the pervasiveness of monolingual policy through ELT and the current new world order, a phase characterized by the instigation of multilingualism in education and the advancement of English as the global language through English language teaching (Graddol, 1997).

Colonial language policy through teaching English continued to exist after the independence of the African colonies, in other terms the Africans gained their political independence but not the linguistic and cultural one. This may be evident in the use of English language in different African educational systems. For example, Ayo Bamgbose states in his works that European languages that the colonial educational administration used still influence the post-colonial educational policies and practices in schools, in other terms, the colonized are still in what he calls "an inheritance situation" (Bamgbose, 1991, as cited in Obondo, 2007 p.69).

In addition, Obondo continues in her analysis of the extended impact of the colonial educational policies in post-colonial Africa in which she notes that the use of indigenous languages in schools is still restricted to the first 3 or 4 of primary education. Thus, the policies have not changed from the colonial period (Obondo, 1996). After independence, Both

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Zambia and Kenya adopted the policy of English-only policy in which the teaching of indigenous languages remained scarce since the colonial period. For Bamgbose, these practices are a continuation of the British colonial educational policy and the Africans would not easily dispart from them (1991, as cited in Obondo,2007).

The teaching of English in African schools became prominent in colonial and post-colonial periods. Most African countries such as Zambia, Ghana, Egypt, Botswana, and Tanzania among others used English as the official and foreign language and it occupied important positions mainly in education. Hence, the post-independent period witnessed an infiltration of English-only policy in the African education systems as a succession for the colonial language policy through the Teaching of English language (Heugh,2008).

In the independence period, three “attitudes” to language appeared as a way to start a new chapter in educational language policies. To start with, the “attitude of letting things be, which translates into a continuation of colonial policies and practices” (Bamgbose, 2000, as cited in Lèglise & Migge,2007, p. 15). This latter, helped in the maintenance of the colonial policies and practices. Countries like Ghana, Zambia, Congo and Kenya had the desire to develop and decided that the European Western model would be the means for achieving their goals. The other group that includes countries like Guinea, Togo and Tanzania supported the use of indigenous languages as the medium of instruction. This attitude of using the local languages was an instrument of the African Renaissance Ideology that accelerated the revival and the recalling of the diverse African cultures and languages (Bamgbose, 1976; Bamgbose, 2000; Wolff, 2017).

Most importantly, English continued to be used as a medium of instruction and even became the official language for many former colonies. According to Obondo, the practices and the policies established by the colonial authorities had impacted the practices in schools in

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terms of the use of ELT in classrooms (1994). For instance, English is used as an official and as medium of instruction in African countries such as Ghana thus, it became highly multilingual in terms of using other local languages such as Akan and Hausa along with English (Obeng, 1997 as cited in Ansah, 2014).

After more than half of a century, English and ELT are still perpetuating in the British former colonies and across the globe due to the huge importance of English as a global language. According to Feliciano Chimbutane, the Western culture and civilization mainly British culture and English are still dominating the former British colonies and protectorates that moved to the global landscape, the Africans are still trying to adopt and follow the British model through English to cope with the globalized arena (Chimbutane, 2011).

The massive expansion of English and ELT helped in the dissemination of cultural, political, and economic influence of Britain and the USA or “the center” on the underdeveloped countries known as “the periphery” mainly in administration and education. The belief in the superiority and the importance of English language according to Phillipson, made the periphery countries stay culturally, politically, and economically dependent and lag behind the centre countries (Phillipson, 1992).

1.4. Language Ideologies and the Politics of Teaching English in Post-colonial Africa

Before discussing language ideologies of teaching English, language ideology needs to be defined according to many scholars mentioning Fairclough (1989) and Woolard (1992). Woolard (1992) defines language ideology within linguistic frameworks in which this latter works as “a mediating link between social structures and forms of talk” (p.1). Fairclough (1989) claims that ideology is described by the powerful in which he relates language and ideology in which the latter is transplanted and transmitted through language and it can shape ideology as well. That is, ideology “become ingrained in everyday discourse” and everyone

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takes it for granted without questioning because it is a shared belief among members of a society (as cited in Simpson, 2003, p.6).

Different African countries have tried to implement several multilingual educational policies since independence. In other words, English became the dominant language in different fields such as commerce, government and education and the Africans sought to regain their indigenous languages as a medium of instruction because most of them and other scholars who were interested in African language policies opposed the use of the colonial language as a medium of instruction. They related English language teaching to politics and multiple ideologies that helped English language to stay for a long time as the dominant language chiefly in education. The ideology of European Exceptionalism was the main reason for supporting the ideology of monolingualism in which English was the only language to be used and that would lead to the eradication of the multilingual policies that advocate the use of indigenous languages in the educational systems (Wolff, 2017).

It was the introduction of English language to the Africans in commerce, education and religion that made it today the official language and the means of communication in many former colonies. The continuity of English language teaching is apparent in administrative and educational institutions belonging to both the former colonies and the colonial power as Britain (De Swaan, 2013). Eurocentrism and Orientalism were used to refer to the notion of the superiority of European languages of colonial powers (Said, 2014). This latter reflects the ideologies of linguistic and cultural imperialism and the superiority of English language outside the Western world (Ihlich, 2009, as cited in Wolff, 2017). In addition, the White Man's Burden the notorious poem by Rudyard Kipling of 1899 holds the ideologies of orientalism, Eurocentrism and linguistic, and cultural imperialism through the dominance and hegemony of English language (Wolff, 2017).

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In accordance with that, political independence was achieved in the former British colonies but “mental decolonization was neither achieved nor even attempted, the hegemonic dominance of the ex-colonial language and culture, particularly in education and the production of the literatures remained largely unchallenged” (Ngugi Wa Thiongo, 1986, as cited in Wolff, 2017, p.12). Thus, the use of the concept “post colonies” for the countries that gained independence demonstrates the continued dependencies on the colonizer, “such dependencies may be of a bilateral nature or through global agencies of perpetual post-colonial linguistic and cultural imperialism, such as the Commonwealth of Nations,, etc.” (Wolff, 2017, pp. 3-4). Concerning the politics of English language teaching in Africa after independence, the newly independent countries continued to use English in Education and government. This helped the British in perpetuating their policies and their work mainly in English language teaching and this was held by the establishment of many educational and cultural agencies such as the British Council in order “not to harm British investments and influence”, as a result, the teaching of English witnessed a huge expansion in Africa and worldwide (Phillipson 1992, chapter 6).

2.A Historical Overview of the British Council and English Language Teaching

The teaching of English has spanned through school curriculum, British educational programs, and institutions. One of the most significant institutions is the British Council which is an educational institution that used and still uses English language in the British cultural policy in terms of setting programs that focus on teaching English worldwide mainly in the British former colonies and protectorates. This latter will be discussed in detail in the next section to see the involvement of ELT within the British Council.

2.1. The History of the British Council: From Past to Present

In 1934 Britain established “The British Committee for Cultural Relations” that would be named later the British Council. The institution focused on Europe, Africa, and the Middle East (Byrne, 2013). The British Council aimed to promote cultural relations with the British former colonies, protectorates, and Commonwealth countries. That is to say, its aim was: “strengthening the common cultural traditions of the British Commonwealth” (White, 1965, as cited in Byrne, 2013, p.21). “The projection of England” has been one of the main goals of the British Council in terms of the dissemination English language, culture, and civilization. According to Tallents, the aim of the Projection of England is “to make the life and thought of the British people more widely known abroad; and to promote a mutual interchange of knowledge and ideas with other people” (1932, quoted by Taylor, 1981, p. 112). Hence, the British Council was the organization that links the UK with other countries mainly the Commonwealth countries through its cultural policy in general and in teaching English in particular.

The advent of the British Council led to new policies. As a result, the Council has been working in cultural relations (Byrne, 2013). One of the important reasons for the establishment of the British Council was a reaction to protect British interests and reputation (Taylor, 1978). The British Council Channeled British affairs through cultural diplomacy within British foreign policy. Yet, Donaldson highlights the detachment of the British Council from British foreign policy. That is, the British Council confined itself to the teaching of English and the promotion of British culture. For example, through British art as music in order to project Britain as a role model to follow other countries (Donaldson, 1984, as cited in Brynat,2014).

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Donaldson states another reason for the establishment of the British Council, that is, the British Council under the chairman Lord Lloyd from 1937 to 1941 sought to promote the British cultural influence and played a key role in facing the Fascist and the Nazi cultural influence. The Council supported many British Institutes in different parts of the world as Paris, Rio De Janeiro and established others in Cairo, Alexandria and Athens (1984). The British Council continued to set different cultural activities in terms of supporting ELT by providing teachers of English, books and lectures. "The Council shifted its focus from cultural to educational affairs and from developed to developing countries (Pennycook, 2017, as cited in Alkateeb, 2020). The Council's initial focus at this stage was on the Middle East" (Alkateeb, 2020, p. 3).

In the same way, The BBC radio was one of the supporting activities of the British Council in which ELT was propagated in a spoken form. According to Phillipson, the role of BBC was discarded from the history of ELT (1992). He also states that until the post-independence era the British council started to have much higher interests in ELT and in "curriculum development", in other terms, the British Council started, though continued might be a better word to use in describing the continuation of the relationship and influence of the Council with the newly emerging Commonwealth nations (Phillipson,1992). This relationship was maintained by the teaching of English as the ultimate cultural policy used by the British Council in its former colonies and protectorates. The British Council established different cultural centres for promoting English and culture. In doing so, the Council provided scholarships for studying in the UK, support for British schools overseas, and donating of books mainly in the Council's exhibitions (Taylor,1978).

2.2. A Historical Overview of English Language Teaching

Another definition of English Language Teaching (ELT) is associated with the Teaching of English as a Second Language (TESOL). It emerged in the 1950s for teaching English worldwide (Howatt & Smith, 2014). Later on, the teaching of English was maintained through the establishment of worldwide examinations like the Oxford and Cambridge Local Examinations in 1858. These exams helped in introducing the field of ELT, particularly in the twentieth century when ELT started to build an autonomous industry. Publishing houses supported the widespread of ELT in which materials and textbooks were published in English, publishing houses like Longman, Oxford University Press, and Cambridge University Press published textbooks for students and teachers until recent times (McLelland, 2018).

The British Council is considered to be the ultimate provider of English language teaching since its foundation in 1934. It established hundreds of teaching centers such as the first teacher training course for teaching English as a foreign language in 1935. In 1946, the British Council supported the journal under the name English Language Teaching which included topics on teacher training courses. Certificates in English appeared in the field of ELT, in which certified qualifications would be granted through examinations sponsored by British universities and the British Council. (Howatt & Widdowson, 2004, p.234). According to Ferguson (2004), the British Empire played a dominant role in the widespread of English language and it is tied to the widespread of the British Empire. In other terms there was a need in teaching English for sustaining the politics and economies in the former colonies and the teaching of English remained even after independence.

2.3. The British Council and the Foreign Commonwealth Office Work in ELT

The Foreign and Commonwealth Office (FCO) has to grant the British Council the approval for the establishment of initiatives and policies in other countries. The FCO provides grants-in-aid with 25% and the other 75% that the Council receives from teaching, exams, and partnerships with other countries (British Council, 2022). The British Council is financially supported by the FCO, but the revenues gained by the British Council's operations overseas make it an independent institution from the government in its operations abroad (Hun, Ryum, 2013). That is, despite the link between the British Council and the government this institution controls other culture-related departments and it had a strong impact on the way they operate. Consequently, this gives it an "independent status" (Hun, Ryum, 2013, p.8).

The UK Foreign Office (FCO) supports the British Council in the "field of arts, education and society" (The British Council, 2019), this support is represented in grants -in-aid for developing international partnerships and mutual trust through "the promotion of the English language and its importance" and other programs in the fields in education and arts (p.16). The British Council sums up its relationship with FCO as follows: "The Foreign and Commonwealth Office (FCO) is the British Council's sponsoring department and the Secretary of State for Foreign and Commonwealth Affairs is answerable to the parliament for the policies, operations and performance of the British Council" (The British Council, 2022).

The Chair of the British Council Neil Kinnock confirms on the benign relationship between the government and the British Council in which the latter has always been separate from the former in terms of "political direction or control". This denotes that the British Council is different from other organizations overseas (Fisher, 2009, p.3). In addition, Kinnock denies any kind of the existence of any political background in the British Council policies including cultural relations and partnerships that were built on trust and mutuality. He

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defines the Council's mission as "they are people to people rather than government -to-government. They are characterized by exchange, but what we call "mutuality", rather than one-way transmission" (2009, p.2).

In line with the objectives of the Royal Charter, the British Council's work, finances, and policies are controlled by the Board of Trustees, which works strategically with the Royal Charter. In other words, "The British Council's Board of Trustees sets the organization's strategy, objectives, targets and priorities, via the Corporate Plan" (Ribeiro & Mechsheryakova, 2017, p.15). The Corporate Plan is a strategy adopted by the UK government which it paves the way for the Council's policies to be realized after the approval of the Board of Trustees. That is, "the Board of Trustees are the guardians of the British Council's purpose and are ultimately accountable for the organization. They hold the Executive Board responsible for the organization's performance, strategy, and policy" (2017, p.17).

The British Council was initially supported by grants to promote the English language and culture through various activities. The British government declared that they opposed "any form of political propaganda and that they have a moral obligation to teach children overseas in order to enhance the educational welfare" (Taylor, 1978, p.5). This was achieved through the promotion of knowledge and literature to British schools overseas through the establishment of cultural centers, libraries, and international exhibitions and encouraging students to get an education in British schools and universities (Taylor, 1978, p.5).

As stated above, "The Projection of England", was one of the primary goals of the British policy makers. Many organizations were established to achieve this goal. However, they failed. Shortly afterward the British Council was established to represent the idea of the projection of England and later became the first successful organization that represents Britain culturally in terms of promoting its language, culture, and civilization (1978, p.9).

2.4. The British Council and its Cultural Policy in English Language Teaching

This part offers insights into the cultural policy in English language teaching of the British Council in the Commonwealth countries and North African countries. It provides a general description of English language policies in the Commonwealth countries and other African countries in the post-independent era and recent times.

In 1940, the British Council was highly supported by the Royal Charter that stated the importance of the promotion of British culture and civilization, mainly the English language abroad in order to strengthen the cultural ties between the UK and other countries overseas (British Council, 2018; Fisher, 2009). To sustain its cultural relations with other colonies and protectorates, the British Council included English language as a broad head of education. Richard Seymour states that “the English language is, of course, a main Commonwealth link; generally, we can all take the advantage of the fact that English is a world language” (1957, pp.2-3). The promotion of English language and culture and the teaching of students in British schools and universities made the British Council the means in which the English language and culture are still being projected all over the world (Bryant, 2014).

Since the Second World War, the British Council with its different sections and departments had many representations in different countries and its primary goal is the diffusion of ELT and the British curriculums, and libraries in foreign educational systems. The British Council incorporated and supported education and science in its relations with other countries to maintain its cultural relations with them. Also, the fostering of the scholarships for students to study in Britain was operated by the Overseas Development Administration and United Nations Bodies, the funds of the Council were taken from the Foreign and Commonwealth Office (The National Archives Catalogue, 2003). These activities were the

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starting steps of British cultural policy mainly through English language teaching in more than 100 countries overseas.

Along these lines, Ali Fisher (2009) traces the history of the British Council, in which he analyzes the work of the organization in more than 220 offices in 110 countries worldwide with the staff in more than 7,400 employees which 15 percent of the UK and 85 percent in other countries and territories. As a part of its cultural policy “the British Council exists to build trust between the UK and other countries and people and thereby win lifelong friends for Britain” (The Rt Hon. Lord Kinnock of Bedwellty Chair, British Council, as cited in Fisher, 2009, p.2).

On the British Council's 75th anniversary, the Council staff reported that

“We are reaching nearly 130 million people year and our educational information services are used by more than 12 million potential students who visit our education website. We administer almost two million examinations for UK boards and institutions annually and, at any time, a quarter of a million people are learning English through British Council courses” (The Rt Hon. Lord Kinnock of Bedwellty Chair, British Council, as cited in Fisher, 2009, p.3).

According to the chair of the Council Neil Kinnock, throughout the last 75 years, the British Council acted as an “agent for change” in which the Council witnessed alterations and developments in its cultural policy mainly in the educational landscape and in English language teaching (ELT) in particular (The Rt Hon. Lord Kinnock of Bedwellty Chair of the British Council, as cited in Fisher, 2009).

Another factor that made the British Council work effectively was The Wall Street Crash and the economic depression at the end of the 1920s. It made the European Powers appeal for cultural promotion and Britain started to realize the importance of establishing cultural relations with other countries (2009). Its cultural policy was primarily initiated by

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providing lectures and books in schools abroad and arrangements of visits to the UK. The British Council succeeded in the era of rapid changes in promoting its cultural policy in response to the changing world (2009).

As a part of its cultural policy, the British Council worked in association with BBC in the field of language teaching in the 1950s and 1960s. Both the British Council and BBC worked on the idea of using television in language teaching. As a result, in the 1960s in the Persian Gulf, the British Council work received a huge success in the new series of English language teaching (B.C Annual Report, 1963-64, p.27). This success allowed the annual budget to rise to almost 6 million Euro. This expenditure permitted the British Council to establish representations in the Middle East, Africa, and Asia (Fisher,2009).

Around the same time, the British Council continued expanding and developing new methods of teaching English language through another partner that worked with the British Council in language teaching as the core element of the British Council's cultural policy was the Central Bureau for Educational Visits and Exchanges that worked with the British Council in 1993 in the promotion of international ties. The Central Bureau was established in 1948 and later the British Council assisted the Bureau in the British Language Assistant Program (Tony Male,1987-88, as cited in Fisher, 2009).

Throughout history, the British Council changed and advanced its cultural policy according to political, economic, and cultural changes. The Council also became a working ally to many organizations including the BBC and many educational institutions in the UK and other countries and territories. In these co-operations, the British Council focused on English language teaching as the backbone of its cultural policy in addition to other areas such as arts, and the development of cultural relations. For instance, John Simpson describes the widespread of English as a medium of instruction (EMI) in the Commonwealth countries

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mainly in Sub-Saharan countries. He defines EMI as “a situation where learners for whom English is an additional language are receiving some or all their education in English, i.e., at any stage of the education cycle” (The British Council, 2019, p.3).

2.5. The British Council's Activities in ELT

Before discussing the different activities set by the British Council in the teaching of English, language policy needs to be defined to understand the language policies established by the British Council.

Language policy (also known as “language planning” and “Language Planning and Policy”) emphasizes the work of the country or an organization in promoting linguistic change (Cooper, 1989; Johnson, 2013). Cooper defines language planning as “deliberate efforts to influence the behaviour of others with respect to the acquisition, structure, or functional allocations of their language codes” (1989, p.45). Tollefson also defines language planning and its issues in terms of English language teaching. He focuses on the social, economic, and political factors that contribute to language structure and language use. He states that language policy expresses power relationship and can reverse them at the same time (Tollefson, 1991).

From the first years of establishing the British Council in 1934 onwards, The Council worked on the promotion and diffusion of the teaching and learning of English language overseas. This desire continues until today through implementing English language in different fields and establishing it as the lingua franca and a means that people use in communication (Coleman & Aguidissou, 2013). Coleman and Aguidissou clarify the importance of English language teaching for the work of the British Council, they state that: “We believe that English opens doors, creates opportunities for mobility and education, supports economic growth through international trade and creates new international communities allowing people from diverse backgrounds to build a more positive intercultural

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dialogue” (Coleman & Aguidissou, 2013, p.1). The teaching of English was one of the most important interests of its cultural policy in other countries worldwide. In the Charter of 1940, English language teaching was a basis for the British Council, thus, most of its central activities received massive grants for ELT worldwide (Coleman, 2005).

Furthermore, Gillespie, Bell, Wilding, Webb, Fisher, Voss, and Lvov (2014) stress the reasons for the emergence of teaching English as a strategy by the British Council to spread British values and norms and become appreciated by countries overseas (Gillespie, et al. 2014). The British Council's involvement in ELT is demonstrated in the reviews in the post-war era about the work of the UK in overseas countries chiefly the activities of the British Council through the decades.

To start with the Drogheda Report in the 1950s that goes on to stresses on the necessity of developing the activities of ELT in Asia and Africa (2014). On the other side, The Hill Report of 1957 tackled the training of ELT teachers in other countries instead of employing others from the UK due to the economic instability at home (Smith, 2016). The Council resumed its work on the curriculum in the Commonwealth countries. Alban Webb adds that ELT was of major importance to the British Council in the reciprocal international relationships with other countries. ELT also helped in the increase of the financial state of the country through incomes, teaching of English, and exams. This in turn, exceeded the BBC World Services that works in the British cultural policy (Smith, 2016).

The British Council witnessed many reports throughout its history that supported ELT, namely Teaching English Overseas (TEO) Report (1957) that maintains training for TEO in which the British Council trains teachers overseas. (British Council Appraisal Report, 2016). This work helped in the increasing the developmental value of ELT in the British Council. Another report named Hill Report (1957) lays stress on the importance of initiating

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scholarships for training teachers and focusing on students from overseas through the expansion of the British Council in ELT. House of Commons and Foreign Affairs Committee Report on Cultural Diplomacy (1987) stressed on the importance of the British Council in the international relations between Britain and other countries, its significance was stated in the 1986 Policy and Financial Management Review of the British Council.

The British Council involvement in ELT is evident in its activities beyond its borders including its work with BBC in which it inaugurated several teaching TV programs. Having said this, ELT developed widely as it extended to different educational landscapes. It developed teacher and student training through improving the curriculum including teaching English for technical subjects. Test Development and Delivery tackles the cooperation of the British Council with the University of Cambridge's Local Examinations Syndicate (UCLES) from 1941 onwards for the promotion of ELT tests and exams abroad such as The International English Language Testing System (ILETS) (Gillespie, et al. 2014).

2.5.1. Massive Open Online Course (MOOC)

MOOC is an initiative set by the British Council which is a social platform that helps more than 441,000 learners to enhance their English language and sit for exams (British Council Annual Report, 2015-2016, p.6). Broadcasting channels like BBC help in the promotion of English language. This online channel assist learner to enhance their skills through documentaries, films and music. The channel has more than 750,000 visitors and in 2015-2016 it reached 72 million whereas MOOC platform reached 1.8 million learners and teachers in 2016-2017 (British Council Annual Report, 2016-2017, p.25).

English language teaching has become an important language policy for the British Council in the educational institutions overseas. In the Commonwealth countries, English

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becomes the medium of instruction at early stage in the children's education. For instance, in Sub-Saharan countries, children learn English in primary schools (The British Council, 2013). English as a medium of instruction or EMI was and still is widespread in the Commonwealth countries, especially in Africa. John Simpson defines EMI as the English language which is used as a medium of instruction in some or all subjects in educational systems in all levels (the British Council, 2019).

2.5.2. IELTS UKVI: IELTS with the British Council

International English Language Testing System (IELTS) is a test accepted by 600 UK universities in which students have to sit for this exam to study in the UK universities as a way to show proficiency in English language through mastering the four skills: Reading, writing, speaking and listening (British Council, 2022).

2.5.3. Cambridge International Exams

Two million students sit for the Cambridge International Exam to go and study in the UK universities by gaining certificates to be accepted there. Thus, the British Council works as facilitator for students through running the exam. (British Council, 2022).

2.5.4. Professional and University Exams

The British Council in corporation with the UK universities work on professional exams worldwide to provide professional qualifications in English language in different fields. MBA a university degree exam and distance learning programs (British Council, 2022).

2.6. The British Council and the British Government

After granting the British Council a full control and responsibility of its different departments by the Royal Charter in 1940. The British Council was still attached to the UK government for the promotion of its policies. That is, “promoting abroad a wider appreciation of British culture and civilization by encouraging cultural, educational and other interchange between the UK and elsewhere” (British Council website, as cited in Hun and Ryum, 2013, p.5). When the Council gained its independence by the Royal Charter, it followed the rules in relation to the Charter and not by the UK government. That is, the Council works as an independent institution. However, it should apply to the UK government on some matters.

The cultural value of the British Council was coined by the unprecedented government grant in aid, the supervision of the FCO, and its place as the most important body in the British Overseas Information Services made it the ultimate mediator for the promotion of British cultural values beyond its shores. Thus, according to Gillespie et al, (2014) “any discussion on the value of its work requires a consideration of the triangular interrelationship between itself, those who engage with its services, and British government” (p.4). To entrench this, the British Council established the Think Tank Counterpoint in 2002 (Fisher, 2009, p.30). This Think Tank worked in embracing thinkers, writers, policymakers, educators from different cultural backgrounds in order to have a shared dialogue between cultures. This initiative supported the intercultural vision of the British Council in which cultural relations are at the top of the British Council's work from its start until the present day. The intercultural vision of the British Council will be discussed in the coming part.

2.7. Intercultural Vision

Turning now to the intercultural vision of the British Council, taking into consideration the cultural policy mainly through English language teaching. Throughout history the British Council has tried to develop its relationships overseas for the promotion of the “co-existence, co-operation, mutual respect and understanding” in times of war and peace, even in times of international instability, the British Council sought to build cultural links for finding solutions and promoting co-operation and understanding. Hence, through different changes, the British Council sought to encourage “intercultural dialogue” between the UK and other countries as a part of its intercultural vision (Fisher, 2009, p.8). This is evident according to Gillespie and others (2014) who stated that “after 80 years, the British Council continues to reflect a commitment to cultural value as a transformative force, and the ambition of British society to learn from meaningful engagements with the world beyond its borders” (Gillespie et al, 2014, p.4).

Compared to its first years, the British Council is yet to achieve and develop its cultural policy through partnerships with both in the UK and overseas in education, and English language teaching. As a result, the cultural activities like exhibitions, training programs that were realized by the organizations and partnerships under the control of the British Council had an everlasting effect on the Council's relationships with other organizations such as the support of the anti-apartheid in South Africa and the establishment of UNESCO (Fisher, 2009). The British Council continues in enhancing its intercultural vision through benefiting from the “cultural resources of the UK” (The British Council, 2018). This in turn, will create international relations and partnerships built on trust and understanding between the UK and other countries (British Council, 2018).

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The British Council greatly contributed in entrenching its cultural relations through its cultural vision and intercultural dialogue. This would lead to another factor that made the British Council mission in a constant work all around the world through its cultural policy precisely through ELT. The former African colonies seem to be closely connected with the British Council due to the long history between the UK and African countries. Hence, the factor of soft power will be discussed in this section to see its relationship with British Council cultural policy through ELT mainly in Africa.

2.8. Soft Power and Cultural Relations

Soft power and cultural relations are interchangeably used to define the work of the British Council. That is, soft power is put in the heart of international public policy, the Institute Director Professor JP. Sing defined and stated some important cornerstones of the UK's soft power. He clearly said that "Soft power demonstrably matters. The United Kingdom's soft power asserting revenues from international students, tourists and foreign investment, and they enhance the UK's international political influence. Soft power should be seen as mainstream part of public policy". In this way cultural institutions like the British Council are seen and perceived as "influential" for drawing attention of international students through the "country's cultural ranking", the British Council seems to be an important strategic tool for projecting Britain's high culture (British Council, 2018, para. 11).

The British Council agreed on the role that the soft power maintains in influencing the education and culture of others. In which, "a country's soft power can play a huge part in strengthening its role on the world stage" (Chief executive, Sir Ciaran Devane, British Council, 2018, para.12). Also, the chief of the British Council Devane reports that the UK needs to look into soft power through promoting education and culture to a widest audience. This would be achieved by the pioneer cultural organization that the UK established since

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decades named the British Council. This latter may be considered as the backbone of soft power due to its importance for the UK's cultural policy as an old institution and its rank in different countries globally. This report also states that the cultural ranking influences the international rank of the UK.

Another word that is used interchangeably with Soft Power is "Cultural Diplomacy", another report notes, "there is no consensus on the precise meanings... This statement might cause surprise in organizations like the British Council, where there is a good deal of thought about exact meanings" (British Council, 2018, para. 7). From this analysis, researchers see the work of the British Council as a matter of cultural relations rather than cultural diplomacy. That is, the former is explained by the overall aim of the British Council which is promoting understanding and trust with other people from other countries. Thus, soft power, according to researchers, can be very beneficial in the work of the British Council in terms of culture, politics and economy (Cultural Relations, British Council, 2019).

On the other hand, Alasdair Donaldson defines cultural relations as "interventions in foreign cultural arenas with the aim of enhancing intercultural dialogue and bringing about mutual benefits connected to security, stability and prosperity" (British Council, 2019). Cultural relations refer to the cooperation and mutual understanding between the UK and other countries. Donaldson relates the concept cultural relations with "cultural diplomacy", "public diplomacy" and "soft power". However, the three must be distinguished in which, cultural relations are restricted to mutual trust and understanding whereas, public diplomacy and soft power refer to what Donaldson states as "connotations of instrumentalism and self-interest" (British Council, 2019, para.7).

3. The British Council and the Commonwealth Countries

The Commonwealth is considered as one of the Oldest British associations that was established at the end of the British Empire in 1949. Most of the countries were ruled by the British and after decades they gained independence, but they retained Britain monarch as Head of state. Through this process, the British Commonwealth of Nations was formed, that combined 53 countries of former colonies and protectorates. The different countries shared the same goals that were based on “development, democracy and peace”, the Commonwealth of Nations combine 2.4 billion people from different backgrounds most of whom have historical ties to the British Empire. The member countries are from Africa, Asia, and the Caribbean, to name but a few (Commonwealth Education Pack, Department for Education, 2018, p.5). After the association came into being, it installed some rules and grounds in which the member countries need to respect including the use of English language as a shared language in meetings and conferences of the Commonwealth.

The grounds established by the Commonwealth are: “Affirming that the special strength of the Commonwealth lies in the combination of our diversity and our shared inheritance in language, culture and the rule of law; and bound together by shared history and tradition; by respect for all states and peoples; by shared values and principles and by concern for the vulnerable” (The Commonwealth, 2013, para.4). Another concept that characterized this period was Decolonization that started in the 1950s when Prime Minister Macmillan delivered his famous speech “The Wind of Change” in the 1960s, many African countries like Ghana and Nigeria became independent (Howatt, & Widdowson, 2004, p. 316).

After the shift from British Empire to the British Commonwealth of Nations, one of the initiatives of the Commonwealth has been the teaching of English in the newly independent countries that became a member and teaching English as a second language was a priority of

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the association. At the outset of 1961, a conference had been held by the Commonwealth of Nations at Makerere College in Uganda for a debate on teaching English as a second language. In other terms, “it was designed partly to encourage a “stay onside” atmosphere during the potentially rather bumpy process of moving from Empire to Commonwealth and partly also to discuss possible measures of help in the ESL area after the end of British rule” (Howatt & Widdowson, 2004, p.310).

Since independence English language teaching has witnessed changes and continuities in its policies. Nonetheless, the decolonization process and the establishment of the Commonwealth of Nations boosted and improved teaching of English, most importantly through different institutions as the British Council, the backbone of British cultural policy. For instance, the Makerere conference reached a conclusion with the British Council Scheme “Aid to Commonwealth English” (ACE) that combined experts in ELT that would work in the Commonwealth countries (p.135). Moreover, in 1970, the support of English language teaching of the British Council in the Commonwealth Countries increased. The expansion of the British Council ELT was present in the implications of the fourth Commonwealth Education Conference that initiated schemes on ELT (p.37). In essence, the new independent countries had to comply with the norms and rules of the Commonwealth to guarantee their membership, the use and the teaching of English language had been essential for achieving this because English was considered as a logo that represents the Commonwealth “heritage and unity” (The Commonwealth ,1997).

4. A Historical Overview of Ghana and Egypt

This section provides a historical overview of Ghana and Egypt. It explains and describes the Ghanaian and Egyptian ELT context. The first part of this section is dedicated to British Council Ghana, its history, current situation, and cultural policy, and the main activities in English language teaching. On the other hand, the second part deals with British Council Egypt, a historical overview, its present situation in teaching English, and several activities and partnerships in Egypt.

4.1. A short History of Ghana

Ghana, an African country that is situated in West of Africa, was known as the Gold Coast. This country shares the boundaries with Burkina Faso to the North, Togo to the East, Ivory Coast to the West and the Gulf of Guinea to the South. Ghana gained independence from the British Empire in the 1960's. English is the official language in Ghana with over 25 local languages (Crystal, 2003; Ghana Web, 2022). Due to British colonization and the adaptation of British Western style, English became the medium of instruction in the 1920s in Ghana through English language teaching (Ghana web, 2022). After independence, English was commonly used as the language of instruction and English language teaching was deeply rooted in the Ghanaian Educational systems. In addition, new educational projects were introduced by the British for an effective widespread of the teaching of English language and culture and the British culture was deeply rooted in Ghana due to British colonization (Babaci-Wilhite, 2013).

4.1.1.Describing the Ghanaian ELT Context

Ghana gained its independence on March 6, 1957; thus, it became the first country to gain its independence from the British Crown and became the Republic of Ghana with ten administrative regions with Accra as its capital. In addition, Ghana became a member of the Commonwealth of Nations (CON) (Ghana web, 2022; University of Central Arkansas, 2022). In 2002, “its population was nearly 19 million, about 1.5 million of whom use English as a second language” (Crystal, 2003, p.51). During colonial times and in 1874, Ghana became a British colony and later between 1821 and 1840, British education was introduced by establishing separate schools for boys and girls fully supervised and funded by the church missionaries like that in England. Education was restricted to the elite and this led to the decrease of school enrollment but later between 1911 and 1937 the number of students increased in government schools between 18.000 to 44.000 student (Foster, 1963).

In present times, “Ghana’s tertiary institutions hold more than 100,000 students in undergraduate, graduate, certificate and diploma programs in a full range of academic and professional fields. The public universities are: University of Ghana at Legon, Accra. Kwame Nkrumah University of Science and Technology, Kumasi. University of Cape Coast. University of Education at Winneba. University of Development Studies, Tamale. Ghana Institute of Management and Public Administration/Greenhill College, Accra. In addition to these six public universities there are 15 private universities where the language of instruction is English language (Ghana web, 2022).

4.1.2. Foreign Language Education in Ghana

After gaining independence, there was a continuing legacy of English language and culture for decades in Ghanaian educational systems as the official language in Ghana (Crystal, 2003,). In post-independence Ghana, English managed to remain the official language, precisely the medium of instruction for all levels (Ansah, 2014). Newly independent African states such as Ghana therefore initially opted for an English only educational policy (Bamgbose, 2000). This was achieved through including different methods, programs and institutions. In the 16th century, education was imported in Ghana by Christians who came from European countries like Britain for the purpose of education of Ghanaians.

The British established schools on the British model for the purpose of teaching English language and culture and for teaching the elected mass for administrative purposes (McCulloch, 2009; Phan, 2016; Wise, 1956). During the colonial period, educational systems were transferred to Ghanaian systems; and this would be evident to the profound implementation of ELT in the Ghanaian schools (Quist, 2003). Thus, Baker and Jones (1998) discussed the dissemination and the use of English language in the educational systems of the British colonies due to colonization.

Missionary schools sought to extend the teaching of English the British schools known as Castle schools. It succeeded in the implementation of English in which during and after the colonization of Ghana English was used as a medium of instruction in which secondary schools in Ghana, English was one of the subjects in the curriculum (Badu& Amoah, 2004; Graham, 1971).

In the 1960s, all the links were cut due to the independence of the British colonies from the British Empire and Ghana was one of the colonies that was set free from the British

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Crown. According to Gillespie et al (2014), Britain focused on new relationships with the newly independent colonies to stay “*at the table of world politics*” (Gillespie et al.2014, p. 8), those links were represented by the British Council as the new representative of the UK in the world. In other terms, it is true that Britain had witnessed different strategies and policies in its work throughout 70 years, and this was achieved through soft power in which the partnerships programs used by the British Council in science and education served as agendas for politics and economy through soft policies. That is, the Council works as “the velvet glove of high culture”, in which the Council itself is detached from the British government as a way for promoting trust and maintaining links with countries overseas. For example, when Britain cut diplomatic ties with Ghana in the mid-1960s, the British Council remained in contact through ELT and cultural activities (2014, p.3).

4.1.3. British Council Ghana: A Historical Overview

British Council Ghana was established in 1943, at its beginning the Council worked on music and theater. For example, in colonial Ghana the British Council funded the English theater in Ghana and schools' productions. English was disseminated through English theater plays and British actors. Hence, from 1947, the British Council became the chief cultural agency responsible for the English theater and cultural matters in Colonial Ghana (Agovi, 1990).

4.1.4. The British Council's Cultural Policy through ELT in Post-Independence Era

The Council's work was improved in Ghana after independence and it extended to Accra, Kumasi and Sekondi-Takoradi through the establishment of several centers for maintaining its cultural policy, as stated above libraries, centers for teaching English and theaters were part of the Council's cultural policy in Ghana (The British Council, 1956). At

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that time, the establishment of libraries was crucial for the Council's work in Ghana, the sending of students to study in Britain was also of a paramount importance, this has proved the importance of the Council's services mainly in teaching English in post- colonial era in Ghana as stated in the British Council's Annual Report in 1954 (Internet Archive, 1954, p.1).

Put Simply, after working on theater and music, the British Council shifted to teaching English in British centers (Taylor, 1981). The British Council established libraries such as the first library that was established in 1944 in Accra, the Capital of Ghana (Pitcher,1970). The British council operated in the domains of arts, education and society through grants associated by the UK foreign policy and the Commonwealth Office. It is worth noting that,

with the attainment of independence, the Council's main tasks in the Gold Coast were to become the maintenance of the English language and improvement of its use. This was achieved through, for instance, advice on methods of teaching English, especially at primary school level, assistance to government in the recruitment of teachers from Britain, and support for the country's programme of public development. (British Council Papers, 1962, p. 63, cited in Sahel, 2016, p. 18)

4.1.5. British Council Ghana: its Current situation

The aim of British Council Ghana was the establishment of long-lasting educational partnerships in Ghana in the fields of education, science, and English language teaching. The latter is the focus of the British Council in which the Council promotes the teaching of English because it is considered as a crucial link between Britain and its former colonies that most of them joined the Commonwealth of Nations and started to expand as a global language (Seymour, 1957).

Recently, the British Council Ghana initiated several partnerships with the Ghanaian schools and institutions. For example, the British Council initiated International Education in Services: British Council Agent and Counselor Training Suite, Connecting Classrooms, Intercultural Fluency: Global Skills for Business, and Services for International Education

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Marketing (SIEM). In education, the British Council started English language activities in Ghana for the enhancement of the learning outcomes through Services for student recruitment and institutional partnership, Examination Services, English Language learning services, and British Council National Services Recruitment 2019 for Ghanaians (The British Council, 2019).

The British Council concentrated on the intercultural vision for a long-lasting partnership and a greater influence on different countries worldwide (British Council, 2017). The British Council inaugurated “The Intercultural Fluency program: Global Skills for Business in Ghana” for the purpose of cultural interaction with other cultures. Thus, the program focused on face-to-face training for establishing cultural awareness and the improvement of different skills through the intercultural activities (The British Council, 2019).

5. A Short History of Egypt

Arab Republic of Egypt is located in the Northeast of Africa, bordered by the Mediterranean and the Red Sea and Nile River as coastlines. Egypt borders the Gaza Strip, Palestine to the Northeast, Libya to the West and Sudan to the South (Stopikowska & El-Deabes, 2012). The Nile River is considered as a privilege for Egypt because it led to the creation to the oldest civilizations in the world. In the 7th century Egypt, Arabs came and introduced Islam and later in the 16th century Egypt became a part of the Ottoman Empire. But this situation changed with the coming of the European Colonization namely, the British and French. Egypt became a British protectorate and later “a kingdom dependent on the British” (Stopikowska & El-Deabes, 2012, p.1). After many upheavals and the Revolution of 1952, Egypt attained full control and became responsible for its politics (Stopikowska & El-Deabes, 2012, p.1).

5.1. Egypt a British Protectorate

Egypt as a protectorate was different from the British colonies in which the former is under the protection of the British empire and did not witness colonization. Egypt as a British protectorate was governed by its ruler and protected by the British crown in exchange for obligations.

It was in 1914 that Egypt had been announced as a British protectorate in which: "His Britannic Majesty's Principal Secretary of State for Foreign Affairs give notice that, in view of the state of war arising out of the section of Turkey. Egypt is placed under the protection of his Majesty and will henceforth constitute a British Protectorate" (The American Journal of the International Law, 1915, p.202). One of the major reasons of controlling Egypt is the maintenance and protection of the British interests in which Egypt had been an important path to the trade in India, thus the British planned to keep Egypt under its control. Egypt was not a British colony and it witnessed an indirect rule on behalf of the British sovereign for maintaining the British interests. After the Suez Canal Crisis in 1956, Egypt gained its impendence from the British Empire

5.2. Describing the Egyptian ELT Context

This part provides a historical overview about the use of European languages mainly, English language in Egyptian educational systems and the different educational language policies from independence until recent decades.

5.3. Foreign language Education in Egypt

As a start, Schaub clearly argues that “the history of English in Egypt is a rich one, and English continues to be used in more and more domains, forms and functions in contemporary Egypt” (2000, p.236). The use of English can be attributed to the belief of Egyptians that learning English is related to the elite and the higher classes in Egypt thus most of the Egyptians opt to send their children to learn English in schools and this is can be related to the British influence and the need of English in the Global market recently led to the use of English in Egypt in the economic and educational domains (Haeri, 1997; Schaub, 2000, as cited in Warschauer, et.al, 2002, pp.7-8). The introduction of English language was in the beginning of the 19th century, it was taught as a foreign language with other languages such as Italian, French, Turkish. Due to the Othman and French colonization, the British culture and language was not prevalent, as a result, the languages that were widely taught in Egyptian schools were French and Turkish as foreign languages.

English has been taught in the Egyptian schools for more than 150 years through undergoing different situations from a language that was considered as a “necessary evil” to a language that was vital for “social, economic and educational advancement” (Imhoof, 1977, as cited in Hussein, 2018, p.23). However, the real change in the social, cultural and linguistic landscapes can have its trails to the British colonization that took place in 1882 until 1956 (Hussein, 2018).

At the end of the 1880s things changed with the British colonization of Egypt, thus, English took the place of Turkish in schools, but French remained in the first place for a period then was replaced by English language that was the most widely taught language in the twentieth century. Since then, English was adapted as a medium of instruction in the three levels in education (Ministry of Education (MOE), 1964; Schaub, 2000). Nevertheless, things

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took a different direction when English was replaced by Arabic in 1925 as a medium of instruction and English was taught as an additional language in pre-university levels in the Egyptian schools. Different political and social changes like nationalization movements led English to be cancelled from the primary schools and replacing it with Arabic in 1945. Egyptian teachers replaced English teachers for teaching Arabic in 1951 (MOE, 1964, as cited in Abdel Latif, 2017). The nationalization movement continued to have a negative influence on English that led to its neglect in primary level until the beginning of the 1990s (Abdel Latif; Kirkpatrick, 2017 p.34).

The teaching of English language starts from kindergarten in the private schools that are supervised by the Egyptian MOE in which it provides intensive courses from the national language curriculum. Private schools were divided into three schools including Private Ordinary Schools that its curriculum resembles the government one and they provide students with additional English courses, the Private Language Schools that “teaches the national curriculum in English and offer students an intensive study of English arts”, the last school is Private International schools that belongs to the British and the American educational institutions (2017, p.34).

In order to strengthen the learning of English, many educational reforms in English educational language policy were installed through establishing different schools by the Egyptian MOE namely National Institutes Schools, Experimental schools and the Azhar Institutes that focused on the teaching of English in their courses (Gun, 2018). Back from 1993 until 2003 many policy reforms were undertaken for teaching English in primary and secondary levels with taking into consideration teacher training and recruitment in 1993 by sending them to the USA or the UK (Kirkpatrick, 2017). Alongside with this status, elites also travelled to continue their post-secondary education abroad in the United States and the UK,

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or they study in Egypt “at an English- medium university, the most established being the American University in Cairo” (Warschauer, 2000, pp. 7-8).

Tignor (2015) clearly states that “Egypt presents the perfect example for a case study of cultural contact and change under colonial rule” (as cited in Hussein, 2018, p. 24). Many reports reveal the spread of English and the establishments of “international schools around the world places Egypt among the countries with the highest growth rates of international schools in the Middle East having around two hundred international schools across the country, half of them in Greater Cairo” (ICEF Monitor, 2014, as cited in Hussein, 2018, p. 25).

In the same vein, Hamish McIlwraith and Alistair Fortune discuss the situation of ELT in Egyptian schools, taking into consideration the feedback of students, teachers, and parents on ELT in Egypt to improve it. English language proved to have a profound influence on the Egyptians in which this research highlights the importance of the learning of English language for many parents in Egypt, that is they support the private tuition for their children. “As much as 2\$ bn per year (25% of the total education budget) is spent by parents on private education, to enable young people to access further education and employment” (British Council, 2016, p. 2).

5.3.1. British Council Egypt: A Historical Overview

Since its establishment in 1938 as one of the first Council offices, the British Council of Egypt is celebrating 80 years of service in the Middle East and North Africa mainly in Egypt in the work of “arts, English and education”. The British Council overall aim is “teaching English and delivering UK qualifications in Egypt are a key part of what we do” (The British Council, 2019). Today, the British Council in Egypt employs 270 full-time staff across its

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three centres in Agouza and Heliopolis in Cairo and in Alexandria and remains one of the most important offices in the Middle East and North Africa region and globally (The British Council Annual Report 2011-2012, p. 1).

Moreover, the British empire has a deep relationship between its spread and the promotion of English language even after the independence of the former colonies and protectorates, Phillipson claimed that “whereas once Britannia ruled the waves, now it is English which rules them. The British Empire has given way to the empire of English” (Phillipson, 1992, p.1). As an important part of the British Council, ELT helped in strengthening the position of the British Council in Egypt in which Bakri states that “what I know about it is that it builds cultural relations between Egypt and the UK, however, its main activity is English language teaching. If someone is not able to afford the British Council, they either go to the Armed Forces Institute or to the American University in Cairo (AUC)” (2015, p.74).

The above statement emphasizes on the work of the British Council in Egyptian education in which the Council's aim is connecting “the United Kingdom and Egyptian school sectors to enrich education, promote global citizenship and build international trust and understanding. We foster dialogue and international partnerships between higher education institutions and organizations and help students who want to study abroad. (The British Council, “About British Council Egypt”, 2019).

5.3.2. British Council's Cultural Policy through ELT in Egypt

A study conducted by the British Council in 1976 had revealed the important role that English language played in the Egyptian education system, it resulted that “English is the main foreign language taught and used in Egypt and its usefulness internationally in politics, education and commerce is fully recognized” thus, many reforms were made to adapt to the widespread and use of English in the education system (The British Council, 1976, p.2). For instance, English was used in different domains at university mainly “medicine, pharmacy, dentistry, science, and engineering” (p.2). In the 1970s and 1980s the work of the British Council was intensified by the workshops of and exhibitions of ELT, teachers also received in-service training at the British Council centre, the British Council worked hand in hand with the Egyptian schools and universities annually for maintaining its cultural policy mainly through ELT (1976).

Another annual report in 2011-2012 estimated that their work “reached 93,308 people face-to-face including: 17,173 learners in our two teaching centres in Agouza and Heliopolis, 41,221 unique examination candidates taking UK qualifications with us, 34,914 people engaged in our other programmes in arts, English, education and society” (British Council Annual Report, 2011-2012, p. 3). In addition, the British Council's learners increased from 198 million in 2016–17 to 222 million in 2017–18 including Egypt (British Council Annual Report, 2017-2018, p.2).

5.3.3. British Council Egypt: its Current Situation

The British Council started many initiatives and cultural activities mainly through English language teaching by introducing many partnerships with Egyptian schools and universities to promote and sustain its cultural policy in Egypt that lasted for 80 years. These

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programs focus on linking the British Council and Egyptian educational system for broadening horizons and promoting an intercultural dialogue between the two cultures. The Annual Report of 2015-2016 included the continuous relationship of the British Council and Al-Azhar University in English language teaching, the British Council states that: "We sign a Memorandum of Understanding with Al Azhar University in Egypt, extending our successful eight-year partnership to improve the teaching and learning of English at the university and across its associated schools' network" (2015, p.7).

5.3.3.1. The Apolitical Image of the British Council: "The Liability of Foreignness"

In spite of the belief that the British Council and colonialism are related, the organization is considered as "apolitical and does not represent British government or British foreign policy". As Bakry states:

The British Council stands for commitment, innovation, English culture, and science. I specifically mention English and not British culture because if I say "British" then it becomes more political. However, it is able to separate culture from politics and provides you with a package of choices and options. That's why its activities add value and involve commitment from both sides: ours and the British Council's. (Bakry, 2015, pp. 74-75)

The British Council separates itself from the British government, this made it more trustworthy and helped it to gain an apolitical image. As an organization, the British Council has its cultural value among the Egyptians and they consider it as an important path for their social and economic advancement particularly for getting a good job in Egypt, the core project of the British Council in Egypt is the teaching of English language (ELT), it added the importance of helping people in getting a good job and improving their life conditions. As Bakry stated in her work that:

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The British Council is highly valued among the middle and upper classes in Egypt as these are able to engage and benefit from it. This has been cultivated over long years and decades as the first overseas operation for the British Council was in Cairo. English language in Egypt has become synonymous with social mobility and as a result, the British Council has become associated with social mobility. (2015, p.76)

As a Western organization may face as Bakry stated "The Liability of Foreignness" (p.103), in which the British Council would be associated to British Colonization and Imperialism. Nevertheless, the British Council was able to set and sustain an apolitical image and this made the British Council "overcome potential negative associations with Britain's colonial history in Egypt and its recent foreign policy in the Middle East" (p.103).

Nonetheless, the British legacy is seen differently by some Egyptians who confirm that cultural relations between Britain and Egypt are not seen the same way in which "for example, the British Council has been working in Egypt for over 80 years, through the colonial and post-colonial periods, and older generations still see it as a colonial organization..." (p.17). Moreover, the fear of the Egyptian of neo-colonial control was due to the British colonial historical legacy and this is portrayed in the fear of the British Council's cultural policy in Egypt (p.13).

5.3.3.2. The British Council and Al-Azhar University Partnership

This partnership between the two started in 2007, this initiative was proposed by the Grand Imam of Al-Azhar and the president of the university to promote for the teaching of English language at the English Language Training Centre. One of the pillars of the British Council for introducing such programme was and still the teaching of English language and help learners in engaging in an intercultural dialogue with other cultures. Al-Azhar English Training Centre (AAETC) states that more than 1200 are studying at the Centre and more than 700 have graduated. In addition, over 600 students are studying at the Centre and 73% of

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students have an average level in learning English and graduated at B1 and above. The British Council also worked on the training of teachers in which all of them have passed the test of knowledge through Al-Azhar Institutes- Schools Training Programme where teacher receive training through Continuous Professional Development (CPD) in enhancing their methods in teaching English (British Council Egypt, 2019).

Another programme set by the British council as a part of its cultural policy is the UK-Al-Azhar Scholarships 2015 that focuses on sending Masters and PhD students to study in the top ranked UK university Theology and Religious Studies. In this vein, the centre concentrates on teaching English for “Religious Purposes, ERP” and for a clear understanding of the Egyptian culture and religion. That is, “the Training Centre is an opportunity to better understand the interplay between cultural relations and social change, as well as the boundaries between cultural relations and what can be perceived as soft power” (p.16). These partnerships can prove that the British Council is of an important value for its cultural relations in Egypt through the Al-Azhar partnerships that lasted more than 80 years (British Council, 2018, p. 15).

5.3.3.3. “Connecting Classrooms” Egypt

Connecting Classrooms is an international educational program for schools aims at connecting students with others in other countries and prepare them to engage the globalized world. “This programme has already reached more than 18.000 schools and trained more than 28.000 teachers in 50 countries since 2012” (British Council, 2019). In Egypt, “Connecting Classrooms has engaged with Egyptian policy makers, engaged with over 700 school leaders and teachers. 90 schools have been awarded for starting, developing and embedding international dimension in their schools through curriculum based international activities implemented by 41.000 students from 3-18 years” (British Council, 2019). Through this

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program, the British Council in Egypt designs “partnership with ministries, educational institutions, and practitioners to support the implementation of the new Egyptian Educational Strategy, its professional development, and improved learning outcomes for young people” (The British Council, 2019).

5.3.3.4. The International School Award

Through these activities, the British Council in Egypt seeks to build international partnerships through organizing visits between Egyptian and UK participants for a profound exchange of ideas and cultures, this is achieved through collaborating with Egyptian educational policy makers for “supporting Egypt's national priorities” (British Council, 2019). The International School Award (ISA) is a means by the British Council in which it rewards the schools that have shown commitment to the Council activities through maintaining their relationships to their partner schools (British Council, 2019).

5.3.3.5. Self-Access Learning and English for Education Systems

The British Council organizes different initiatives in ELT for both teachers and learners, this initiative is called Support for English Teachers and Learners, the aim of this initiative is to enhance English teaching and learning in the Egyptian educational systems. The project includes Self Access Learning (SAL) and “English for Education Systems” (EES). SAL or “Self-Access Learning” helps the Egyptian learners to learn from home through the use of technology accessible to them such as T.V, radio, newspapers and mobile phones. Apart from this, SMS services, apps, and websites also provide online courses for learning English. Hence, English language is accessible for all its learners. This is one of the core objectives of the British Council Cultural policy in Egypt which is the teaching of English language (ELT). In the same way, English for Education Systems (EES) focuses on English language teaching

(ELT) in terms of working with teachers through professional development. This initiative also works with ministries and institutions (British Council, 2019).

5.3.3.6. UK- Egypt English Language Teaching Partnerships

In 2016, the British Council organized the first international “UK-Egypt ELT Partnerships Forum” in London, this forum focused on English language teaching in Egypt. That is, the forum was designed for UK stakeholders to learn more about the context for English teaching and learning in Egypt and to explore potential strategic partnerships. It aimed to help identify commercial opportunities that are available for UK ELT providers as well as types of ELT, language education, research collaborations or institutional levels links that might be required. (British Council, 2019)

The British Embassy and the Egyptian government provided £20 million for a UK-Egypt research partnership through the Newton Fund. “This fund is a partnership with the Department for Business, Energy and Industrial Strategy (BEIS). The program enriches the quality and strength of UK and overseas science and research through international co-operation” (British Council. Annual Report, 2017-2018, p. 16). In a Partnership with the British Council This latter will strengthen the UK rank in the research partnership with Egypt and for future business and trade relationships (British Council Annual Report, 2014-2015, p.34).

The British Council's work online in 2012-2013 reached 199,493 followers on the regional Go4 English on Facebook page and 498,493 visitors on Egypt pages, in addition to the Radio that included 500,000 listeners. In addition, the online teaching, face-to-face teaching included 17,000 learners in the British Council's teaching centres in Agouza and Heliopolis. Concerning teachers, the Council initiated new skill based-exams at Al-Azhar

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university, his latter will improve their skills in higher education and future employment. On the other hand, 41.000 learners persuaded their higher education for UK qualifications through English- language learning (British Council Annual Report 2011-2012, pp.6-8). Engaging the globalized realm, the British Council's digital audience arose to 198 million in 2016–17 to 222 million in 2017–18 including Egypt and the Council estimated that the number will increase to 232 million in 2018-2019 (The British Council Annual Report 2017-2018, p. 48).

Conclusion

This chapter addressed the teaching of English in relation to the British Empire by discussing the civilizing mission and its relation to English. It is clear from the information obtained above that Missionaries had a major role in the diffusion of English. Accordingly, British colonial education succeeded in the maintenance of English through English language teaching. The continuing British legacy through ELT lasted even after independence through the British Council and several scholars confirm this situation. The British Council was established in Ghana and Egypt with the objective of art, education and, English language teaching supported by the FCO for a sustainable impact. The activities of the British Council Ghana and Egypt are varied in the teaching of English in addition to the partnerships that the Council shares with these countries as an example of its long-lasting presence there.

Chapter Two

Globalization and the ELT Industry: American vs. British Council's Cultural Policy

Introduction

This chapter starts by elucidating the concept of globalization and its dimensions before exploring and focusing on cultural globalization and English language. This chapter is organized into three main sections: section one addresses several interrelated questions namely: what is globalization? How is it considered as a complex process? And what are the different dimensions of globalization? Section two discusses and concentrates on cultural globalization and the relationship between globalization and the USA. Finally, section three reflects upon the link between cultural globalization and English, and the impact of globalization on English language and vice-versa in addition to its impact on higher education systems. Also, it examines the role of ELT in the cultural globalization.

1. Globalization Defined

Globalization is defined as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens, 1990, p.21). In this way, globalization is a term used to describe the interconnectedness of the economies, cultures, social relations, and politics of the different countries of the world. It may also be described as ‘the widening, deepening, and speeding up of worldwide interconnectedness and interrelatedness’ (Held & McGrew, 2000, p. 2). This term is an old phenomenon that appeared in the time of European colonization and the Industrial Revolution which led to the production of steamships, railroads and their exchange with other countries overseas (Ferguson, 2003).

However, it is stated that the phenomenon of globalization is an old one that started in the age of discovery (1450-1850) with the expansion of European colonization. The second wave (1850-1945) was characterized by the maintenance of the European empires. Nevertheless, contemporary globalization (1960s onwards) is displayed differently from the

previous waves in which new technologies are nurturing the new single global system, unlike other waves that was characterized by the Industrial Revolution and Westward expansion. Therefore, technology is one of the core engines of contemporary globalization (Held & McGrew, 2000).

Moreover, globalization faded away back in the periods of WWI and WWII and the economic depression of the U.S. But later it restored its place in the period of the 1980s until now. Due to its worldwide spread, globalization was defined in many dictionaries as the term “globalisms” that “have become part and parcel of discursive networks that envelope the entire globe” (Paul & Steger, 2010, p.12).

The timeline of globalization was limited to the last few decades to comprehend this phenomenon in recent times. However, many scholars relate it to the 19th century and post-war period and agree that globalization is an old phenomenon. On the other hand, there are scholars like Steger (2003) and Pieterse (2012) who believe that globalization is a phenomenon that appeared recently (cited in Riaz Mir, Hassan, and Qadri, 2014,). Tomlinson (1999) explains that globalization is not a recent phenomenon in which he states that “globalization, as a complex connectivity, may not situate before few decades but globalization process comprised of social, political, economic and cultural flows instigates us to go further back in times” (as cited in Riaz Mir, et al, 2014, p.608).

1.1. Globalization as a Complex Process

Before going into the globalization dimensions' analysis, it's better to look at globalization as a complex process, an overview of globalization as a complex multidimensional process may help in understanding globalization and its different kinds of economic, political globalization, and most importantly cultural globalization.

Globalization according to Saraman.V. Zala (2012) “has become one of the catch-words of the 1990s and the 21st century. In fact, globalization is a short form of a cluster of related changes: economic, political, technological and cultural” (p.261). Thus, this combination of different aspects makes it “a very complex phenomenon” (p. 262). Due to its complexity, globalization was known as a multidimensional phenomenon, however, at the beginning, globalization was limited to the economic dimension. Nonetheless, globalization seems to receive different interpretations and definitions by several scholars and historians who define this phenomenon from different angles and dimensions whether from the broad picture or according to its dimensions including economic, political, and cultural ones.

Globalization in 1970 onward is defined by social media, electronic flows, and the strong cultural exchanges through the rapid technological development the last decades have witnessed, consequently, the world was globalized and interconnected more than in past decades, in which the American English Dictionary states that the word globalization appeared in the 1940s and 1960s and it refers to the adjective “global” and this latter was “used for world scale” (Scholte, 2007, p. 4). In recent decades one can witness a restructuring of older patterns of globalization, as Kumaravadivelu states, “simply stated, globalization refers to a dominant and driving force that is shaping a new form of interconnections and flows among nations, economics, and peoples. It results in the transformation of contemporary social life in all its economic, political, cultural, technological, ecological and individual dimensions” (2008, p.32, as cited in Liu, 2012)

That is, globalization has become a vogue word that refers to the collage and interrelatedness of the economies and societies of the world in which it is used interchangeably with different concepts such as:

the pursuit of classical liberal (or “free market”) policies in the world economy (“economic liberalization”), the growing dominance of western (or even American) forms of political, economic, and cultural life (“Westernization” or “Americanization”), the proliferation of new information technologies (the “Internet Revolution”). (Scheuerman 2008, as cited in Ricento, T, 2010, p. 123)

Globalization is known for its multidimensional nature because of the different kinds that this phenomenon embraces, to start with economic globalization because most scholars and historians trace the historical development of globalization from the economic dimension back to the Industrial Revolution and European colonization, then the other dimension which is political globalization which focuses on global politics and the nation-state, and finally, cultural globalization which embraces diverse cultures and the interconnectedness between them.

Globalization is “the integration of the world-economy” (Gilpin, 2001, p. 364). As stated above, economics is assigned as the engine of globalization through the development of capitalism and free markets and the intensification of global economic links and the spread of international trade markets among nations. In this way, Friedman defines economic globalization as the rapid interchange of trade flows, transportations, economies and immigration and the revolution in information technology (1999, as cited in Milner, H. V., & Mukherjee, B. 2009).

This dimension is related to “the intensification and expansion of political interrelations across the globe” (Steger, 2003, as cited in Mir et al, 2014, p.614). The consequences of political globalization dates back to the aftermath of the Second World War and the Cold War (Kapstein, 1999, as cited in Mir et al, 2014). Being a member in international political organizations like UN and having many embassies and high commissions in different countries are used to proxy political globalization. The ideas and power are the core of political globalization.

1.2. Social and Cultural Globalization

Globalization is a multifaceted phenomenon that comprises not only economic and political dimensions. In order to represent the full picture, social and cultural patterns of globalization need to be explored since the core of this work is cultural globalization. Its nuances, history, and relation to the USA. Most importantly, the relationship between cultural globalization and English language that is considered a global language. Manfred Steger referred to cultural globalization as “the intensification and expansion of cultural flows across the globe” (2009, p.11).

Like other aspects of globalization, cultural globalization witnessed a gradual development and intensified in recent decades. That is, the new communication flows like media, tourism, and technology like the internet, radio, TV, and newspapers helped in the cultural integration and exchange between people from all over the globe. As Kumaravadivelu describes cultural globalization to how “contact between people and their cultures- their ideas, their values, their ways of life- have been growing and deepening in unprecedented ways” (2008, p.33).

According to McGrew (1998), the emergence of other patterns of globalization namely cultural pattern which revolves around the combination of homogenization and the heterogeneity of global cultures that embraces the similarity and difference of global cultures. McGrew (1998) link cultural globalization to social globalization, that is the latter is related to the international flows of social relations, cultures, and civilizations through communication networks rather than territorial spread. Thus, the global spread of social relations is achieved through transcontinental patterns of communication. This invites a definition of cultural globalization as:

As a cultural process, globalization names the explosion of a plurality of mutually intersecting, individually syncretic, local differences; the emergence of new, hitherto suppressed identities; and the expansion of a worldwide media and technology culture with the promise of popular democratization. As economic process, the assimilation or integration of markets, of labor, of nations (pp. 54-80). (Jameson, 1998, as cited in Mir et al, 2014, p.612)

In the same vein, scholars use social and cultural globalization interchangeably in which they state that social globalization is considered as “worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens, 1990, p.64). From this point forward, one can say that both dimensions are somehow alike and affect each other. That is, social interaction between people and cultures will lead to cultural exchange and integration.

1.3. Cultural Globalization

As stated, globalization is interpreted differently by scholars like Petras and Veltmeyer (2001) who state that globalization as “universalization is assumed to entail homogenization with worldwide cultural, economic, legal and political convergence” (p.9). Additionally, Globalization is explained as Westernization in terms of the dominance of western cultures on other cultures and their destruction. This phenomenon is known as “Westoxification”. As a result, this term was elaborated to different terms as “Colonization” or “Americanization” that uses subjection and hegemony as a way of controlling other countries (Petras & Veltmeyer, 2001 as cited in Scholte, 2007, pp.9-10).

Similarly, in her work “Globalization, A Complex and Contradictory Process with Multiple Meanings”, Irina Tobosaru maintains that globalization is “the last degree of Western form domination over the world economy, following the previous stages, respectively slave system, mercantilism, colonialism and imperialism” (p.503). In the same vein, Douglas Kellner (2002) notes that globalization is a buzzword that covers colonization and hegemony

of the Western countries or the “haves” over “have-nots”, also the global domination of the capitalist system and the markets (p.286). This split between nations led to the emergence of the concept “us” versus “them” that led to the separation both on the national and international levels and nurturing the sense of the superiority of the Western countries (Said 1985, as cited in Freedman, 2013, p. 325).

1.3.1. Cultural Globalization Criticism

There is a criticism on the cultural aspect of globalization, in which this aspect is being “Americanized and homogenized”, cultural globalization according to Steger (2013) is purely American in which the dominant cultures are eradicating minority cultures and languages. However, there is another point of view which adds that this interaction and differences help in maintaining cultural diversity. Another central theme in the discussion of cultural globalization is the American homogeneity where Tomlinson states that:

Globalization, so the story goes, has swept like a flood tide through the world's diverse cultures, destroying stable localities, displacing peoples, bringing a market-driven, “branded” homogenization of cultural experience, thus obliterating the differences between locality – defined cultures which has constituted our identities. Though globalization has been judged as involving a general process of loss of cultural diversity, some of course did better, some worse out of this process- whilst those cultures in the mainstream of the flow of capitalism- those in the West and, specifically, the U.S. saw a sort of standardized version of their cultures exported worldwide, it was “the weaker” cultures of the developing world that have been most threatened. (2003, pp. 269-270)

In addition to that, David Rothkopf states that cultural imperialism is the product of cultural globalization in which American ideas, products and cultures have swept all over the world (1997). Another criticism by Joseph Nye explains that the U.S. is adopting the policy of “soft power” in which this latter is derived from cultural hegemony and domination rather than economic control. Soft power embraces the ambition to live in the U.S.A, and the desire of foreign students to enrol in U.S universities (2004, pp. 33-72). In terms of soft power; Giles

Scott Smith relates globalization to the U.S universities. He states that American universities attract foreign students as a part of their policy to influence them culturally, economically, and politically. Consequently, this policy proved to be an effective one for maintaining U.S. interests (2020, pp. 283-305). One variant of anti-globalization critiques the economic, political and cultural dimensions of globalization and he focuses on cultural globalization, in which Joseph Nye believes that it is impossible to create a monoculture with such a diverse world and cultural globalization may end cultural diversity.

The aspect of cultural globalization is seen from two angles, the first angle who sees cultural globalization as cultural homogenization, and the other angle sees cultural globalization as cultural heterogeneity. Both phenomena are manifested according to different trends and events happening in different parts of the worlds. Cultural globalization according to McGrew (2007) embraces both homogenization and increased heterogeneity as important nuances in globalization each of them are discussed differently in the coming part.

1.3.2. Cultural Homogenization

Cultural homogenization according to Mir, Hassan, and Qadri (2014) is the amalgamation of different cultures, languages, and races into a single homogenous culture that would create a peaceful global culture. This phenomenon is known as monoculturalism which is “the policy or process of supporting, advocating, or allowing the expression of the culture of a single social or ethnic group” (Online Oxford Dictionary, 2022). Anthony Marsella argues that advocating for the sameness between different cultures and worldviews is evidence for the existence of monoculturalism, however, this phenomenon may pose risks to different cultures and may lead to their suppression (2005). In the same vein, “It is derived from “the beliefs within the dominant group that their cultural practices are superior to those of minority groups” (Jackson, Y., 2006, p. 203). Thus, there is a criticism of cultural homogenization that

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states U.S. dominance is directly related to cultural homogenization, that will lead to the widespread of American English and values and ideas and to the decay of other cultures.

Thus, globalization is a useful means for dominant cultures and can threaten the other original cultures. As a result, cultural homogenization can pose a greater threat more than the other aspects of globalization (Barber, 1998). This, then is the story that implicates cultural globalization in the destruction of other cultures. But another, quite contradictory, story can be told: that cultural globalization far from destroying other cultures, has been perhaps important in the convergence of different cultural practices. That is,

Phrases such as “Coca- Colonization” or “Mc Donaldization” of the world reflect a belief that global culture follows the global economy. Homogenization is then equivalent to Westernization or even Americanization. The mechanisms of change, in this view, are associated with the worldwide spread of a market economy and the global strategies of multinational companies. (Holton, 2000, pp.141-142)

As stated above, according to several viewpoints, homogenization is linked to the U.S. and it can be referred to as Americanization or McDonaldization due to the U.S. cultural sphere of influence all over the globe that will eventually create a global culture dominated by the U.S. (Hassi & Starti, 2012).

Another interesting case in cultural homogenization is the involvement of elites from different parts of the world in the political, economic, and most importantly in the educational life of the Western countries. Western education included US top universities such as Harvard, the UK universities such as Oxford, and the French Sorbonne which helped in spreading Western education and creating international cultural dialogue. Different organizations have their share in such dialogue like the United Nations, the World Bank, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2004). Along these lines, cultural homogenization has a positive impact on the field of education in which it "produces consistent norms of behavior across a set of modern institutions, thus tying institutions such as

the modern nation state and formal education together in a tight political sphere." (Baker & Le Tendre, 2005, pp. 1-4).

1.3.3. Cultural Heterogeneity

In any case, cultural globalization can create homogenization of one single culture, and it can create a diversity of cultures. In this way, cultural heterogeneity embraces varying cultural practices and traits that are mixed with other different cultural histories from other part of the globe (Holton, 2000; Robertson & Khondker, 1998). As Graddol points out, "rather than a process which leads to uniformity and homogeneity, globalization seems to create new, hybrid forms of culture, language, and political organizations: the results of global influences meeting local traditions, values, and social contexts" (2000, p. 33).

Furthermore, cultural globalization calls for cultural heterogeneity. However, this position is open to question as the developing global culture, that is commonly referred to as American, promotes for difference and varying cultural practices. "This means that the various cultures of the world are becoming different in uniform ways, which amounts to the emergence of "structures of common difference" (Wilk, 1995, as cited in Elterren, 2011, p.141.). This concept celebrates a new global hegemony of structure rather than content through the promotion of difference but by choosing to celebrate with different kinds of cultural diversity while marginalizing others.

On the other hand, Glocalization is defined as "global in many contexts, but local in design and content" (Holton, 2000, p.144). In this case, globalization nurtures cultural heterogeneity in terms of different vocabularies, a variety of ethnicities and religions rather than developing a homogenous language and culture (Scholte, 2000, pp.30-31). Cultural globalization is an important part in the process of globalization that promotes a global culture with an American imprint. Even though of the tension between cultural homogenization and

cultural heterogeneity, cultural globalization is considered to be a combination of both homogenizations that calls for similarity and for heterogeneity that advocates for diversity (Elteren, 2011).

2. Globalization and Colonization Interrelated

Globalization, according to Mufwene, is associated with colonization through the control and domination of other countries. The reason behind Mufwene's position is the constant competition between the same countries including UK and U.S.A. In which, colonization resembles globalization in the indirect control of other territories by imposing political and economic systems as part of their agendas and this reflects Westernization. The UK expanded and flourished due to the British empire that expanded through the globe, it witnessed huge developments and a powerful economic system that became later globalization (Mufwene, 2010). According to Mufwene, the understanding of globalization is related to colonization in which he states that, "discussing world-wide globalization in relation to colonization of any kind (trade, settlement, or exploitation) provides an enlightening historical perspective (2010, pp.35-36).

Noteworthy is the fact that today's globalization and colonization include English language as the common theme between them and Mufwene explains the correlation between "the English colonial expansion, varying in ethnographic functions according to the colonization style applied in different territories" (2010, p. 38). Mufwene relates the expansion of global English now in the age of globalization to the widespread of English in colonial times as a colonial language that still functions in the same way but in different contexts.

3. Globalization and the U.S.A.

The phenomenon of globalization, according to Simon Reich (1998), indicates “the universalizing of American values (if not Anglo- Saxon ones), predicted on a normative, indeed moral foundation” (p.15). Moreover, globalization is an umbrella term that refers to the homogenization of American culture and values such as movies, fashion, and lifestyle. Within the context of globalization, USA is involved in this process through its hegemonic imposition of the American lifestyle, culture, capitalism, English language, and famous American values as individualism and materialism. All of these influences embrace the hegemonization of the U.S. culture all over the world which became the first choice of people all over the world mainly youth. Hence, globalization became the engine of the U.S. hegemonic control (Marsella, 2005). “Globalization is at best a self-serving myth or ideology which reinforces Western and particularly US hegemony in world politics” (Hirst and Thompson, 1999, 2003; Hay, 2000; Hoogvelt, 2001; Gilpin, 2002, as cited in Baylis, et.al, 2008, p.68). Marsella (2005) discussed this issue in relating English as a global language to the U.S.A. Nonetheless, some critics believe that the domination of the American culture and language will influence the cultural diversity and cultural globalization resulting in a monoculture that is based only on the American culture. This phenomenon is understood as cultural imperialism that will lead to the devastation of other cultures including languages and identities, and the dominance of American culture around the world (Tomlinson, 1999).

Along these lines, according to Saich, cultural globalization refers to the widespread of U.S. cultural practices (2000). An example of cultural proximity is the advancement of McDonald's restaurants in different countries. This latter is considered as the equivalent of globalization. However, cultural globalization according to Holton (2000) is not only restricted to Americanization because of the involvement of other Western countries such as

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the UK and France in international cultural relations with their former colonies, and still having a continuing influence on the languages and cultures of the former colonies. Therefore, Americanization has limits in other nations due to The French and British Colonization per se.

In addition to Holton's claim, Berger draws attention to the complex phenomenon of cultural globalization, he elucidates that "it has been argued that there is an emerging "global culture", which is heavily American in origin, structures, and contents. While it is certainly not the only player in the global cultural arena, America's transnationalizing culture is expected to remain the most dominant one in the foreseeable future" (2002, pp.2-3, as cited in Elteren, 2011, p. 8). By the same token, there are numerous scholars who refuse the relationship between globalization and Americanization. As David Block states that "some see globalization as hegemonically Western, and above all an extension of American imperialism; others see the process as more egalitarian, and reject discussion in terms of Western dominance over the rest" (2004, p.1). However, this does not change the fact that globalization was very beneficial for U.S. more than any other country. That is, Globalization is purely American, however, there are other products which are not American in content but belong to other countries such as "reggae music, the croissant, and Japanese animation" (Mittleman, 2002, p.6).

In the ongoing process of cultural globalization, several cultural sways are promoted in U.S. style, along with economic, political and academic in the developing countries. As a result, the U.S holds a strong position in the global arena. The domains that the U.S is powerful in are the internet and technology, the internet revolution is originated in the U.S that gave "globalization a U.S face" (Nye, 2002, pp. 79-81). The cultural homogenization is sweeping the world and the U.S is the driving force behind cultural, technological, and ideological influences all over the globe. This dominant culture is the disseminator of U.S

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values and lifestyle mainly through technology and English language in which English is used in more than 80% of websites (Graddol, 1997).

In the same way, Alastair Pennycook links English as a global language to the U.S.A in the following quotation in which he argues that:

English expanded from a language spoken by about 6 million people in 1600, a little over 8 million in 1700, around 30 million in 1800, to about 120 million in 1900. Thus, its growth can be seen first in the context of the growth of England as an imperial power, and second in the context of the spread of English as an imperial language. But the massive expansion in the global use of English, from just over 100 million in 1900 to a vast number (perhaps one billion) of users of English as a second language around the world, occurred in the context of decolonization, the decline of Britain as an imperial power, and the rise of U.S as the new global power. (2007, p. 13)

In accordance with Pennycook, Crystal related the development of English language as an imperial language due to British colonization and its shift to the U.S.A. as a global power using English as a global language. That is, English is considered as the language of America that has been disseminated in the political, economic, scientific, and cultural domains. This led to the spread of English in the 17th century with British colonization and to the U.S.A. becoming a superpower at the end of the 19th century. These events made English continue as a global language (Crystal, 1998, p.110-111). Another historical event that helped in diffusing English was the second world war that “introduced many parts of the world to the US people, language and consumer goods” (Graddol, 1996, p.191).

Mc Crum et al. (1986 as cited in Graddol, 1997) argue that all the historical shifts that the U.S.A. had witnessed starting from British colonization until the Second World War helped U.S.A. in becoming a superpower, this in turn helped English in sustaining its position as a global language in scientific, economic and cultural fields. That is,

After 1945 the dominant voice in the English-speaking world was no longer British but American. For the next generation and more, the enormous strategic, economic and cultural interests for the U.S. expressed through international English-speaking institutions like UNESCO and NATO and corporations like Exxon, Ford and IBM ensured that English language would survive and flourish long after its parent culture could no longer sustain it. (1997, p.50)

In his recent works, Graddol keeps on discussing the role that English language plays in making the U.S. the dominant country in which this country holds around 260 million people in which their first language is English and this has helped the U.S. to gain a global widespread (Graddol, 2010).

4. English as a Global Language

English in the context of globalization is the language of trade, it bears its cultural political ideas, and values that most people conform to cope with the global dimensions (Mandal, 2000). Correspondingly, Graddol (2010) describes the physical spread of English and its global position due to the large-scale migration and settlement of native language speakers, military imposition (colonialism), commercial or political power, and prestige derived from scientific, cultural or other achievements.

In the discourse of globalization, English has come to be assigned as the language of science, commerce, technology, and education (Graddol, 1997). It is said that “the use of English in science education is taken by some as symbolic of the Western imperialism that apparently lies at the centre of globalisation” (Rajasekera, 2015, p.41). Likewise, Short, Boniche, Kim, & Li conclude that English has been linked with cultural globalization as a global language and Pennycook's claim of English as “the global lingua franca” (2001, p.98).

There are two positions that locate the position of English within globalization. The first position according to Crystal (2003), is the position that English is a global language and it

does not affect other languages. That is to say, he claims that English is “so widely established that it can no longer be thought of as “owned” by any single nation” (p.26). Therefore, any language that holds an international position can be a global language. According to Graddol (1997; 2006), non-native speakers are better at using English than native speakers (cited in Dewey, 2007). This is largely due to globalization, as English is now widely used and not just by native speakers.

On the other hand, English according to Zughouli (2003) needs to be clarified in terms of “English as the language of globalisation”, Zughouli refers to “the spread of English as the language of globalization, it is contended, cannot be fully understood without the realization of the hegemonic and imperialistic nature of English. It is also shown that English is unilateral in vision and it forms a real threat to other languages and cultures”. (p.106)

Nevertheless,

It has become very clear that indeed English has served as the language of globalisation. But it should be emphasised that English does not only serve as a medium of globalisation, it also serves as a tool that facilitates and finally brings about more facets of globalisation. It is far easier to occupy a room in this structure if you know the language. Moreover, the continuous talk about the functionalism of English and its relationship to occupational, economic and social mobility, as well as the privileges that users of the language can get in terms of prosperity, are further contributing to its spread as a language of globalization. (Zughouli, 2003, p.121)

Moreover, Cultural globalization refers to English language as a “Globish” language in relation to the U.S.A. (Steger, 2013 p.74). Mandal (2000) explains that more than half billion people speak English as a first or a second language, and almost one billion people understand English and it exists in different domains as economy, media, diplomacy all over the world. The U.S.A. has the lion's share of the cultural influence in different societies mainly in the diffusion of English language. Thus, the spread of English is considered as “a product of

globalization, or essentially the “Americanization” or “Mc Donaldization” of the rest of the world” (Mufwene, 2010, p. 1).

It is true for the German philologist Jacob Grimm (1815 as cited in Crystal, 2003) that unlike other languages, English had a special role, and clarified that English “may be called justly a language of the world... destined to reign in future with still more extensive sway over all parts of the globe” (Grimm, 1851, as cited in Crystal, 2003, p. 75). Crystal affirms the role of English in which it had become the language “on which the sun never sets” (p.75) and the United States had played a major role in nurturing the worldliness of English until recent decades.

One of the current debates revolves around the question of determining whether English is a universal language that is used by all people and is not owned by native speakers or the language that is neutral according to David Crystal's theory of neutrality in which English does not have any relation with both British colonial influence and U.S. influence. For instance, Ghana represents a former colony that adopted English as a neutral language to avoid conflicts between local languages (2003, p.85). Another point of view refers to English as an imperial language which both Alistair Pennycook and Phillipson consider as a kind of linguistic imperialism. The appropriation theory rejects both the notions of linguistic imperialism and neutrality theory, in which English as a global language is appropriated and used for local purposes (Pennycook, 2007; Phillipson, 1992).

In comparison to other languages, English is considered as a global language. As Ammon uses the terms “international language” or “world language” to describe the English language because of its function as a language of international communication. He believes that “the more international the language or the higher its international standing the more

justified its claim to the status of a world language” (2010, p.11). As for the other languages, French was considered as the language of diplomacy and cultural relations back in the 18th and 19th centuries, it is true that it still has some influence mainly in its former colonies but not like the influence of English.

In addition, French language influenced the French colonies in post-independence period which it was replaced by English as the medium of instruction and was considered as the official language. Along these lines, scholars answer the question of the replacement of French to English in which the colonial history and globalization made African countries use English as the official language in their educational systems (Plonski, Teferra, & Brady, 2003). Spanish is spoken in both South America and the USA, but English is more widely used (Crystal, 1998; Graddol, 1996). German is often used in commerce, but English is preferred. Because of this, these languages have been impacted by the widespread use of English and that has become known as a Globish language (Graddol, 1996).

Defining English as a global language does not necessarily mean that English is spoken by all people but English according to Crystal has a “special role” (1987, p.2). This “special role” is manifested in the use of English as the official language in over 70 countries including the former British colony Ghana (Crystal, 2003, p. 4). On the other hand, several international organizations, nearly 90% of the academic works are published in English and that was in 1997 in Crystal's book (1997, P.85), this means that the use of English has increased recently and this is due to educational and cultural globalization. Due to its special role, English language is taught as a foreign language in more than 100 countries including in the countries Ghana and Egypt in which their educational systems adopted ELT as a medium of instruction (Crystal, 2003, p.5).

4.1. Establishing the Role of English Language in Globalization

English accelerated the process of globalization in which this phenomenon is concerned with connecting people together and English fulfilled this mission as a global language. According to Fishman English can be considered “both a consequence of and a contributor to globalization” (1998, pp. 27). In this vein, Bamgbose (2001) states that there is “an over-whelming acceptance of the global dominance of English” (p. 357). This increase in language use is due to the desire of people to speak and learn this language as a way to be involved in the globalization process.

The last few decades have seen the development of English language as a lingua franca in the international relations in all domains such as political, economic and cultural. Other writers as Elyas and Grigri (2014) discuss the importance of English language learning on globalization in which it fosters the different dimensions of globalization including, political, economic, and cultural. Other important examples of the role of English in globalization are in education and technology. To start with education of the global curriculum with the study of English, Tsui and Tollefson (2007) argue that “globalization is affected by two inseparable meditational tools, technology and English, proficiencies in these tools have been referred to as global literacy skills” (p.1). Joel Spring argues that in recent decades the use of English has been increasing more than in the early 1990s when they found that “72% of the world's secondary schools taught English as a modern foreign language” (Meyer et al., 1992, cited in Joel Spring, 2008, p.351).

Technology played an important role in the advancement of global communication which accelerated the process of globalization and turned the world into an interconnected global village. English language was the global lingua franca (ELF) used for international communication because of its global spread due to British colonization of many countries.

This gave it an advantage of becoming the language of trade, and cultural interconnections (Crystal, 2019, p.247). For instance, English has stimulated the process of globalization through cultural integration among countries, thus language and globalization affect each other. Furthermore, “for the U.S, English has been at the center of a curricular world organized along the lines of a political map, the borders of which have neatly duplicated those between modern nation-states” (Jay, 2001, p.32).

The rise of language in this regard makes English as an important agent in the widespread of globalization mainly the cultural aspect (Mittleman, 2002, p. 6). However, Paul A. Contor tackles the widespread of English language as an effect of globalization, English for him is “as much the product of globalization as its agent” (608). On the other side, English accelerates the process of economy, finance, trade, and politics and works as the language of many organizations as “the WTV, the North American Free Trade Agreement, the common market of the EU, military links (NATO), UN Peace keeping operations, and culture (Hollywood products, BBC world, CNN, MTV)” (Kirkpatrick, 2002, p.15). As demonstrated in Henry Hitchings's work “The Language War: The History of the Proper English” about English and globalization, he quotes,

No language has spread as widely as English, and it continues to spread Internationally the desire to learn it is insatiable. In the twenty first century the world is becoming more urban and more middle class, and the adoption is a symptom of this, for increasingly English serves as the lingua franca of business and popular culture. It is dominant or at least very prominent in other areas such as shipping, diplomacy, computing, medicine and education (Hitchings, 2011, p, 300).

Hence, the prevalence of English raises certain issues for scholars, researchers, and teachers on the impact of English on other languages, thus English received criticism on a wide range in relation to cultural globalization and to the U.S.A and UK's educational programs in general and ELT in particular.

4.2. English Language Criticism in the Context of Globalization

“The very concept of an international, or world, language was an invention of Western imperialism” (Ndebele, 1987, pp.3-4, cited in Pennycook, 2017, p.36).

English is considered as a global language due to its international single position becoming the most widely spoken language in the world. However, this position has tended to be heavily criticized at the threshold of 1990s under the concept of linguistic imperialism or language imperialism that refers to the transfer of a dominant language to other people (Phillipson, 2001). That is, “English clearly dominates in the world today, and because English is the acknowledged lingua franca of science, technology and business, the field of English for specific purposes (ESP) holds a pivotal position in regard to the use of this linguistic power” (Master, 1998, pp. 716-727).

Robert Phillipson is of the pioneers who related the teaching of English language to linguistic imperialism which the dominant culture is always transmitted through language. In this vein, Phillipson defines English linguistic imperialism as “the dominance of English... asserted and maintained by the establishment and continuous reconstruction of structural and cultural inequalities between English and other languages” (1992, p. 47). From this standpoint, Alistair Pennycook criticizes and sees the expansion of English as a “worldly global commodity as a manifestation of contemporary neo-colonialism” (1994, as cited in Mandal, 2002, p. 1002).

As a consequence, English language is related to anti-globalism due to its criticism as a dominant language even in recent decades in British former colonies, the criticism continues in which Phillipson (2008) argues that English is no longer called “lingua franca”, but called “lingua frankensteina” (250-267). Other critics of English as the language of imperialism are Johan Galtung's imperialism theory and Gramsci's social theory that deals with cultural

hegemony. Gibson firmly claim that the dominance of English language is the result of English and American domination presented in colonization back then and globalization in recent decades (2006, pp.10-20).

English has undeniably become a dominant language in many aspects of life due to globalization. However, some have raised concerns about the excessive use of English by British and American corporations to create consumers and penetrate new markets, which could potentially eliminate competition and ensure control over the spread of their products, beliefs, and values worldwide. This is according to Monica Heller (2010) is “McDonaldization” (p. 105).

English as a world language is another metaphor used by the cheerleaders of globalization, which is monolingual. In this sense, Phillipson (2006) claims that:

English is being reconceptualised, from being an imperialist tool to being a multinational tool... English may need to be re-examined precisely from the point of view of being post- imperial (as the title of our book implies, that is in the sense of not directly serving purely Anglo- American territorial, economic, or cultural expansion) without being post- capitalist in any way. (p.349)

While the spread of English is still of a paramount importance in contemporary globalization it is described as “the global language” (Price, 2014, p. 567). However, it is still being criticized, that is “the spread of English is not only an apt demonstration of how our world has become increasingly interconnected; it also a key example of the problems and dilemmas that globalization engenders or exacerbates” (Park and Wee, 2013, p.1). Such problems embrace inequality namely in education. In other terms,

The imposition of a foreign language, such as English, into compulsory- and competitive- education systems potentially has particularly damaging effects on educational equality and thus socioeconomic mobility. These effects are most acutely felt when access to language education is stratified, either through unequal resource allocation in public schools or where the public sector competes with a shadow private education sector. (Price, 2014, p. 568)

English is also being criticized due to the fear of non-native speakers of this language, thus they avoid using it, particularly when they feel that their language and culture are endangered. This leads to the idea that English is a destructive language that could cause the extinction of other languages. This phenomenon is known as Linguistic Imperialism. (Mufwene, 2002). In this regard, Tove Skutnabb-Kangas (2000) points out that the use of English is considered a threat to other languages and cultures, as its global dominance can lead to their extinction.

Concerning the postcolonial criticism of the global spread of English scholars like Ngugi Wa Thiong (1986), Kachru & Nelson (1996) consider English as an oppressive colonial language of the “enemy” and the oppressor (p. 87), thus those writers sought to decolonize and free themselves from this destructive language. Another group of scholars have attempted to use the English language as a form of resistance against ex-colonial oppression. They appropriate English as a means to communicate with a global audience who have embraced the language. English can be seen as a double-edged sword, where it can be used to express both imperialism and resistance in the process of globalization (Achebe, 1975; Griffiths and Tiffin, 1989; Pennycook, 1995). That is, by appropriating English “to the metropolitan cultures, disrupting the European narratives of the Orient and Africa, replacing them with either a more playful or a more powerful new narratives style” (Said, 1993, p. 260).

5. Globalization and Education

In the early days of globalization, the influence on education was seen through the spread of Christianity and colonialism. For example, the British introduced their education system, practices, and policies through schools and missionaries. It is clear that the various aspects of globalization will continue to greatly affect education systems around the world. In which globalization was used “in education to describe the global life of the mind” (James&

Steger, 2014, p.1). Following this, recent studies tackled globalization and education as a field of study in terms of the impact of globalization on educational systems all over the globe. The authors Dale and Robertson (2003) highlight the significance of studying globalization and education in which “formal education is the most commonly found institution and most commonly shared experience of all in the contemporary world” (p.7, as cited in Spring, 2008, p. 331).

Nevertheless, this dissertation discusses the impact of globalization on higher education systems in terms of the impact on different universities, students, and teachers worldwide. In which, worldwide higher education systems were influenced by globalization, mainly in the adoption of global education practices and policies from the British and American systems in ELT and applying them in their universities.

5.1. Globalization of Higher Education

There exist four major standpoints concerning the relationship between globalization and education including world culture, world systems, postcolonial, and culturalist standpoints (Spring, 2008). Due to the intensive use of English in science and education and considering it as the way to be involved in the globalized arena, the most visited English-speaking countries by students with the 45% of foreign students are U.S.A., UK, and Australia (WES, 2007).

The first interpretation of globalization and education is the belief that the world is becoming under one global culture and that educational systems are conforming to Western ideals and morals in their educational curriculum and institutions (Baker and Le Tendre, 2005, as cited in Spring, 2008). Epstein (2006) states that:

In globalization, it is not simply the ties of economic exchange and political agreement that bring nations and societies together, but also the shared consciousness of being part of a global system. That consciousness is conveyed through ever larger transnational movements of people and an array of different media, but most systematically through formal education. The inexorable transformation of consciousness brought on by globalization alters the content and contours of education as schools take on an increasingly important role in the process. (p.75)

The quotation shows the interconnectedness of nations through education. The second interpretation is that the world system is divided into two major and unequal powers in the globe, the core or the center represents U.S., the E.U and Japan controls the periphery countries, to justify their actions, the core countries diffuse their morals and values as a permanent excuse. A similar interpretation is the postcolonial theoretical perspective that indicates that globalization is the means to dominate other poor countries by the wealthy ones through enforcing economic and political agendas.

A great deal of scholars of world culture claim that educational systems are adopting a shared curriculum based on a Western model (Apple, 2005; Arnave, 1980; Clayton, 1998, as cited in Spring, 2008). According to Graddol (2006) “Educational Revolution” is a concept used with globalization and has affected many education systems in terms of the attempt of improving and advancing their skills to cope with globalization. Higher education and universities are being globalized and English is learnt due to its importance on the international level in the English-speaking countries and the rest of the world. The rest of the education systems attempt to follow American and different English-speaking universities due to their rank as the top universities in the world (pp.70-73). That is to say, The USA and the UK “account for over a third of all international students in the world” (P.76).

In the same vein, educational globalization in which education helps in the widespread of globalization through the global dissemination of global ideas, knowledge, policies, and

programs. On the other hand, globalization fastens the advancement of local educational programs to gain access in the globalized arena.

5.1.1. The impact of globalization on English language Teaching (ELT)

The discussion on the impact of globalization on higher education has been debatable since 1990s. This revealed the concentration of scholars on the educational impact of globalization that has been represented in the widespread of English language in higher education. Pennycook (1994) reported this situation as “the spread of English as the global lingua franca” (as cited in Dodds, 2008, p.10). In fact, globalization has affected the field of ELT in terms in the methods of teaching and the widespread of English textbooks.

Graddol agrees with Pennycook that the spread of English as a lingua franca has led to its widespread teaching. He observes that “the business of teaching English is... changing beyond recognition” and “the relationship between stakeholders in the global English business- learners, parents, governments, employers, publishers, schools are evolving rapidly” (2006, p.22). In addition to the appeal of higher education in many countries to “converging towards a Western model” (as cited in Dodds, 2008, p. 511). The rise of English as a global language mainly the language of trade and business has made the teaching of English “a fixture in most national curricula” (Spring, 2008, p. 352).

As an example of the presence of ELT on a global scale, the post-colonial contexts still witness the maintenance and promotion of ELT in which “there is thus plenty of empirical evidence that the British and American variants of TESOL have taken over where colonial education left off, and are significant agents in the continuing maintenance of the dominance of English” (Kirkpatrick, 2002, p. 25). In the same way, the promotion of English in different spheres of life namely economic, scientific, and cultural pushed people to learn English and to sustain ELT, this is evident in which the desire for learning of English has increased. That is,

The association of English with modern technology, with economic progress, and with internationalization, has encouraged people all over the world to learn English and to have their children learn it as early as possible. The more this has succeeded, the greater the reason of others to want to have access to the power and success assumed to be a result of knowing English. (Spolsky, 2000, p. 77)

Furthermore, many scholars argue that globalization deeply influenced the field of ELT. Among those scholars is Phillipson who affirms that “ELT seems to be marketable worldwide. There is a demand for material products and resources (1992, p. 48). In addition, globalization helps in improving the field of ELT through intercultural exchange between people and countries in terms of exchanging expertise, methodologies between experts in English and ELT. As an example of the promotion of ELT worldwide, Gray states that “some European countries export materials and offer their own ELT programmes to the rest of the world” (Gray, 2002, as cited in Block and Cameron, 2002, p. 156).

Similarly, Graddol states in his work “English Next” that “almost everywhere, educational systems are in a state of rapid change. Globalization has led to a desperate race in many countries to upgrade the skills of their workforce faster than their economies are being forced up the value chain” (2006, p.70). Crystal tackles the reasons behind using English as an official language in schools all over the globe and “one of the most important reasons is always educational- in the broadest sense” (2003, p. 111). Thus, since 1960s English has been used as the medium of instruction in higher education in many countries (p.112).

In relation to technology, globalization bridges the gap between people from different cultures and “one form of this global communication trend is ELT. For example, the use of the information technology (for example, online learning) to learn English can encourage communication between teachers and learners who are in different places” (Afehaid, 2014, p.107). Being a global service industry, as Warschauer and Healy suggested, the internet

helped in the promotion of ELT and in connecting learners from all over the world through using technology such as computers, projectors and so on. They stated that “...For the first time, learners of a language can now communicate inexpensively and quickly with other learners of speakers of the target language all over the world” (1998, p. 63).

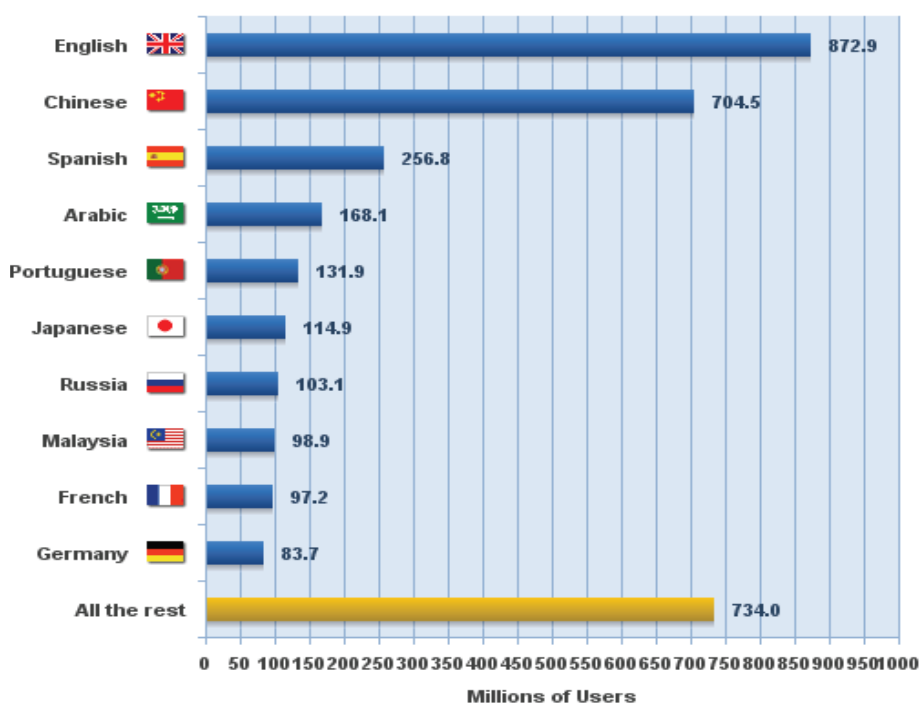


Figure 2.1 — Top Ten Languages in the Internet, in millions of users
(State November 2015) ¹

In the same vein, new teaching equipment emerged to facilitate the relationship between teachers and learners in ELT. The Internet is considered as the fuel of globalization supports and strengthens the field of ELT through online courses for teaching and learning English. Teachers also can have access to teaching websites about the field of ELT and all the new methodologies and research about the field (Afehaid, 2014). Back in the 1990s, Eastment affirmed that there were more than 1,000 websites for teaching and learning English. He stated

¹ Source: Internet World Stats

that “no doubt that the Internet... will eventually transform the way that the teaching and learning of English, and the business of ELT is conducted” (Eastment, 1999, p.1, as cited in Crystal, 2006, p.266). In their work Li and Dan state that after seven years of Eastment's survey about ELT websites, their number “has grown dramatically” (2006, pp.8-9). Afekaid states that there are some positive effects of globalization on ELT in which,

ELT is considered to be a great business. Indeed, ELT plays a key role in providing better jobs for some people. It also expands communications, interactions and integration of people either in the local or global contexts. Currently, it has both local and global position that implies its importance for many corporations, companies, and other specialized fields. In this era of technology upheaval, it has become much more modern, advanced and developed. (2014, p.107)

On the other hand, Pennycook illustrates the negative effects of globalization on ELT, in which he reports that globalization deeply influences the ELT field in terms of applying the western model in different contexts and this would affect other cultures which are not similar to those of the West namely in religion, traditions, and lifestyle. Pennycook says that “the export of applied linguistic theory and of Western- trained language teachers constantly promote inappropriate teaching approaches to diverse settings” (1994, p.159).

However, it is noteworthy to state that globalization helped in the widespread of English in general and ELT in particular and vice versa. As quoted in the New York Times, Warschauer stated that “having a global language has assisted globalization and globalization has consolidated the global language”. This process according to the New York Times journalist Seth Mydans “started with the dominance of two successive English-speaking empires, British and American, and continues today with the new virtual empire of the internet” (2007, para, 25). Hence, “the teaching of English has become a multibillion-dollar industry, and according to Graddol, nearly one-third of the world's population will soon be studying English” (Graddol, 2006 as cited in Maydans, 2007, para, 25).

Alongside with this status, many scholars refer to English as the language of globalization and they state that globalization is affecting other countries through “Englishisation”. According to Meidani and Pishghadam (2013), “the spread of the English language is said to have strong ties with globalization” (p.85). Similarly, English is being penetrated in all domains of society namely in education through ELT industry in terms of educational policy and teaching practices that became connected to globalization. Thus, they conclude that there is a clear intersection of globalization and “Englishization” (Meidani & Pishghadam, 2013, p. 85).

A survey entitled “Attitudes Towards English Language Going in 2022” was conducted to find out the influence of English language teaching worldwide, and to discuss the impact of English as a global language on the choices of people in choosing English as their second or official language. The survey concluded that 61.9% of people preferred the teaching of English in schools, whereas, 9% prefer teaching Spanish as a second language in schools. French on the other side, is preferred by 6% of people to be taught at schools, other languages were chosen by a small number of people. This survey shows the extent of the influence and spread of English language as a global language of most people inside and outside the UK.

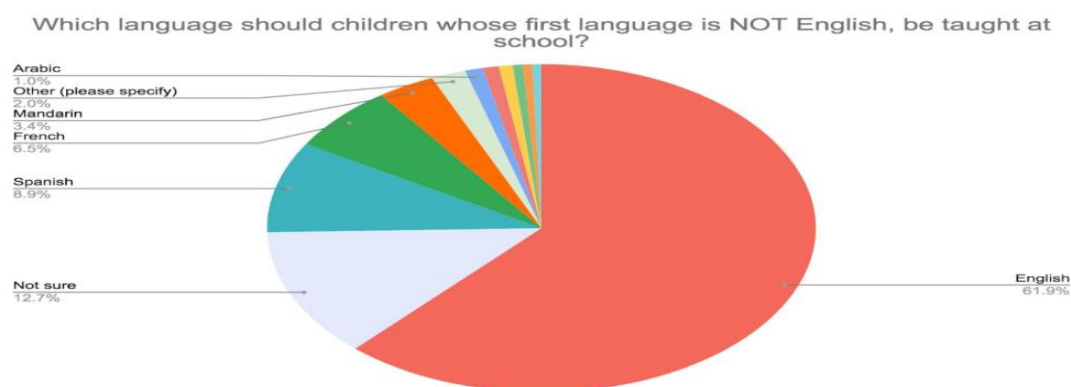


Figure 2.2: “Attitudes Towards English Language Going in 2022”²

² Source: <https://censuswide.com/>

5.1.2. The Impact of Globalization on ELT in Ghanaian Higher Education

“The development of globalization has been associated with the dominance of English language. The power and influence of English have been widely recognized nowadays in the context of globalization” (Bottery, 2000, p.6). Consequently, the phenomenon of globalization has helped in the involvement of several universities in the global community through international partnerships through the adoption of ELT in their curriculum by different programs such as students` and teachers` exchange programs overseas, and the adoption of foreign programs in the local universities (Huggins, Johnston, & Steffenson, 2008).

The impact of globalization on the Ghanaian educational system has been remarkable in terms of the educational policies and practices. In other terms, educational globalization has its traces in Ghana positive and negative ones. Meyer, et.al, (1997); and Silova (2012), argue that educational system of Ghana was highly influenced by British Colonization in the past and by globalization in recent times through the borrowing and adoption of global educational policies, programs, and practices (as cited in Anlimachies, 2015, pp.14-15).

Due to British colonization and globalization, English remains the official language of Ghana, this proves its deep implementation in the Ghanaian culture and society (Owusu-Ansah, 2006, as cited in Annku and Adu- Agyem, 2012). English has also strengthened Ghana's educational system by adopting global programs and policies and using English to communicate with other countries through “literature, etymology, poetry, folk songs, metrical and folk tales have been enhanced by borrowed words and jargons from other cultures” (Annku and Adu- Agyem, 2012, p.89).

Moreover, Annku and Agyem (2012), trace the phenomenon of globalization in Ghana back from the 15th century through British colonization and Trans-Atlantic Slave Trade in

which this helped in the integration of Ghana in a global village through the amalgamation of European and American cultures within the Ghanaian culture. As a result, English as the official language was fostered by globalization and made other languages on the margins in which local peoples used English instead of their native language.

5.1.3. The Impact of Globalization on ELT in Egyptian Higher Education

The globalization of higher education has reached Egypt, according to Urschel (2000). As cited by Diana (2010), this means that globalization's various aspects are impacting Egypt's social, economic, political, cultural, and educational spheres. The spread of English globally, used in research, education, and scientific publications, has been a significant cause of this influence (Crystal, 2003; Kirkpatrick, 2007; Pennycook, 2007). One of the remarkable impacts of Globalization on the Egyptian culture and society is the use and the teaching of English language. That is, Egypt witnessed the use of French and English as foreign languages due to the French and British colonization and occupation (Haeri, 1997).

Recently, English became as the first foreign language to be used in Egypt due to the British occupation and globalization in which English is taught from kindergarten until higher education. English is also used in private schools and institutions as a medium of instruction because most parents consider that language as the language of elite and as a doorway for the global community (Schaub, 2000, as cited in Warschauer & Zhory, 2006). The elite who prefers English language pursue their studies in overseas universities like in the United States or the United Kingdom. Students can also pursue their studies in Egypt by enrolling in English-medium universities such as the American University in Cairo, or in English department in Egyptian universities (Warschauer, & Zhory, 2006).

Conclusion

After careful analysis, it is evident that globalization and the English language are closely intertwined. The United States is seen as a global superpower in the 21st century and has played a significant role in promoting English language teaching through its educational programs. This has had a major impact on higher education around the world, particularly in Ghana and Egypt where American educational programs have been adopted into their curriculums. As a result of globalization, there is a growing desire to learn English. However, there have been criticisms of English as being linked to linguistic imperialism and cultural domination by Western countries like the U.S. Overall, this chapter has shown that there is a strong connection between globalization and the English language.

Chapter Three

The British Council's ELT and Cultural Policy in the Context of Globalization: Ghana and Egypt Compared

Introduction

In this chapter, the researcher will take a closer look at the global English Language Teaching (ELT) industry, with a focus on the impact of the U.S. and UK. Specifically, the researcher will examine the influence of both countries on other nations in the realm of English language instruction. Additionally, the researcher will analyze educational initiatives such as the UK's British Council and American programs in Ghana and Egypt.

From 2013 to 2022, the English Language teaching industry reached 8.86 billion U.S. dollars from its teaching and learning courses and exams worldwide (Statista Research Department, 2022). That is to say, the English language teaching industry is considered as “a multi-billionaire industry” described with the high competition between the UK and the U.S. in the teaching of English. The industry encompasses exams like the Cambridge Exams, Training courses for teachers and students, private schools, universities, institutions, and organizations for teaching English such as IATEFL (International Association of Teachers of English as a Foreign Language, and TESOL (Teaching English to Speakers of Other Languages) have played a major role in the maintenance and promotion of English language teaching courses and conferences (Cavalheiro, 2015).

Along the above lines, there is a major concern on the value and reputation of many cultural organizations namely the British Council in which this latter is at the heart of “competitive and crowded space” (p.5). One of the core projects of the British Council is the promotion of “English language, education and culture” (British Council: Tailored Review, 2019, p.5). On the other hand, cultural globalization as referred by many to the U.S.A. in which this country has the lion's share in the massive growth of the global ELT industry through its worldwide educational programs in teaching English language through many

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programs and initiatives namely the expansion of the U.S. educational programs in Egypt like RELO Cairo, American Centre Cairo. On the other hand, the existence of the U.S. educational programs is also prevalent in Ghana due to the thrust of people to learn English in the age of globalization. Among these countries which are adopting ELT from both the UK and U.S. are Ghana and Egypt. In this section, the researcher is going to delve deeply into the analysis of English language teaching industries of both the UK and U.S.A., and the educational programs established by both countries.

1. A Comparative Analysis of Educational Programs Supporting ELT by the U.K and the U.S

1.1. Alliance or a competition

The massive spread of English is related to the massive expansion of the British Empire, this latter had a huge impact on the spread of English language. This impact is still persistent around the globe due to British Colonization of many countries in America, Asia and Africa in the nineteenth century (Crystal, 2003).

The present-day world status of English is primarily the result of two factors: The expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the U.S as the leading economic power of the 20th century. (Crystal, 2003, p.59)

During the early 1900s, globalization was closely tied to the United States. Specifically, the focus was on cultural globalization, which refers to the process of Americanization or any cultural policy connected to the United States. This mainly includes educational programs related to English Language Teaching (ELT), as noted by Mufwene (2010). Phillipson (2008) also points out that the expansion of the United States was closely tied to the linguistic expansion of English all over the world. However, the spread of English as a business language is not solely due to the U.S. economy and military power. Instead, many countries

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sought to trade with the United Kingdom and other Commonwealth countries. The British Council, which has been promoting ELT worldwide since the 1930s, is still viewed as the first British cultural organization despite its criticisms. The UK industry continues to persist through the Council's efforts.

To add, "The English language teaching (ELT) business has become of the major growth industries around the world in the past-half century" (Crystal, 2003, p.129). That is, the promotion of ELT is widely used by the U.S.A and the U.K as being the countries that have most of their population speak English. Mufwene argues that due to the position that the United States and United Kingdom maintain in science and technology many universities around the world teach English in their curriculum (2010). From this point, one can notice that these two countries are the powerful in the field of ELT all over the world. This can be seen in the diffusion of their educational programs notably U.S. educational programs and the British ones like the British Council as an important organization for British foreign cultural policy mainly in ELT.

Thus, this section deals with the U.S. and British educational programs in the context of globalization. The reason behind choosing U.S. educational programs mainly ELT field is their widespread all over the world. Many countries adopt U.S. programs due to the position of English as a global language. People seek to learn English through U.S. programs such as studying there through scholarships or enrolling in different online programs. On the other hand, the British Council is considered as the oldest cultural organization that promotes ELT as a part of its cultural policy. This latter is still on its track in teaching English in the context of globalization. In this way, these two countries are promoting ELT and the focus of this work is to shed light on their process in ELT worldwide and in the British former colonies and protectorates. The researcher would like to know whether there is ongoing work and an

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influence of the British council cultural policy through ELT in its former colonies and protectorates in the face of globalization and the presence of U.S educational programs whether as an ally or a competitor to the British English language teaching industry and the British Council.

To fully comprehend the role of English Language Teaching (ELT) in the era of globalization, it is important to consider the United States as a leading country that implements English in its educational systems, as well as being a global superpower. To fully grasp the ELT industry and its relationship between the U.S. and UK, it is essential to analyze whether it is an alliance or competition. This section will therefore examine the ELT programs of both countries in former British colony Ghana and protectorate Egypt, and their impact and influence in these countries.

1.1.1. Relationship of Alliance

Phillipson's analysis of the British Council's work for decades with other organizations and programs namely that of the U.S. show that the promotion of English is a foreign cultural policy used by the governments for political interests. In 1960, the British Council conducted a report that was based on a cultural corporation between this organization and the U.S. for a wider promotion of English inside U.S.A. and for integrating the immigrants within the society (British Council Annual Report 1960-61). As a part of its policy, "the British Council... continues to be untiring in its efforts to keep the world speaking English. In this regard, teaching English as a second or foreign language is not only good business, in terms of the production of teaching materials of all kinds but also it is good politics" (Ndebele, 1987, as cited in Pennycook, 2017, p. 22). The worldwide promotion of ELT is not purely cultural rather it includes political and even economic purposes for ELT promoters.

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This connection is evident between U.S.A and U.K in this diffusion in which Phillipson and Skutnabb-Kangas confirm that “it has been British and American government policy since the mid-1950s to establish English as a universal “second language”, so as to protect and promote capitalist interests” (p.63, as cited in Pennycook, 2017, p. 22). Given the connection outlined above, British and American relationship can intersect at some point in terms of cooperation in some programs for political, cultural and economic interests. As Mufwene puts it “the demand for English and American language centers has actually increased around the world, and TOEFL (Test of English as a Foreign Language) is now administered regularly in many metropolises” (2010.p.57).

This relationship between the two countries is not only based on economic, political connections, it is based on cultural ties and shared history, this can help both countries to have a shared future through cultural communications. That is, in the field of education many exchange programs were set to build a cultural collaboration between the two countries. This idea has been known as “The Anglo-American Special Relationship”, this latter promoted the cultural links between the U.S. and the UK through their educational institutions and programs such as the British Council and Cecil Rhodes in the UK that worked in association with U.S. programs as Edward Horkness. These educational initiatives worked to build links through exchange programs to sustain as Professor Nicolas Cull has called their “Anglo-American Special Relationship” (Donaldson, 2018).

Phillipson continues to discuss the global dissemination of English language teaching under the name of Linguistic Imperialism. In which, the two countries the U.S.A. and Great Britain used “euro-centric language learning models disseminated by new language-centered academic disciplines that were emerging in the two countries after WWII such as Applied Linguistics and English as a Foreign or Second Language did much to bolster the importance

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of (certain native) English(es)” (1992, pp. 132-133). He further claims that ELT is the continuation of colonial language policies and the British had been working hand in hand with the Americans since the 1950s to make English achieve a global status. This will be achieved according to Phillipson, through the British Council and “the relation between American foreign policy and the field of Applied Linguistics” (137-172).

1.1.2. Competitive Relationship

There is a perception that both the British and Americans are competing for dominance in the field of English language education. Both countries have established institutions and programs to spread the use of English. Professor Trivedi also notes in his research titled “English in the Globalized Modern Society” (2016) that the United States has played a significant role in the growth and global reach of the English language. American English has become the most widely used version, surpassing British English in popularity. This suggests that there may be competition between the educational programs of the U.S and U.K when it comes to teaching English as a foreign language in various countries. Many people want to learn American English because it's viewed as moderately prestigious and socially attractive, according to Rindal (2010, p. 242). This wasn't always the case due to the dominance of British Empire and English, but as the United States became a dominant global power in politics, economy, culture, and education, people became eager to learn American English.

2. Cultural Politics of ELT: UK and U.S. English Language Teaching Industries

English language teaching has become an industry that uses ELT as product for sale through using lessons, examinations and teachers as commodities for trade (Holliday, 2006). Phillipson discusses this standpoint in which he emphasizes on the fact that ELT is not purely economic, nevertheless it is related to power, money, and politics. ELT according to Phillipson is “an international activity with political, economic, military and cultural implications” (1992, p.8). He also states that the British Council is a means used for transmitting political and economic interests through cultural influence namely through English language teaching. He also stresses on the role of Britain, Australia, and North America (BANA) in the diffusion of their cultures and politics through ELT in a form of cultural colonization (Pennycook, 1996; Philipson, 1992).

Pennycook underlines this claim by suggesting that the British Council has political and commercial orientations in spite of its autonomous relationship far from the British government. In fact, “it has always had the goal of spreading the English language as far as possible and this had been for political and cultural reasons” (1996, p.150). In this term, the British Council received in 2009-10 “for the equivalent of every \$1.60 of taxpayer's money it receives, it earns \$4 through its English teaching and examining worldwide” (British Council Annual Report, 2009-10, p.).

As an example of English criticism in the context of globalization is Robert Phillipson's work (1992). He criticizes the British Council as an agency that facilitates what he calls “this new form of neocolonialism” which is globalization (p.143). He states that this agency is an agent that was created to sustain Britain's work through changing its policy through “market share rather than on the mission civilisatrice or development work” (as cited in Heller, 2002,

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p.105). As a result, Heller (2002) considers the British Council as a “cultural agency” that represents the interests and ideas of the British and the new form of neocolonialism that uses teaching English as a crucial part in its cultural policy as a reproduction of the older imperial cultural dominance (pp. 105-106).

In the same vein, Holborow (1999) discusses English as a global language that emerged as a result of the rise of U.S. as a capitalist superpower. In this way, McKay clearly describes that “teaching English is... infused with social and political significance” due to its power in different domains as technology, politics and economy (1992, p.3). Holborow studies the work of ELT industries of both UK and U.S. She points out that ELT industry has political and ideological orientations through the work of the field of Applied Linguistics and International Education and continuous support of Western ideologies that have been implicitly hidden in English language teaching. This latter is described as linguistic imperialism used by the UK and U.S. through governmental and private institutions that work on the widespread of textbooks and materials to guarantee their influence (Holborow, 1999; Modiano, 2001).

3. A Historical Overview of the British ELT Industry within the Context of Globalization

The development of the British English Language Teaching (ELT) industry traces back to the time of the British Empire and continued with the rise of the United States as a superpower, which led to the global expansion of English. This section provides insight into the history of the growth of British English and the ELT industry.

3.1. A Brief History of the Development of British English

The history of British English dates back to the Germanic invasions of the British island and with the coming of the different immigration waves of the Angles, Saxons and the Jutes from the Germanic lands, their language was merged with the Celtic language. English undergone different influences due to the several invasions of Britain by the Romans, the Normans in which it was influenced by Latin and French. Old English is the old form of recent English that witnessed changes during different periods namely the Middle Ages and modern era. As for the actual spread of English was with the global spread of the British Empire between 18th and 20th century in which the British taught their language in their colonies for economic, cultural and political purposes.

The Industrial Revolution also attributed to the expansion of English in which most of the vocabularies and technical terms of the machines at that time were written in English. The influence that the British Empire had in spreading English was huge. That is to say, the British Empire attributed to the global expansion of the British English through establishing schools in its colonies. Even after the independence of its colonies and protectorates, English is still used in its former colonies and protectorates in which most of them use English as the official or second language. As a result, the British Empire had been the major contributor of the spread of English worldwide and the maintenance of this language has been in continuity due to the Commonwealth that uses English as the official language between the UK and its former colonies and other countries as a well preserved British tradition that helped in the global spread of British English particularly with its former colonies and protectorates (Encyclopedia of Britannica, 2022; Oxford International English Schools, 2022).

3.2. The British English Language Teaching Industry

David Crystal (2003) explains the expansion of ELT industry around the world through the example of the British Council's work in recent decades in which the Council has more than 111 offices in more than 109 countries diffusing cultural and educational activities. In 1995-96, more than 400.000 students had English examinations as a foreign language. In the Council's teaching centers, over 120.000 students were learning English (Crystal, 2003, pp. 112-113). In addition, the Council stated that the number of enrollments in the British Council centers has been increasing since then for ELT, the Council estimated that the new millennium would see over 1.000 million people learning English (British Council, 1997).

English language teaching (ELT) is a sector which is largely invisible to the British public, unless they encounter a group of exuberant teenage summer students queueing for a bus. But it is a significant export industry, bringing monetary, cultural, soft power and educational benefits to the UK with few, if any, negative impacts on the economy, jobs or services. (English UK, 2018, p.1)

This quote highlights the significance of ELT (English Language Teaching) in the UK. As an instance, the British Council undertook a project in 1995 to investigate the role of English as a global language and the future of the ELT industry. The questionnaires were answered by a majority of people with agreement or strong agreement (Crystal, 2003). These questionnaires had shown the place of the ELT in the future as a growing industry and this is due to the global position of English that will remain the same in the future. In this vein, a report was conducted in 2018 by English UK found that, the UK's ELT industry reached £1.4bn income for the UK each year in which 35.700 jobs are provided in the ELT sector (English UK, 2021).

3.3. The British Council Development from 2012-2019

The British ELT industry is chiefly presented by the British Council because “over 70 percent of its budget comes from commercial activities such as English Language teaching” (British Council, 2019, p. 8). The British ELT field is growing with 34% since 2000 and it is adding more than 2 billion every year to the British economic sector. This will lead to increase of 3 billion by 2020. Concerning foreign students who are studying in the UK, in 2011 English language students reached “almost 50 per cent of students by volume and 35 per cent of the global market by value” (Altan, 2017, p.2).

In 2013, the British Council conducted a study about the widespread of English and estimated that about 1.75 billion people speak English around the world (British Council, 2013). This study can prove that ELT is growing fast due to the huge demand for learning English to cope with the changes of globalization. In 2018-2019, 791 million learners enrolled in several programs initiated by the British Council (British Council Annual Report and Accounts 2018-19, p.4). In this regard, the British Council reported that English has a massive effect worldwide. That is Mark Robson, Director of English and Exams at the British Council, has stated that: “The English language is perhaps the United Kingdom's greatest and yet least recognized international asset. It is a cornerstone of our identity and it keeps us in the mind of hundreds of millions of people around the world, even when they are not talking to us” (British Council Report, The English Effect, 2013, p.2). English is witnessing a global demand and this means that it is helping the UK in becoming the world's top countries that work in English language teaching industry.

Another report by the British Council (2017-2018) stated that “Over 3.5 million students have taken a UK examination with us, enhancing their education and career prospects whilst

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connecting them with the UK. Exam boards in the UK also benefit access to overseas markets and export earnings of 111 million” (British Council: Annual Report and Accounts 2017/2018, p. 3). Along the lines above, the fact that the British Council will exceed the previous figure by 2020 has been achieved and increased by seven percent in its income to £ 1.250 million, this has been stated in the Annual Report of the British Council of 2018-19 (Annual Report and Accounts 2018-19, p.80).

In recent years, its income “is raised from English language teaching and exams, projects, contracts in education and development, and from partnerships with public and private organizations” (British Council: Annual Report and Accounts 2017/2018, p.4). This can be seen in the massive number of students in which 400.000 students has been studying in English language teaching centres, 79 million visitors of the British Council websites and social media and almost 3.6 million exams candidates worldwide, and “over 10,000 organizations now recognize the test worldwide”. (British Council: Annual Report and Accounts 2017/2018, pp.6-15). In retrospect of the British ELT industry, Hall states that ELT is a successful business. For example, “in 2006, the UK delivered nearly 1.3£ billion... from the ELT sector alone and around 10£ billion ... from education-related exports” (2011, p.221). In the years between 2012 and 2017 the British ELT industry has increased to 2.5£ billion (English UK, 2013). Moreover, the value of ELT is acknowledged globally at around US\$50 billion with 1.5 billion learners. This made some forecasts in which this industry will grow from US\$63 billion to US\$193 billion between 2012-2017, making ELT “the fastest growing part of the education sector outside of the emerging ed-tech sectors” (Department for Business, Innovation and Skills, 2013, p.33). As a valid example, The British Council represents the growth of British ELT industry in which “the British Council in 2011-2012, taught 300.000 students in 50 countries and examined 1 million students for UK-based

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qualifications, and Pearson, the publishing company, which taught more than 190.000 English language students in more than 70 different countries earning US\$ 800 million in 2012” (Department for Business, Innovation and Skills, 2013, p.33). Kachru (1983) confirms that the influence of English begun in the period of British colonialism and lasted after independence. He states that, “the sun never set on the British Empire, and the English language was naturally basking in the global sunshine” (p.5). This influence is manifested in ELT in the former British colonies and protectorates in the other continents. In Leith's words,

Like Latin during the Roman Empire, English was imposed over an enormous area as the language of law, administration, and commerce. English enjoyed the sanction of military superiority, but two other factors helped it to spread. In addition, knowledge of English could lead to a prestigious job; there were clear economic advantages in learning it (1997, pp. 200-201).

English witnessed an enormous spread in the former British colonies and protectorates and even the countries that were never colonized by Britain. Kachru's Three Circles (1983) demonstrate this widespread in which he divided the use of English into three circles: The Outer Circle, the Inner Circle and the Expanding Circle.

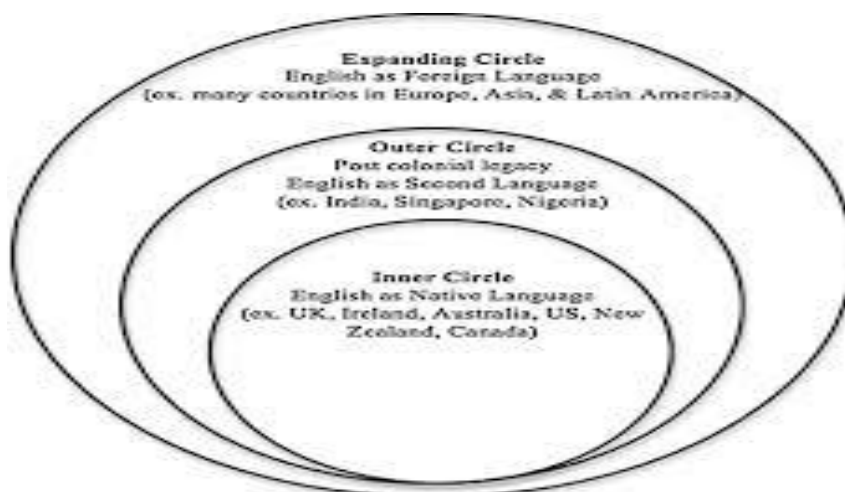


Figure 3.1: Kachru's Three Circles (1992)³

³ Source: Kachru's (1992) concentric circle model representing the spread of World Englishes.

3.4. British Support for ELT in Ghana

British Council Ghana is the main presence of British initiatives and programs for English language teaching in Ghana, which will be illustrated in the following paragraphs.

3.4.1. British Council Ghana

After gaining independence in 1957, Ghana adopted British educational system and set its educational language policy based on English language of instruction and the official one for governmental affairs (Gyamfi, Donkoh, and Addo, 2016). This does not deny that there were some issues in the Ghanaian educational system in the suitable language policy, but this has not stopped the maintenance of ELT in the field of education mainly by the British Council.

In DFID Ghana Country “Director’s Speech at Education” is an event in 2018 established by the Department for International Development and Foreign and Commonwealth Office. The speaker emphasized the importance of the UK-Ghana partnership in English Language Teaching. The UK has invested over £400 in the Ghanaian education system over the last 20 years. This latter has supported the teaching of Ghanaian students over the last 10 years. Thus, this proves the sustainability of UK-Ghana partnership in education through the continuous establishment of British institutions in its capital Accra to make education inclusive for all Ghanaians. For instance, the British Council initiated “Connecting Classrooms Program” for teacher training for developing their skills mainly in ELT. Other initiatives such as “Commonwealth and Chevening Scholarship” and “Fellowship Programs” have helped more than 2,500 Ghanaian students to study in the UK (British Council, 2020).

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One of the core objectives of the British Council in education is to attract more than half million students to study in the UK. In the years of 2013-2017, the British Council has been associated with nearly 10,093 schools in the UK to work with international schools and universities abroad (British Council, 2019, p. 18). Concerning Ghanaian ELT, the continuous use of English is clear in recent decades, a report presents the findings of ELT in Ghana in terms of being the official language used by all Ghanaians and the language of instruction. In addition, students' mobility has grown in recent decades and Ghana has become an international sending market of students abroad. The report shows that the number of Ghanaian students studying for degrees abroad increased by 40% from 8,964 in 2012 to 12,559 in 2017 (WES, 2019).

3.4.2. "Connecting Classrooms" Project Ghana

In 2007, British Council initiated a project called "Connecting Classrooms" Project in which it reported that "we connect people with learning opportunities and creative ideas from the UK to build lasting relationships around the world" (British Council, 2007, p.1). One of the main important objectives of this project is learning English language and this can be achieved through story-telling, reading books and creative writing (British Council, 2007, p.1). "Connecting Classrooms" program is an initiative established by British Council Ghana in 2008 for the purpose of sustaining cultural relationships and developing educational partnerships between schools in Ghana and schools in the UK (British Council, 2015). The British Council's "Connecting Classrooms" was engaged in Ghanaian schools as an integral part of the International Schools Partnerships.

3.5. British Support for ELT in Egypt

There is always an ample room for British growth in Egypt since the establishment of the British Council in 1938 that initiated its activity in culture, arts and ELT. In November 2017, the Egyptian Minister of Education declared that Egypt will hold new foreign universities from France, U.S, and U.K. As a part of the cultural international partnership with the U.K, according to PIE News (2018) Egypt represented a Memorandum in 2018 that was set “to establish more British Branch campuses in Egypt already the fifth- largest host country for the U.K. transnational education, with nearly 20,000 students pursuing British degrees in joint degree programs”. From this standpoint, it is clear that there is a continuous educational partnership between UK and Egypt, yet the high demand of U.S. educational programs is also prevalent in the Egyptian Educational landscapes mainly in ELT. This shows that there is a sort of a competition between U.S. and British ELT programs. In the coming part, many reports and statistics prove that U.S. programs have its share in ELT in Egypt.

Other reputable universities are the British University in Egypt, the German University in Cairo that were established for decades and this has helped Egypt to become a “transnational educational hub and attract more foreign branch campuses” (WENR, 2019). The U.K and Egypt Sign MOU on Branch Campuses, as Global Ministers Meet, 2018, Claudia Clvinini writes that another Memorandum was established to strengthen the educational relationship between the UK and Egypt in which “the UK already has a strong track record of delivering higher education overseas”. Another clue for the strong relationship of the UK and Egypt is the speech of the Director of universities UK International Vivienne Stern who said that:

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Egypt is the top host country in the MENA region for UK transnational education and the fifth in the world, with nearly 20.000 students studying for UK degrees through joint programmes in 2015-16. The quantity and depth of UK-Egypt partnerships has been growing steadily over recent years and there is clear demand to expand this further. (PIE News, 2018, para, 10)

3.5.1. British Council Egypt

Concerning English Language Teaching (ELT), the British Council focuses on establishing many activities and programs including: Learn English Online, English Language for adults, Kids, teens, and companies. The British Council also offers General English Courses and IELTS Preparation, these courses are offered all over Egypt such as, Agouza, Heliopolis, City Stars, Nile University Sheikh Zayed (British Council Egypt, 2020).

3.5.2. General English

General English Course is fulfilled to teach English skills and reach learners' goals through improving their language. The main objective of this course is to teach English and improve speaking, listening, reading and writing skills. The British Council seeks to enhance the levels of Egyptian learners through using advanced teaching materials, methods, and practice sessions. Online teaching is also prevalent through TED Talks and Online Classroom (British Council Egypt, 2020).

3.5.3. British Council IELTS Egypt

IELTS Course is now available in the British Council Egypt, this latter provides online courses for Egyptians and it is designed instead of face-to-face classrooms to help learners enhance their skills before IELTS test through online courses. Another activity is British Council English Online: 100% Online Teacher-led Course that strengthens English language skills online from expert teachers and it can be useful in tracking the progress of learning process of the target language (British Council Egypt, 2020).

3.5.4. National Teacher Training Programme

As a part of ELT industry in Egypt, the National Teacher Programme by the British Council Egypt is designed for improving the teaching of English language of Egyptian teachers of English. This latter is a partnership with the Egyptian ministry of Education. According to the British Council, this partnership will help more than 37.000 primary school teachers in enhancing English skills in many subjects due to its use as the language of instruction in schools and the project is applicable until March 2020 (British Council Egypt, 2018). The National Teacher Training Program works on the professional development of teachers of primary schools in terms of developing their knowledge and teaching techniques of approximately 33.000 primary school teachers, and 4.000 Math and Science teachers who teach English as a medium of instruction (British Council Egypt, 2018).

3.5.5. Al-Azhar University and British Council Partnership

The main focus of this partnership is boosting English language teaching education through the continuous support of Al-Azhar English Training Centre (AAETC) that works on the professional development of English language teaching and learning for both teachers and students and offering UK- Al-Azhar scholarships for PhD students and Masters in collaboration with the British Embassy (British Council Egypt, 2020).

3.5.6. Al-Azhar English Training Centre

The Al-Azhar English Training Centre (AAETC) is an English language teaching Centre at Al-Azhar University was a result of a partnership between British Council Egypt and Al-Azhar University for teaching English and improving students' skills (AAETC, 2017). The Centre was established in 2008 supervised by the British Council. "The Centre aims to give students the skills to discuss and explain Islam, especially to non-Muslims, as well as training

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Egyptian teachers in methodology, mentoring and management (AAETC, 2017). Through the Centre and English language teaching/ learning both teachers and students will improve their skills and knowledge in English language. This will provide them with the opportunity with a better understanding of other cultures. The Centre includes 580 enrolled students, 450 graduates, their total is 980 students. The centre selects top students in their departments and enables them to speak about their culture and their religion by teaching them English and sending them to study abroad in Oxford, Durham, etc (AATC, Al-Azhar University, 2017).

3.5.7. Al-Azhar University

Al-Azhar University is located in Cairo, Egypt. Affiliated with Al-Azhar Mosque in Islamic Cairo, it is "Egypt's oldest degree-granting university and is renowned as "Sunni Islam's most prestigious university" (Al-Azhar University, 2020). Al-Azhar university includes higher education to schools with more than two million students. The university was founded in 970 or 792 by the Fatimids for religious learning and for studying Islam and Quran. Al-Azhar university is considered to be one of the oldest universities in the world and it lasted until modern day. "Today it is the chief centre of Arabic literature and Islamic learning in the world. In 1961 additional non-religious subjects were added to its curriculum" (Al-Azhar University, 2020). It was one the oldest universities to lay foundation to the secular educational system (Gabatry, 1998). Under the rule of the president Gamal Abdel Nasser, Al-Azhar was approved as a university with the establishment of many faculties such as economics, science, pharmacy and medicine, ...etc (Al-Azhar University, 2020).

Al-Azhar was known as the oldest Islamic Centre established first by the Shia Fatimids in the tenth century and later it was a Sunni establishment under the Ayyubids. This versatility made it an intellectual Centre by excellence and this led students from Africa and Asia pursue

their studies there for gaining knowledge. Later on, Al-Azhar developed its educational system by adding more secular subjects, making it an important institution in the Arab and Islamic world (Ead, 2019).

4. A Historical Overview of American ELT Industry within the Context of Globalization

This section provides a brief overview of the history of American English and the American English Language Teaching (ELT) industry. It aims to showcase that the UK's English language teaching industry is not the only source of English education worldwide and that there are alternative programs for English language teaching available.

4.1. A Brief History of the Development of American English

The first seeds of American English blossomed with the establishment of the first permanent colony Jamestown in 1607 in the New World where the British settlers brought their language with them to their new homeland. However, there were other influences rather than the British in which the settlers used Pidgin language for an easy contact with other people, this led to the invention of new vocabularies that influenced English. Spanish had its influence on English due to the contact between the British settlers and the Spanish because of their colonization of different parts of America before the coming of the British. Another language that had its influence on English was French because the French invaded some parts in America as well. After gaining independence from the British, the Americans begin shaping their own language and dialect. Most importantly, American English paved its way to the global scene after the Second World War due to its position as a powerful country until today and this helped American English to become a global language. Needless to say, that American English originated from British English due to historical factors. However, American English undergone different changes and influences and it broke off into its own

language and dialect in which it became similar and different at the same time from British English (Bailey, 2004; Wolfram & Schilling, 2015).

4.2. American ELT Industry

The United States is enjoying the current pervasiveness of English language due to its dominant position in economy, and politics. Thus, globalization is linked to Americanization. "The Oxford Guide to World English" describes that "American English has a global role at the beginning of the twenty- first century comparable to that of British English at the start of the twentieth- but on a scale larger than any previous language or variety of a language in recorded history" (McArthur, 2003, p. 165).

As mentioned above, the rise of English language in the 21st century was closely tied with emergence of the U.S. as a superpower with its massive political, economic, and cultural influence (Graddol, 2000, p.7). Graddol also stated that after the decline of the British Empire, new varieties appeared in the newly independent countries and "ELT has become a major private- sector industry" (p.7), most notably in the outcomes of the second world war, the U.S has become a world power, this eventually led American English to become "the dominant world variety" (2000, p.7). This is true for some recent American studies that state that American English is the dominant language today, it has become the language of science, commerce and technology. There has been a criticism for the American hegemony, politics, economy and English, but this latter strengthened the soft power of American culture and American English. This in turn made English as an emblem of the domination of the United States in all domains (Barber, 1996).

Alongside with this status, Graddol argued that American hegemony and the dominance of American English may not have a solid groundwork as Barber and Celente claimed. That is,

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most of the former colonies still have “an orientation to British English” (p.57). He also stated that British publication has the largest share in the global ELT market and the U.S. is adopting British English to advance in ELT market. This means that British English is working on sustaining its position in the future and managing its “brand image”. For instance, British studies are taking place in many universities all over the world to “a more balanced understanding of Britain's place in the modern world” (2000, p.57). Even with the domination of American English in the global arena, Britain's culture and English still have an important rank in the world through the growth of the “British audio-visual products in projecting an image of Britain as a leader of style and popular culture” (2000, p.57).

On the other hand, a recent report of ICEF (2014) has studied the global development of ELT market and stated the declining situation of the UK's ELT market after being in the second position and the U.S. in the first one in terms of the students' enrolment at UK universities. Also, the report outlines the competitive atmosphere that both the UK and U.S. ELT market witness mainly in students' enrolments, Australia is expanding in the global ELT market through international students' enrolments (Learn cube, 2020).

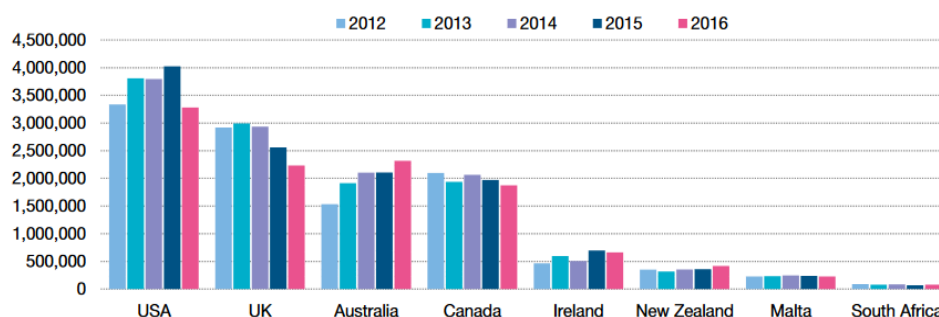


Figure 3.2: Overview of ELT destinations (student weeks)⁴

⁴ Source: Student Marketing, 2017

<https://iase-web.org/documents/papers/icots3/BOOK1/A5-8.pdf?1402524943>

4.3. American Support for ELT in Ghana

American educational programs in Ghana receive a wider acceptance among Ghanaian students through the establishments of U.S Embassy Ghana and Education USA Center through the teaching of English for sustaining in the Ghanaian educational systems through the use of English language.

4.3.1. U.S Embassy in Ghana

As a part of its cultural policy, the embassy is considered as a gateway for intercultural exchange between the United States and Ghana in the educational system. One of the institutions that work on the educational programs and cultural exchange is the Bureau of Educational and Cultural Affairs: Promoting Mutual Understanding that works in U.S. Exchange Programs. ECA works on different initiatives for mutual understanding, provides “educational resources for people interested in learning about American culture and English language”. Also, “ECA is well known for its flagship exchange programs such as The Fulbright Program and International Visitor Leadership Program” (U.S.Embassy Ghana, 2020).

The United States is the most prominent destination for Ghanaian students, followed by the UK, Ukraine, Canada, and South Africa this shows an inflation in the number of students enrolling in U.S universities. “Open Doors Data at the Institute of International Education, indicate that Ghana is now the third largest sending country of international students to the U.S. with 3,213 students in the 2017/18 academic year (an increase of 3,3 percent over 2016/2017)” (WES, Education System Profiles: Education in Ghana, 2019).

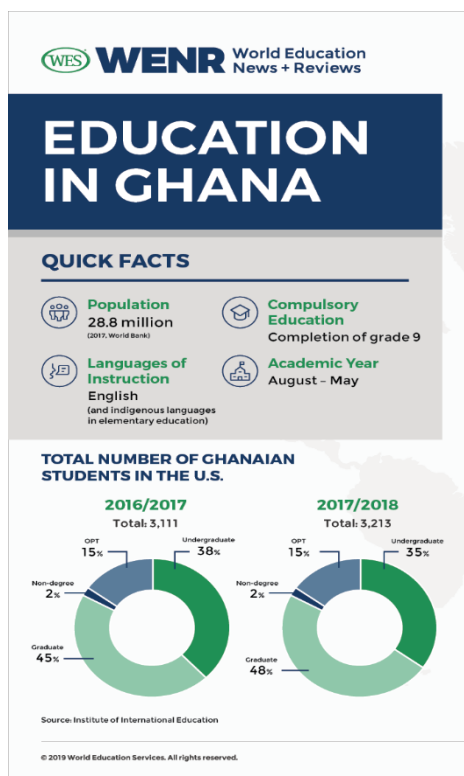


Figure 3.3: Education in Ghana 2019.⁵

4.3.2. American Center Ghana

The American Center is situated in Accra, Ghana, it provides opportunities for students to learn English through U.S. books, movies, and documentaries. It also helps Ghanaian students to engage culturally with U.S. language, educational programs, culture, and increases mutual understanding. In addition, the Center focuses on several programs and initiatives mainly on English language teaching and learning for Ghanaian students as a way to enhance their skills and to strengthen the cultural relations between the U.S. and Ghana (U.S Embassy Ghana, 2020). The American Corner, as an important initiative offers information about the U.S. culture and language through books, internet, and films.

⁵ Source : <https://wenr.wes.org/2019/04/education-in-ghana>

4.3.3. Education USA Centre

Another initiative of the U.S. in Ghana is Education USA Centre. It embraces over than 430 international advising centres in more than 178 countries. Ghana holds two centres in Kumasi and (ACE Consult and Asokwal) at the U.S Embassy in Accra. This centre provides services to U.S. higher education for Ghanaian students to study in U.S. universities and institutions. The open Doors Report of 2019 denotes that there is an increase in the number of Ghanaian students studying at U.S. universities from 3,213 to 3,661 (U.S. Embassy Ghana, 2020). This makes Ghana in the second rank in Sub-Saharan Africa after Nigeria with 13,423 students in which:

Over half of the Ghanaian students in the US are studying at the graduate level and this number increased by 21,3% over the last year from 1,534 up to 1,860 tipping Ghana into an enviable bracket of top 25 countries sending graduate students to the U.S. Each year, more than 35,000 individuals access Education USA services in Ghana. (U.S. Embassy Ghana, 2020)

This proves that the number of Ghanaian students grew from the previous year, and this makes international students including the Ghanaians 5,5% of the students in higher education (U.S. Embassy, 2020).

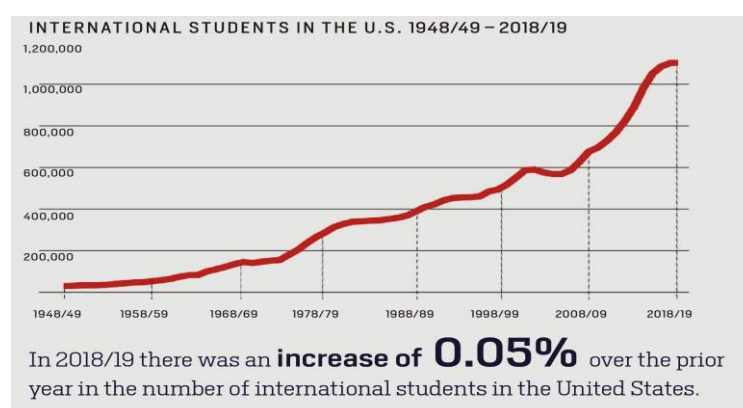


Figure 3.4 International Students in the U. S⁶

⁶ Source: Open Doors Website

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Ghanaian students are attending in more than 600 U.S. universities and institutions and they are sponsored to precede in their studies and most of the Ghanaian students compete to enrol in U.S universities through tests such as TOEFL and ILETS in computer-based test centers in both Accra and Kumasi (The Educational System of Ghana, A U.S Department of State Network, 2020, p.1). The mutual partnership is obvious between the U.S. and Ghana in terms of the desire of U.S. students seeking to study in Africa in general and in Ghana in particular as a part of the long-lasting relationship between Ghana and the U.S. (U.S. Embassy in Ghana, 2020)

4.4. American Support for ELT in Egypt

Needless to say, Egypt holds several foreign branch campuses, including American activities that support English language teaching in the Egyptian universities namely its activity in the American university in Cairo, RELO Cairo, and its English Language Teaching Institute. One of the main activities is the “Summer school of Linguistics” that corporates with the British Council. This may prove the association of the British and American cultural organizations through the teaching of English through presenting ELT courses and exhibitions. In addition, “there are signs that a renewed American effort in certain areas may be added to our own. But there is no easy solution and more money and manpower are needed. The need for continued and increased support is undeniable” (pp.7-8).

In discussing the work of U.S. educational programs of ELT in Egypt, Mark Warschauer (2004) found that in the last years, Egypt has been supported by the U.S. foreign aid to sustain their economic relationship and “the three key elements of this effort have been educational improvement, the promotion of English language teaching and the diffusion of educational technology” (Warschauer, 2002, as cited in Warschauer, 2004, p. 388). The Integrated English

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Language Program (IELP) embraced these key factors and it run from 1997 to 2004 with a fund of 52\$ million that made it one “of the larger donor funded educational programs in the world” (Warschauer, 2004, p.388). One of the main objectives of this program is to develop the relationship with the Egyptian Ministry of education and to enhance ELT and Teacher Professional Development through pre-service and in-service training.

4.4.1. American Center Cairo (ACC)

The ACC is situated at the U.S. Embassy Cairo, it provides services and programs about U.S culture, society and ELT. For example, more than 14.000 books, documentaries, games, and movies about English language are available at the ACC as a part of its cultural policy for teaching English. The ACC holds many programs for learning English as English Conversation Club, Gaming in English, in addition to scholarships for Egyptian students to study in the United States (U.S. Embassy Egypt, 2020). The Egyptian American Center is also located in Alexandria as one of the most prestigious educational organizations in Egypt, the center works on language teaching sessions for students from all levels (U.S. Embassy Egypt, 2020).

4.4.2. Regional English Language Office (RELO)

The U.S. Embassy Egypt and the U.S. Department of State have established 25 offices worldwide, one of which is RELO Cairo. These offices are run in conjunction with the Bureau of Educational and Cultural Affairs and the Office of English Language Programs. This latter is used to strengthen international cultural relationships between the United States and Egypt. RELO is in association with private and public institutions in Egypt to enhance students' skills in English and to work on professional development of teachers of English (U.S. Embassy Egypt, 2020).

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Into the bargain, RELO Cairo works in association with Nile TESOL Teacher Training and scholarships programs including: Regional TESOL Conference Scholarships, International TESOL Online Course and Nile TESOL, finally American University Center (AUC) Conference. All of these activities offer opportunities for Egyptian teachers and students to develop their skills in English language teaching and learning through several experiences and conferences in the goal of the enhancement of teaching English in Egyptian schools and universities (RELO Egypt, Nile TESOL, 2020).

4.4.3. The American University Cairo: TESOL Fellowship

Through TESOL Fellowship, teachers and students have the chance in pursuing their studies and degrees to enhance their English language skills in American University Cairo. Additionally, they have the opportunity to participate in 10-month- long fellowship in the field of English teaching in the U.S. or in Egypt by attending with qualified U.S. educators (U.S. Embassy Egypt, 2020).

4.4.4. Fulbright Egypt

The establishment of the Binational Fulbright Commission in Egypt was founded in 1949 and it is considered as the oldest Fulbright program in the Arab world. The program is the seeds of the international partnership of the educational exchange between the Egyptian Ministry of Foreign Affairs and the U.S. State Department. For more than 71 years almost “7,000 scholars have been American Fulbrighters in Egypt or Egyptian Fulbrighters in the U.S”. Senator J. William Fulbright called “ the essence of intercultural education: empathy, the ability to see the world as others see it and to allow for the possibility that others may see something we have failed to see” (U.S. Embassy Egypt, 2020). The desire of educational partnership is obvious through several educational exchanges including the Fulbright program.

4.4.5. Al-Azhar English Language Resource Center

Al-Azhar English Language Resource Center (ELRC) was established in 2007 at the Nasr City, Cairo branch of Al-Azhar University in a partnership with The United States Embassy in Cairo. The ELRC is designed for teaching English as a second language in association with English Language Fellows and the Bureau of Educational and Cultural Affairs and managed by Cairo Regional English Language Office (RELO Cairo). In addition, “the Center provides intensive English Language instruction to junior faculty members from Islamic and Arabic Studies, among other faculties, as well as teacher training to select Al-Azhar graduates from the faculty of language and translation” (U.S. Embassy Egypt, 2020). The Center provides students with general English classes for 100 students at a time and provides them with TOEFL exams in order to increase the English proficiency levels (U.S. Embassy Egypt, 2020).

Conclusion

This chapter highlights that ELT industries of the U.S. and the UK are the primary sources of English language education worldwide, whether they are competing or collaborating. Results from the chapter demonstrate the teaching of English through various programs and institutions, including the U.S. programs and the British Council. The chapter also mentions the different partnerships and programs of British Council Egypt and Ghana in the field of ELT. Moreover, RELO Cairo is an American program, which the most commonly used and popular program in Egypt for English language teaching, and Education USA Center is used in Ghana. To conclude, the chapter explained the relationship between the British Council and U.S programs in the teaching of English through examining the different activities established by both the UK and U.S. ELT industries.

<i>Chapter Four</i>
<i>Research Methodology and Design</i>

Introduction

This chapter provides a detailed overview of the research methodology, including information on participants, settings, research instruments, procedures, and data analysis. The chapter also presents the results obtained from both questionnaires and hypotheses.

Methodology is an important part in research that includes the collection and analysis of data. In this respect, Burns and Grove concluded that “methodology includes the design, setting, sample and methodological limitations; in addition to the data collection and analysis techniques in any research” (2004, p.488). In other terms, methodology includes the methods to analyse data in order to obtain the research results. According to Sikes (2004, p.16), methodology is “the theories and the processes leading to the most suitable methods and procedures to obtaining knowledge for research”. Kumar asserts that every research methodology includes a research design that involves the collected and analysed data for answering the research problem and questions (Kumar, 2011; Creswell, 2012).

1. Research Method

The study enhances understanding of the research problem and questions through the causal-comparative and descriptive-analytical methods. In addition, detailed descriptions of research methods and their application are provided in the use of the questionnaires.

1.1. Causal-comparative Method

Comparative research is essential in social science and it includes both quantitative and qualitative comparison. According to Swanson (1971) “thinking without comparison is unthinkable. And, in the absence of comparison, so is all scientific thought and scientific research” (p. 145). In the same vein, social sciences research is purely comparative in which comparison matters for conducting research (Lieberson, 1985; Ragin, 2014). In which,

“causal-comparative research is a family of research designs used to examine potential causes for observed differences found among existing groups ... It is similar to correlational research designs, except that the independent variable to be tested is categorical (e.g., school or class membership) and the analysis explicitly attempts to test causality” (Frey, 2018, p. 1).

In another definition it is stated that “a causal-comparative design is a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred. The researcher's goal is to determine whether the independent variable affected the outcome, or dependent variable, by comparing two or more groups of individuals” (Neil J. Salkind, 2010, p. 124).

Along with the above lines, this study used a non-experimental, causal-comparative research design in which the researcher sought to identify if there is a difference between the use of U.S. educational programs and British Council`s work in English language teaching in Ghana and Egypt. The independent variables are defined as Globalization and U.S educational programs in Egypt (RELO Cairo, American English language training center), and the dependent variable is defined as the British Council`s work in English language teaching. In Ghana, the independent variables are the same globalization and the U.S educational programs (American Center Ghana, USA Education Center) used in Ghana, whereas the dependent variable is the British Council Ghana.

In addition, the main objective of this study is to find the effect of globalization through U.S. educational programs on the work of the British Council in teaching English through comparing the work and effect of American educational programs on the British Council in Egypt itself, and in Ghana, then comparing the two countries. The results from both countries will be compared to see which country is still adopting the British Council mainly in teaching English and is not affected by globalization through U.S English language teaching programs.

Gall, Gall and Borg (2007) stated, “causal-comparative research is a type of non-experimental investigation in which researchers seek to identify cause-and-effect relationships by forming groups of individuals in whom the independent variable is present or absent ... and whether the groups differ on the dependent variable” (p306). That is, a causal-comparative design is a research design that seeks to find relationships between independent and dependent variables often in an action or event that has already occurred. The researcher’s goal is to determine whether the independent variable affected the outcome, or dependent variable by comparing two or more groups of individuals.

1.2. Retrospective Causal-comparative Research

In Retrospective Causal-comparative research, the researcher is investigating a research question after the effects have already occurred. The researcher studies how one variable may have influenced another variable. This is the most common type of causal-comparative research. In this case, causal comparison would be the most appropriate method of research because the independent variable globalization cannot be manipulated.

1.3. Descriptive-Analytical Method

Before using and conducting this dissertation by causal-comparative method, descriptive analysis was needed first to clarify the basic understanding of the key aspects of the phenomenon of this study (Loeb, et.al, 2017, p.2). That is, this dissertation used descriptive analytical method to answer the research questions about who, what, where, when, and to what extent” (p.1). Also, to examine “Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects” in which, “description plays a critical role in the scientific process in general and education in particular” (Loeb, et.al, 2017, p.1). In recent studies and works, descriptive analytical method is considered as an important part mainly in the

comparative research. It is true that “Causal research may be the “gold standard” for determining what works in education, but descriptive analysis is central to almost every research project and is a necessary component of high-quality causal analysis” (Loeb, et.al, 2017, p.1).

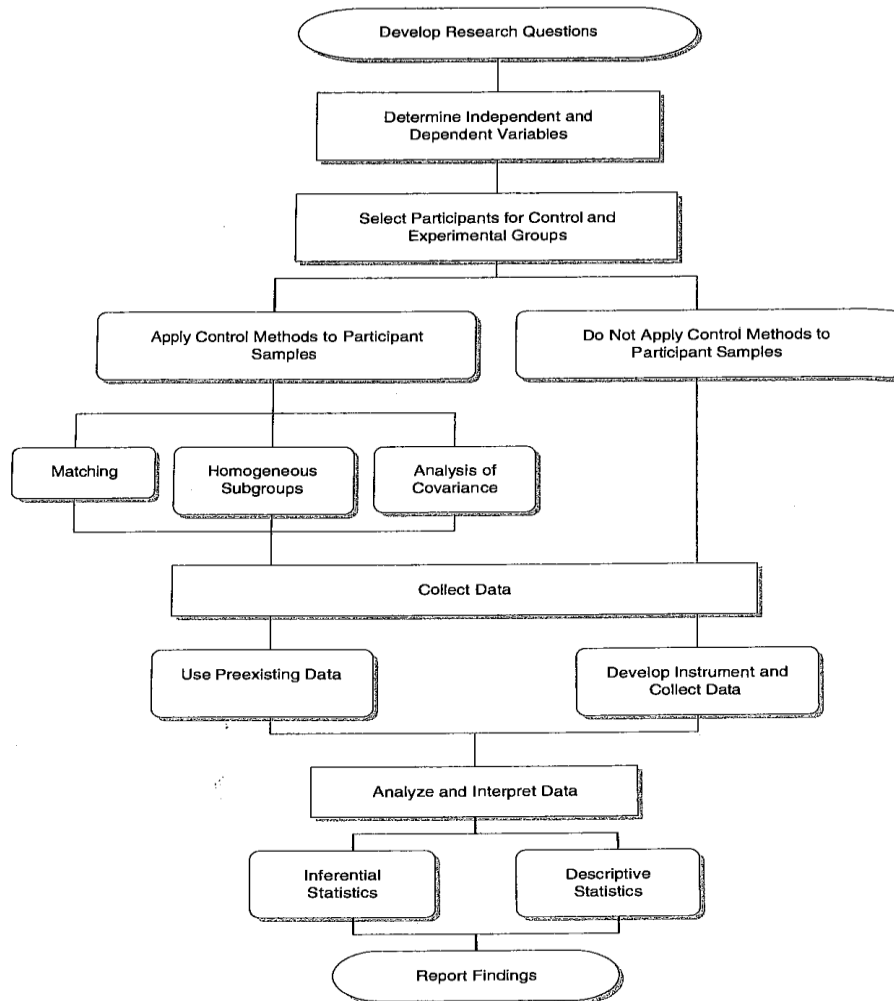


Figure 4.1: Causal-comparative Design/ Flow Chart for Conducting a Study⁷

In terms of quantitative approach, descriptive analytical method is “part of a broader study that involves causal analysis. Causal research methods may yield strong evidence about the effects of an intervention, as implemented in a particular time and place, but descriptive

⁷ Source: Neil J Salkind, 2010

research explains the conditions and circumstances of the cause”. (p.2). The reason behind using both causal and descriptive-analytical method is to understand “why” such action or phenomenon “has a causal effect” in which the causal method examines the causes and the effects of a certain phenomenon, whereas, descriptive analytical method explains the “characteristics of the population, the features of implementation, and the nature of the setting that is most relevant to interpreting the findings” (pp1-2). Descriptive Analytical method is considered as a component of causal research in which the former cannot examine and prove the causal effect, but it can help the researcher understand the potential causes behind the phenomenon. As for this study, causal-comparative method was employed to find differences in the American and British educational programs in teaching English in both Ghana and Egypt. As for the reason behind using descriptive-analytical method is to delve deeply in the research problem through explaining the conditions and the causes behind the effect through the description and the explanation of the phenomenon of globalization and the British Council’s work in English language teaching (ELT).

2. Research Approaches

There are two main research methods in social science studies, quantitative method and qualitative method. Each of them will be explained in detail for a better understanding. In addition, this study will incorporate mixed methods research to combine both approaches.

2.1. Quantitative Approach

According to Dorneyi (2007) quantitative research “involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods” (p.24). In this respect, quantitative research deals with numbers and quantities (Vanderstoep & Johnson, 2009). Kumar argues that “the study is classified as quantitative if you want to *quantify the variation*

in a phenomenon, situation, problem or issue; if information is gathered using predominantly quantitative variables” (p. 33).

In the same vein, “Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data”. The purpose of cause and effect here can be interpreted that there are variables that are causes which are called independent variables and variables that can have an influence or effect to the dependent variable (Ary, Jacobs, Razavieh, & Sorensen, 2010, p.39).

2.2. Qualitative Approach

Qualitative approach is concerned with subjective opinions, feelings and perceptions of the participants (Kothari, 2004). Moreover, “qualitative research produces narrative or textual descriptions of the phenomena under study” (Vanderstoep and Johnson, 2009, p. 7). Ranjit Kumar (2011), states that,

A study is classified as qualitative if the purpose of the study is primarily to describe a situation, phenomenon, problem or event; if the information is gathered through the use of variables measured on nominal or ordinal scales (qualitative measurement scales); and if the analysis is done *to establish the variation* in the situation, phenomenon or problem *without quantifying it*. (p. 32)

Along the above lines, qualitative approach is useful for the researcher to have a deeper understanding for the meaning of the data that he is inquiring about a certain research topic and the population under study in the human and social sciences (Vanderstoep & Johnston, 2009; Creswell, 2014). Descriptive data or nominal data are usually taken from the qualitative method and they cannot be analyzed by numbers. However, they can help the researcher to have a deep analysis of the research problem (Bricki & Green, 2007).

2.3. Mixed Methods Research

Mixed methods research is a collage of both quantitative and qualitative approaches, of which Johnson and Onwuegbuzie and Turner (2007) provide us with an elaborated definition:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration. (p.123)

In the same vein, Tashakkori & Teddlie (1998) and Akker et al. (2007) state that it is crucial to use the two approaches and mixed methods to cover the research problem and to have a better and thorough understanding of data analysis. In this regard, Creswell defines “mixed methods designs are procedures for collecting, analysing, and mixing both quantitative and qualitative data in a single study or in multiple series of studies” (2012, p. 22).

Furthermore, the methodology used is a mixture of qualitative, quantitative, and descriptive studies in which quantitative method is used to strengthen the qualitative data because research shows that quantitative data reinforce qualitative data (Creswell, 2011, 279). The reason behind using this mixture is that research further indicates that mixed methods research assists in a clear understanding of the research problem (Hanson et al., 2005). In this regard, Dorneyi (2007) argues that “to gain better understanding of a complex phenomenon by covering numeric trends from quantitative data and specific details from qualitative data” (p.39).

3. Variables

Kumar (2011) defines a variable as “an image, perception or concept that is capable of measurement-hence capable of taking on different values” (p.62). Furthermore, according to Creswell, “an independent variable is an attribute or characteristic that influences or affects an

outcome of dependent variable” (2012, p.116). Ranjit Kumar defines the different types of variables as:

Independent variable – the cause supposed to be responsible for bringing about change(s) in a phenomenon or situation, Dependent variable – the outcome or change(s) brought about by introduction of an independent variable. Intervening variable – sometimes called the confounding variable (Grinnell 1988: 203), it links the independent and dependent variables. In certain situations, the relationship between an independent and a dependent variable cannot be established without the intervention of another variable. The cause, or independent, variable will have the assumed effect only in the presence of an intervening variable. (2011, p. 75)

Whatever changes happen to a dependent variable; it is because of an independent variable. In layman language, it is cause and effect. A change or a cause are the independent variables which are Globalization in terms of U.S. educational programs while the outcome or effects are the dependent variable the British Council that is affected by Globalization and the establishment of the U.S. educational programs in the countries that are going to be studied namely Ghana and Egypt. English language teaching relates the independent variables globalization and the U.S. programs, and the dependent variable is the British Council. The Causal-comparative method will be used to understand this relationship of difference and cause-and- effect (correlation and causation) between the variables.

4. Sampling

According to Devos (2002), Researchers draw conclusions about the population, which refers to the entire group that they are interested in. They collect data from a smaller subset of the population known as the sample. The population for this study consisted of a total number of 208 students and teachers in the Egyptian universities and 180 in Ghanaian universities. Thus, the total number of the participants of this study is 388.

4.1. Research Sample

Kumar (2011) states that “**Sampling**, therefore, is the process of selecting a few (a sample) from a bigger group (the **sampling population**) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group” (p.177). In other words, sampling is the selection of a group from the larger population to collect and analyze data in order to answer the research problem.

The total number of the students and teachers in the universities in Ghana and Egypt was large more than one thousand student. As a result, the researcher used the theory of Steven Thompson that states the number of the research sample, when the number of the population is large, according to Thompson, the number of the samples is 384 and in this study the number of the sample is 388 divided between the Egyptian students and teachers (280), whereas (180) are Ghanaians.

4.2. Types of Sampling

There are three kinds of sampling: random/probability sampling designs, non-random/non-probability sampling designs and ‘mixed’ sampling design (Kumar, 2011, p.42). Random/ probability sampling, according to Kumar “is imperative that each element in the population has an *equal* and *independent* chance of selection in the sample” (2011, p.182).

4.2.1. Probability Sampling Design

The method used to collect data in this study was simple random sampling, in which the researcher used this design to distribute the questionnaires to unknown participants in the field of English language teaching. That is, “**Simple random sampling (SRS)** – The most commonly used method of selecting a probability sample. In line with the definition of

randomisation, whereby each element in the population is given an equal and independent chance of selection” (Kumar, 2011, p. 185).

This study includes the probability sampling that was used while collecting the answers from the questionnaire. A random sample of 388 university students and teachers was selected at the faculty of education and the departments of English language from both Ghanaian and Egyptian universities. These students and teachers were qualified to be a representative sample of the community of learning English as a foreign language in Ghana and Egypt. These students and teachers had skills and experience in English language and they spend more time in learning and teaching English. Thus, they can be considered the most suitable sample that represent the research problem.

5. Participants

Teachers and mainly students were chosen from Egyptian and Ghanaian universities because most of them prefer or already study in the British Council or U.S educational programs like RELO Cairo, and Al-Azhar English Training Centre that are already in a partnership with the British Council for teaching/learning English. The same can be applied for Ghana for choosing teachers and students from Ghanaian universities is that most of students study at university and want to learn English in the British Council Ghana and U.S. educational programmes. Concerning the level, all levels of students were included starting from Bachelor degree to PhD degree. Whereas, all of English language teachers had the chance to participate were from different universities and English language teaching institutions from both countries.

6. Research Context

This causal-comparative research is set in two countries that are affected by the British Council and globalization in terms of the establishment of U.S educational programs for teaching English, the study is centred on university and private institutions that include English language students and teachers from different levels in both countries Ghana and Egypt. First, the researcher chose the population of Al-Azhar university students and teachers of English and the sample from Al-Azhar English Training Centre (AATC) in addition to other Egyptian universities. Whereas in Ghana, students and teachers were chosen from different universities in Ghana. The choice of the research settings was random, for example, teachers and students were chosen from higher education because most of them prefer or already study in the British Council or U.S educational programmes like RELO Cairo. The same can be applied for Ghana for choosing teachers and students from Ghanaian universities.

7. Data Collection Sources

In order to answer the research questions, data were collected from a direct source which is the questionnaire and from indirect and secondary sources like books, articles and websites. Survey responses can be analyzed qualitatively by studying the meanings of responses or quantitatively by studying the frequencies of responses.

7.1. Research Instruments for Gathering Primary Data

Surveys refer to collecting data on large groups and are often used in Applied Linguistics and Second Language research (Cohen et al. 2000; Brown 2001; Dornyei 2003, 2007), thus, this study used it as a tool for solving the research problem and for finding results.

7.1.1. The Questionnaire

The questionnaire is the suitable method for this research because it is useful for gathering information on a larger scale. In addition, questionnaires are the most used method in educational research (Cohen, Manion & Morrison, 2002). According to Brown (2001), questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers” (p.6). Kumar also defines “a **questionnaire** is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers” (2011, p.138).

8. The Questionnaire Design

The questionnaires included two types of questions: open-ended questions that cannot be answered by a simple yes or no, it needs elaboration and closed-ended questions. They are easy to understand, short and straightforward questions (Wilson & Mclean, 1994). Whereas, open-ended questions are asked to make the respondents feel free to answer and have the freedom of self-expression about the research study. Open-ended questions are processed through Content analysis (Kumar, 2011). The reason behind using closed-ended questions because they are best for quantitative research and they provide with numerical data that can be statistically analyzed to find patterns, trends, and correlations. In addition, open ended questions are best for qualitative research.

9. The Questionnaire Description

The present study included two questionnaires to get the feedback from the students and teachers. All of the questionnaires included the same questions to compare between the groups in the effect of the British Council and American programs in both countries. Concerning the first questionnaire, it was designed for the students and teachers in the Ghanaian universities. To minimize response bias, the researcher tried to keep the survey short to avoid any boredom or fatigue. The questionnaire of the Egyptian students and teachers was designed about the British Council`s and American programs` work in Egypt, it was destined to Al-Azhar teachers and students and other universities.

The questionnaires included three parts, background information, Likert scale questions, and an open-ended question at the end. In the beginning part, the purpose of the questionnaires was stated to the participants. In addition, following questions were designed on the basis of the variables. Participants were expected to fill out the above information anonymously to ensure the confidentiality of the research.

9.1. Likert Scale

Likert Scale is used in surveys and questionnaires to measure the degree of agreement and disagreement of the participants about a certain research topic (Corbetta, 2003). That is, Sliding Scales and Likert scale: these questions were included to record the respondent`s attitudes and feelings towards a given situation (degree of agreement and disagreement). In this study, Likert Scale was used in which the participants were asked to indicate their degree of agreement to each question in the questionnaire by checking one of five response categories: strongly disagree, disagree, strongly agree, agree, neutral.

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Option	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Coding	1	2	3	4	5
Domain	1.00-1.79	1.80-2.59	2.60-3.39	3.40-4.19	4.20-5.00

Table 4.1. Likert Scale

10. The Questionnaire of Ghanaian Participants

This questionnaire is an attempt to gather information needed for this research. It is oriented to the Ghanaian teachers and students studying at Ghanaian universities, English Language Teaching private institutions such as the British Council Ghana and American educational programs such as American Center Ghana and Education USA Center. It will be completed by a randomly selected sample ELT teachers and students from different Ghanaian Universities and private institutions. We would be very grateful if you could answer the following questions which will form the ground for this study. Your data is anonymous and will be used only for research purposes.

10.1. The Design of the Questionnaire of Ghanaian Participants

In The present study, the questionnaire about the British Council's cultural Policy in Ghana consists of 15 closed ended questions that are classified into four sections: The first section seeks to collect background information about the participants (items1-5). It represents the personal profile of the students and teachers, that is, their gender, level and their university or institution.

The second section concentrates on the students' and teachers' perceptions on English use, medium. Questions from 1-9 attempt to rate the degree of agreement (Strongly agree, Agree, neutral, Disagree) of the students and teachers look for the reasons towards English learning and their importance in their studies and life. On the other hand, question 10 seeks to focus on the degree of the satisfaction of both students and teachers about the British

Council's work in Ghana (Very satisfied, Satisfied, somewhat satisfied, Dissatisfied, very dissatisfied). The last question is an open ended one that seeks to focus on the feedback in a form of a paragraph about the opinion of the students and teachers about the British Council's work in Ghana.

11. The Questionnaire of Egyptian Participants

This questionnaire is an attempt to gather information needed to explore. It is oriented to the Egyptian teachers and students studying at English Language Teaching private institutions like the British Council and American educational programs as RELO Cairo, American Center Cairo and TESOL Fellowship. It will be completed by a randomly selected sample ELT teachers and students from different Egyptian Universities and private institutions. We would be very grateful if you could answer the following questions which will form the ground for this study. Your data is anonymous and will be used only for research purposes.

11.1. The Design of the Questionnaire of Egyptian Participants

In The present study, the questionnaire about the British Council's cultural Policy in Egypt consists of 15 closed ended questions that are classified into four sections: The first section seeks to collect background information about the participants (items1-5). It represents the personal profile of the students and teachers, that is, their gender, level and their university or institution.

The second section concentrates on the students' and teachers' perceptions on English use, medium. Questions from 1-9 attempt to rate the degree of agreement (Strongly agree Agree, neutral, Disagree) of the students and teachers look for the reasons towards English learning in their importance in their studies and life. On the other hand, question 10 seeks to focus on the degree of the satisfaction of both students and teachers about the British Council's work in Egypt (Very satisfied, Satisfied, somewhat satisfied, Dissatisfied, very

dissatisfied). The last question is an open ended one that seeks to focus on the feedback in a form of a paragraph about the opinion of the students and teachers about the British Council's work in Egypt.

12. The Questionnaire Administration

According to Kumar (2011) “**the mailed questionnaire** is the most common approach to collecting information is to send the questionnaire to prospective respondents by mail” (p. 140). The questionnaire was administered online and shared by the link through various forms of social media since the internet is the most effective way to involve a large number of samples. The reason for choosing the questionnaire is the existence of the participants in other countries. In this regard, Kumar writes that “**The geographical distribution of the study population** – If potential respondents are scattered over a wide geographical area, you have no choice but to use a questionnaire, as interviewing in these circumstances would be extremely expensive” (2011, p.141).

The participants are 388 students and teachers at Ghanaian and Egyptian universities, Al-Azhar English Training Centre (AAETC) and English department, whereas students and teachers in universities in Ghana received the questionnaire online. The same was applied for Egypt. The participants were given a brief overview of the objectives of the study and the way of answering the questionnaire.

13. Ethical Considerations

“Researchers constitute the second category of stakeholders. Anyone who collects information for the specific purpose of understanding, consolidation, enhancement and development of professional knowledge, adhering to the accepted code of conduct, is a researcher. S/he may represent any academic discipline” (Kumar, 2011, p. 219). Concerning the informed consent, it “implies that subjects are made adequately aware of the type of

information you want from them, why the information is being sought, what purpose it will be put to, how they are expected to participate in the study, and how it will directly or indirectly affect them” (Kumar, 2011, p. 220).

Thus, in this study, the participants; the teachers and students were made aware about the nature of the research. At the beginning of the questionnaire, all respondents, both teachers and students, were anonymous. The results obtained throughout the process of research were kept strictly confidential and only used for academic purposes. In this regard Kumar (2011) writes “Sometimes you need to identify your study population to put your findings into context. In such a situation you need to make sure that at least the information provided by respondents is kept anonymous” (p. 221). In the field of education, the subjects involved include students, teachers, and possibly members of the community who participate in research activities related to education. Likewise, in any area where research is carried out, individuals from whom data is gathered or those who are studied by a researcher are considered participants in the study (Kumar, 2011).

14. Statistical Package for the Social Science (SPSS)

SPSS stands for Statistical Package for the Social Science, and it is a package of programs for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences” (Landau & Everitt, 2003, p.11). In addition, SPSS can be used to perform data entry and analysis and to create tables and graphs (Field, 2009). This program is well-known in social sciences and education researches.

The reason behind using to work with SPSS is that many fields of science and education “have come to rely heavily on the computer” (Arkkelin, 2014, p.2). This led social sciences research to rely on statistics and statistical software packages to interpret and analyze data due to the huge numbers of population and even the sample in which humans cannot fully interpret

it. For this reason, SPSS is used to analyze and interpret data using statistics, graphs and tables to reach the findings and results of the research. Hence, this study will use the version of “SPSS.V26” due to its popularity in “both academic and business circles, making it the most widely used package of its type” (p.2).

14.1. Statistical Measures

In order to ensure the processing of the data obtained through the questionnaire in addition to studying its suitability for analysis as well as the characterization of the sample (personal data) and decision-making regarding hypotheses, the Statistical Package for Social Sciences (SPSS) 26th Edition is used "Version26" or "SPSS.V26". The following is a presentation of the most important statistical measures used in the analysis: Measures of dispersion and measures of central tendency: e.g., frequencies, arithmetic mean, standard deviation from the arithmetic mean.

14.1.1. The Mean

The SPSS uses the Mean which is a type of average. The mean is based on all the data, values, (Psychology Wiki, 2022). George and Mallery (2019) define the Mean as “the average value of the distribution, or, the sum of all values divided by the number of values” (p.114). In relation to the standard deviation, “the mean describes the central location of the data, and the standard deviation describes the spread” (Psychology wiki, 2022).

14.1.2. Percentages

One of the most frequent ways to represent statistics is by percentage. Percent simply means "per hundred" and the symbol used to express percentage is %. One percent (or 1%) is one hundredth of the total or whole and is therefore calculated by dividing the total or whole number by 100 (Statistics Canada, 2015).

14.1.3. Standard Deviation

Standard Deviation is defined as “the standard measure of variability around the mean of distribution. The standard deviation is the square root of the variance” (George and Mallery, 2019, p. 275). That is, the standard deviation of a set of numbers is a measure of how widely values are dispersed from the mean value.

14.1.4. Alpha Cronbach

Reliability test involves Cronbach’s alpha to measure the consistency of a questionnaire, majorly demonstrated by Likert scale questions. According to Laerd Statistics (2013), “Cronbach's alpha is the most common measure of internal consistency ("reliability"). It is most commonly used when there are multiple Likert questions in a questionnaire that forms a scale and researchers wish to determine if the scale is reliable (Tavakol & Dennick, 2011). There were Likert scale questions in this questionnaire, which were divided into two parts. In order to generate trustworthy results, reliability test was included in data analysis. “Reliability test including Cronbach’s alpha is a coefficient tool to measure the internal concept consistency of Likert scale question, examining the reliability of all the statements in scaled questions” (George & Mallery, 2019, p. 236).

14.1.5. Pearson

The Pearson’s coefficient is designed primarily for looking at linear relationships. Two variables can be related, but if the relationship is not linear, The Pearson Product-moment tests the correlation between two variables for determining the relationship between them (George & Mallery, 2019, p.374).

14.1.6. Normality

Normality refers to a statistical distribution called a normal distribution, another definition states that “normality is a property of a random variable that is distributed according to the normal distribution” (Statistics, com, 2022).

14.1.7. Kolmogorov-Smirnov Test

It is a test of null hypothesis that two independent samples have been drawn from the same population (or from populations with the same distribution). The test uses the maximal difference between cumulative frequency distributions of two samples as the test statistic (Statistics. Com, 2022). Another type is Kolmogorov-Smirnov One Sample Test which is “a nonparametric test that determines whether the distribution of the members of a single group differ significantly from a normal (or uniform, Poisson, or exponential) distribution” (George & Mallery, 2019, p. 373).

14.1.8. The Wilcoxon Test

This test examines the difference between the variables in which “it refers to either the rank sum test or the signed rank test version, is a nonparametric statistical test that compares two paired groups. The tests essentially calculate the difference between sets of pairs and analyze these differences to establish if they are statistically significantly different from one another” (Investopedia, 2022).

14.1.9. T- Test

Laerd Statistics (2013) stated that “the independent t-test compares the means between two unrelated groups on the same continuous and dependent variable.” It is also used to test the null hypothesis (Psychology Fandom, 2022). Another definition states that T-test “is a procedure used for comparing sample means to see if there is sufficient evidence to infer that

the means of the corresponding population distributions also differ” (George & Mallery, 2019, p. 149).

15. Research Instrument Validity and Reliability

The validity and reliability of research instruments depend merely on the measuring instrument. Many scholars confirm that the validity and reliability of collected data depend highly on the design of the research tools, its structure and the diligence of pilot testing (Anderson, 2004; Burns & Grove, 2004). Concerning the reliability of the quantitative research Dornyei (2007) confirms that it is “systematic, rigorous, focused, tightly controlled, involving precise measurement and producing reliable and replicable data that are generalizable to other contexts (p.34).

With respect to the validity and reliability of the data, the questionnaire began with explanation of terms so as to avoid any misunderstanding. In addition, questionnaire was anonymous, which was notified in the message when distributed. The thesis conducted SPSS methods to analyze the reliability of result. According to Kothari (2004), validity is all about establishing whether the research instrument measures what it is intended to measure or not. In other words, validity refers to the extent to which a concept is accurately measures in a quantitative study.

15.1. Piloting

“Pre-testing a research instrument entails a critical examination of the understanding of each question and its meaning as understood by a respondent. A pre-test should be carried out under actual field conditions on a group of people similar to your study population” (Kumar, 2011, p. 150). The questionnaires of this study were tested before the submission by teachers and students in the field of English language teaching for the clarity and understanding of the

questions included. The teachers stated that the questions were clear and easy to understand and answer.

16. The Population and the sample

The research community has identified all the items that need to be studied, and a sample has been selected from this community in a manner that is both proper and representative of the community as a whole. This sample is meant to accurately reflect the main features and characteristics of the larger community. Due to the community's large size, with an estimated population of over one thousand students, a carefully selected sample is necessary for an accurate representation., a random sample was chosen using the Steven K. Thompson equation, according to the following equation:

$$n=(N \times p(1-p))/[(N-1) \times (d^2 \div z^2)) + p(1-p)] = 384.1.$$

Where: n sample size, n population studied, z standard score corresponding to the significance level 0.05 and the confidence level 0.95 equal to 1.96, d error percentage equal to 0.05, p probability value equal to 0.50.

This equation depends on calculating the study sample based on the studied population. In the event that the number of items is very large, the sample takes the value: 384 (statistically). The decimal number obtained is rounded to the natural number corresponding to the value 385, given that the number of students is not divisible.

Based on the value obtained through the previous mathematical equation, an electronic questionnaire was published and distributed to the university students under study, where 388 responses were obtained, a number that fulfills the condition of the "Steven K. Thompson" equation (because it is greater than the value 385).

The percentage of Ghanaian students is 74% and 24% teachers, whereas for the questionnaire of Egypt, most of the respondents were students 55%, as for the teachers they were 45%.

17. Stability Test

To estimate the level of stability and consistency of the study tool axes and verify its reliability in analysis and decision-making, we use the data shown in the following table:

N°	Axe	Reliability	
		Ghana	Egypt
01	Orientations towards English	0.685	0.733
02	British English	0.760	0.820
03	American English	0.711	0.863
	Generally	0.772	0.702

Table 4.4 Cronbach`s Alpha Stability Test⁸

The value of the total stability coefficient Alpha Cronbach for the sample of Egyptian students reached the level of 0.702, as for the axes of the same students, it was distributed to: 0.733 for the axis: Orientations towards English, 0.820 for the axis: British English, 0.863 for the American English axis, in contrast the value of the same coefficient for Ghanaian students reached a level of 0.772 For the axes as a whole, and 0.685 for the axis: Orientations towards English, 0.760 for the axis: British English, 0.711 for the American English axis, which are values that exceed the standard value of 0.65. Therefore, the stability condition is available in the tool adopted in the study.

18. Internal Consistency

The following is a presentation of the levels of internal consistency calculated using the "Pearson" correlation coefficient for each of the study axes.

⁸ Source: Based on the outputs of the program (SPSS.V26).

18.1. Egyptian Teachers and Students

The following table shows the value of the correlation between each paragraph and the axis to which it belongs for the studied sample in Egypt:

N°	I. General	R	Sig ^R
01	English Language Teaching (ELT) is very popular among Egyptian schools and universities.	0.860	0.000
02	Egyptian students are willing to learn English.	0.516	0.000
03	Learning English is important for future jobs.	0.730	0.000
II. British		-	-
04	The British Council is the most popular institution in teaching English in Egypt	0.779	0.000
05	The British Council is very useful for learning English and it helps in studying abroad.	0.499	0.000
06	The British Council is still having an influence in ELT since its establishment in 1938.	0.785	0.000
07	The British Council is competing other educational programs like the American Program RELO and TESOL Fellowship in the field of ELT.	0.656	0.000
08	The British Council has only cultural orientations.	0.499	0.000
09	The British Council is implicitly related to Linguistic Imperialism.	0.653	0.000
10	How would you rate your experience with British Council Egypt?	0.701	0.000
III. USA		-	-
11	I'm familiar with American educational programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship.	0.595	0.000
12	RELO Cairo facilitates English language teaching and learning for Egyptian teachers and students.	0.624	0.000
13	TESOL Fellowship offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges.	0.734	0.000
14	U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language.	0.681	0.000
15	American educational programs like RELO Cairo, TESOL Fellowship has only cultural orientations not political ones.	0.796	0.000
16	How would you rate your experience with U.S education programs in Egypt?	0.588	0.000

Table 4.5: Internal consistency of the sample of Egyptian teachers and students⁹

The values of the Pearson correlation coefficient ranged between 51.6% and 86% for the first axis, between 49.9% and 78.5% for the second axis, and between 58.8% and 79.6% for the third axis. These values indicate the existence of a positive (direct) relationship that varies according to the degree of strength (medium correlations). Strength, strong correlations) with a

⁹ Based on the outputs of the program (SPSS.V26).

Chapter Four: Research Methodology and Design

significant level of 0.000 less than the standard value 0.050, and therefore the tool is characterized by the presence of internal consistency between the paragraphs and the total degree of the axis to which it belongs.

18.2. Ghanaian Teachers and Students

The following table shows the value of the correlation between each paragraph and the axis to which it belongs for the studied sample in Ghana.

N°	I. General	R	Sig ^R
01	English Language Teaching (ELT) is very popular among Ghanaian schools and universities.	0.800	0.000
02	Ghanaian students are willing to learn English.	0.685	0.000
03a	Learning English is important for future jobs.	0.521	0.000
03b	"Connecting Classrooms" project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language.	0.666	0.000
II. British		-	-
04	The British Council is the most popular institution in teaching English in Ghana.	0.905	0.000
05	The British Council is very useful for learning English and it helps in studying abroad.	0.529	0.000
06	The British Council is still having an influence in ELT since its establishment in Ghana.	0.504	0.000
07	The British Council Ghana is competing other educational programs such as American Center Ghana and Education USA Center.	0.650	0.000
08	The British Council has only cultural orientations.	0.516	0.000
09	The British Council is implicitly related to Linguistic Imperialism.	0.642	0.000
10	How would you rate your experience with British Council Ghana?	0.712	0.000
III. USA		-	-
11	I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center.	0.929	0.000
12	American Center facilitates English language learning for Ghanaians.	0.462	0.002
13	The Education Center in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.	0.856	0.000
14	U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.	0.594	0.000
15	American education programs in Ghana have only cultural orientations not political ones.	0.555	0.000
16	How would you rate your experience with U.S education programs in Ghana?	0.674	0.000

Table 4.6: Internal consistency of the sample of Ghanaian teachers and students¹⁰

Regarding Ghanaian students, the values of the Pearson correlation coefficient ranged between 52.1% and 80% for the first axis, between 50.4% and 90.5% for the second axis, and between 46.2% and 92.9% for the third axis, and these values indicate the existence of a positive (direct) relationship that varies according to the degree of strength. (Medium strong correlations, strong correlations) with a significant level of 0.000 less than the standard value 0.050, and therefore the tool is characterized by the presence of internal consistency between the paragraphs and the total score of the axis to which it belongs.

19. The Normal Distribution

The process of determining the shape of the data help determine the appropriate tests for testing hypotheses. The following is an explanation of this process:

Axes	Kolmogorov-Smirnov test					
	Egypt			Ghana		
	Statistic	Df	Sig	Statistic	Df	Sig
Orientations towards English	0.058	208	0.083	0.065	180	0.065
British English	0.061	208	0.059	0.066	180	0.055
American English	0.062	208	0.054	0.063	180	0.077

Table 4.7: Tests of Normality¹¹

It is noted from the above data that the statistical significance of the calculated (Statistical) Kolmogorov-Smirnov test has reached values that exceed the standard value of 0.05. Therefore, the data of the sample data follow a normal distribution (Normality distribution) and the appropriate tests for treating hypotheses are Parametric tests. Like the T-test and Fisher's test.

¹⁰ Based on the outputs of the program (SPSS.V26).

¹¹ Based on the outputs of the program (SPSS.V26).

20. Analysis of the Axes and Dimensions of the Tool

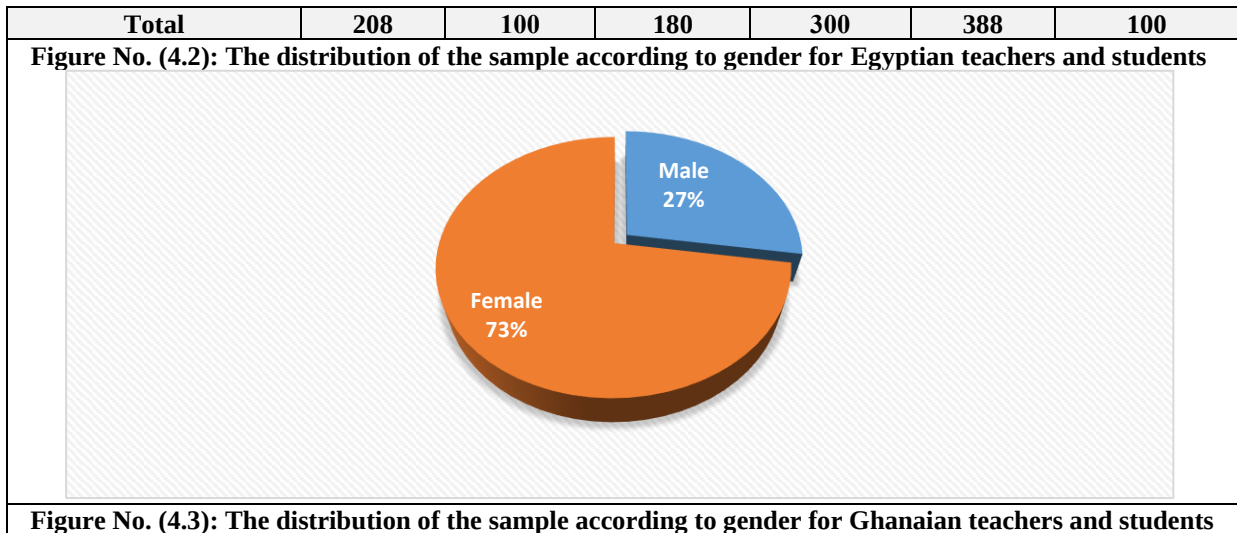
This part begins with the analysis of the gender axis, then the analysis of the axes of this study. It includes the samples of the Egyptian and Ghanaian participants.

20.1. The Analysis of the Gender Axis

To analyze and describe the items of the studied sample according to the gender variable, we review the following table and figures for a clearer understanding of the results.

Country	Egypt		Ghana		Total	
	Fr ¹²	%	Fr	%	Fr	%
Male	57	27.4	94	52.2	151	38.91
Female	151	72.6	86	47.8	237	61.09

Table 4.8: Distribution of the Sample by Gender



¹² Frequency

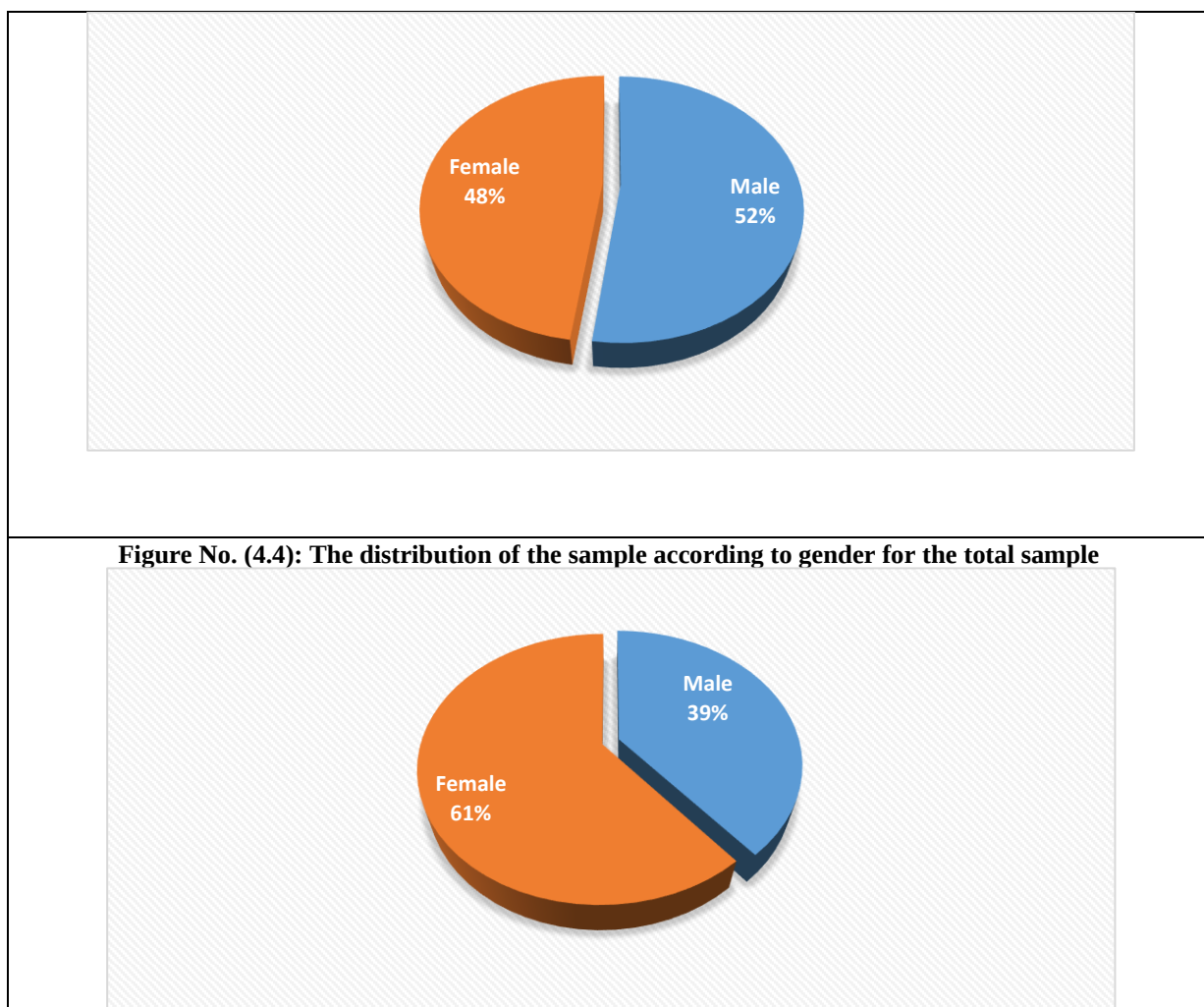


Figure No. (4.4): The distribution of the sample according to gender for the total sample

Source:¹³

The Egyptian participants under study were distributed to 27.4% males and 72.6% females, while the distribution of the Ghanaian participants is divided into: 52.2% and 47.8% for the two categories, respectively. And given that most of the items in the sample are Egyptians, most of the components of the sample are in favor of females with a percentage of 61.09%, compared to only 38.91% for the male category. This may prove the desire and the ability of females to study foreign languages like English. This proves the claim of a survey conducted in Egypt entitled “Arab Countries Last in Global Test of English Proficiency” by

¹³ Based on the outputs of the program (SPSS.V26).

Wagdy Sawahel (2015), this article states that women have better skills than men. This may be due to their desire to learn English. The same can be applied to the Ghanaian women as well.

20.2. Analysis of the Axes of the Study

Through this section, the trends of the sample items are analyzed according to each sample. Starting with the Egyptian participants` sample.

21. The Sample of Egyptian teachers and Students

The process of calculating the arithmetic mean and standard deviation allowed access to the results shown in the following table:

Axes	Strongly disagree → Strongly agree %					M ¹⁴	S ¹⁵	T ¹⁶
	1	2	3	4	5			
English Language Teaching (ELT) is very popular among Egyptian schools and universities.	1.9	2.4	5.3	32.2	58.2	4.42	0.85	<u>5</u>
Egyptian students are willing to learn English	2.9	1.0	14.9	50.0	31.2	4.05	0.57	<u>4</u>
Learning English is important for future jobs.	1.9	0	0	14.4	83.7	4.77	0.63	<u>5</u>
Total General	2.3	1.23	6.7	32.2	57.6	4.41	0.59	<u>5</u>
The British Council is the most popular institution in teaching English in Egypt.	1.0	5.8	11.5	47.1	34.6	4.08	0.88	<u>4</u>
The British Council is very useful for learning English and it helps in studying abroad.	1.0	1.9	9.6	43.3	44.2	4.27	0.79	<u>5</u>
The British Council is still having an influence in ELT since its establishment in 1938.	1.0	3.3	13.5	53.4	28.8	4.05	0.80	<u>4</u>
The British Council is competing other educational programs like the American Program RELO and TESOL Fellowship in the field of ELT.	0	3.8	23.6	47.1	25.5	3.94	0.80	<u>4</u>
The British Council has only cultural orientations.	1.9	25.5	40.4	24.0	8.2	3.11	0.94	<u>3</u>
The British Council is implicitly related to Linguistic Imperialism.	1.0	4.3	48.1	39.9	6.7	3.47	0.72	<u>4</u>
Total British	0.9	7.4	24.5	42.5	24.7	3.77	0.58	<u>3</u>
I'm familiar with American educational programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship.	3.4	12.5	23.6	43.3	17.3	3.58	1.02	<u>4</u>
RELO Cairo facilitates English language	12.0	1.4	2.9	43.3	40.4	3.98	1.05	<u>4</u>

¹⁴ Mean

¹⁵ Std. Deviation

¹⁶ Trend (Mean)

teaching and learning for Egyptian teachers and students.								
TESOL Fellowship offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges.	12.0	1.4	18.3	32.2	36.1	3.78	1.08	<u>4</u>
U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language.	12.0	0	4.3	46.2	37.5	3.97	1.02	<u>4</u>
American educational programs like RELO Cairo, TESOL Fellowship has only cultural orientations not political ones.	12.0	17.8	4.3	40.4	25.5	3.49	1.05	<u>4</u>
Total USA	10.3	6.6	10.7	41.0	31.4	3.54	0.84	4

Table 4.9: Descriptive analysis of the data of Egyptian students¹⁷

It is clear from the analysis of the above table that:

21.1. The general Trend Towards Learning English

The arithmetic mean values for this axis ranged between two values (4.05 and 4.77), including scores: 4: Agree (one paragraph), 5: Strongly agree (two paragraphs), and this confirms that most of the answers focused on these two degrees, as:

- a) The percentage of answers that focused at a degree of agreement represented 32.2% of the total trends.
- b) The percentage of answers that were concentrated in a strongly agreeable degree represented 57.6% of the total trends.
- c) The remaining percentage (10.2%) was distributed among the rest of the degrees.

The value of the general arithmetic mean for the axis as a whole was 4.41 at a degree of strong agreement with standard deviations that ranged between 0.57 and 0.85 for the paragraphs and 0.59 for the total degree of the axis, which means that there is homogeneity and agreement that shows a general trend governing the answers of the sample items regarding this axis at the degree of agreement strongly.

¹⁷ Based on the outputs of the program (SPSS.V26).

21.1.1. The statements of the degree of agreement

- a) Learning English is important for future jobs.
- b) English Language Teaching (ELT) is very popular among Egyptian schools and universities.
- c) Egyptian students are willing to learn English.

21.2. The General Trend towards the British Council Egypt

The arithmetic mean values for this axis were limited between two values (3.11 and 4.27), including the degrees 3: neutral (one paragraph), 4: agree (four paragraphs), 5: strongly agree (one paragraph), with most of the answers focused on agreeing and strongly agreeing as:

- a) The percentage of answers that were concentrated at a degree of agreement represented 42.5% of the total trends.
- b) The percentage of responses that were concentrated in a strongly agreeable degree represented 24.7% of the total trends.
- c) The remaining percentage (32.8%) was distributed among the rest of the scores.

The general arithmetic mean value of the axis as a whole was 3.77 at the degree of agreement with standard deviations that ranged between 0.72 and 0.90 for the paragraphs and 0.58 for the total degree of the axis, which means that there is homogeneity and agreement that shows a general trend governing the answers of the sample items regarding this axis at the degree of agreement.

21.2.1. The Statements of the Degree of Agreement

- a) The British Council is very useful for learning English and it helps in studying abroad
- b) The British Council is the most popular institution in teaching English in Egypt.
- c) The British Council is still having an influence in ELT since its establishment in 1938

- d) The British Council is competing other educational programs like the American Program RELO and TESOL Fellowship in the field of ELT.
- e) The British Council is implicitly related to Linguistic Imperialism.
- f) The British Council has only cultural orientations.

21.3. The General Trend Towards U.S. Educational programs

The arithmetic mean values for this axis took values that are confined to the specified range with the two values (3.49 and 3.98), with its concentration at the degree of agreement in general, and most of the answers of the paragraphs are distributed between:

- a) A degree of agreement, as it represented 41% of the total trends.
- b) A degree of strong agreement, as it represented 31.4% of the total trends.
- c) The remaining percentage (27.6%) was distributed among the rest of the scores.

The general arithmetic mean value of the axis as a whole was 3.54 at the degree of agreement with standard deviations that ranged between 1.02 and 1.08 for the paragraphs and 0.84 for the total degree of the axis, which means that there is homogeneity and agreement that shows a general trend governing the answers of the sample items regarding this axis at the degree of agreement, but it is less in line with the previous two axes.

21.3.1. Statements of the degree of agreement

- a) RELO Cairo facilitates English language teaching and learning for Egyptian teachers and students
- b) U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language.
- c) TESOL Fellowship offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges.

- d) I'm familiar with American educational programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship

22. The Sample of the Ghanaian Teachers and Students

The process of calculating the arithmetic mean and standard deviation allowed access to the results shown in the following table:

Axes	Strongly disagree → Strongly agree %					M	S	T
	1	2	3	4	5			
English Language Teaching is very popular among Ghanaian schools and universities.	0	5.6	5.6	25.6	63.2	4.46	0.83	<u>5</u>
Ghanaian students are willing to learn English.	0	4.4	4.4	46.8	44.4	3.31	0.75	<u>3</u>
Learning English is important for future jobs	0	0	0	12.2	87.8	4.87	0.32	<u>5</u>
"Connecting Classrooms" project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language.	0	0	26.7	54.4	18.9	3.92	0.67	<u>4</u>
Total General	0	2.5	9.2	34.8	53.5	4.19	0.55	4
The British Council is the most popular institution in teaching English in Ghana.	10.0	8.9	23.3	36.7	21.1	3.50	1.00	<u>4</u>
The British Council is very useful for learning English and it helps in studying abroad.	2.2	7.8	25.6	31.1	33.3	3.85	1.04	<u>4</u>
The British Council is still having an influence in ELT since its establishment in Ghana.	0	2.2	22.2	41.1	34.5	4.07	0.80	<u>4</u>
The British Council Ghana is competing other educational programs such as American Center Ghana and Education USA Center.	1.1	1.1	41.1	37.8	18.9	3.72	0.81	<u>4</u>
The British Council has only cultural orientations.	2.2	14.4	71.1	6.7	5.6	2.98	0.72	<u>3</u>
The British Council is implicitly related to Linguistic Imperialism.	0	3.3	56.7	33.3	6.7	3.43	0.66	<u>4</u>
Total British	2.6	6.3	40.0	31.1	20	3.46	0.76	4
I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center.	6.6	27.8	37.8	22.2	5.6	2.92	0.99	<u>3</u>
American Center facilitates English language learning for Ghanaians.	0	0	60	20	20	3.60	0.80	<u>4</u>
The Education Center in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.	0	10.0	56.7	13.3	20.0	3.43	0.92	<u>4</u>
U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.	0	0	43.3	56.7	0	3.56	0.49	<u>4</u>
American education programs in Ghana have only cultural orientations not political ones.	0	0	26.7	73.3	0	3.23	0.44	<u>3</u>
Total USA	1.3	7.5	45.0	37.1	9.1	3.32	0.58	3

Table No. (4.10): Descriptive analysis of Ghanaian students' data¹⁸

It is clear from the analysis of the above table that:

22.1. The General Trend towards Learning English

The arithmetic mean values for this axis ranged between two values (3.31 and 4.46), including the grades 3: neutral (one paragraph), 4: agree (one paragraph), 5: strongly agree (two paragraphs), and this confirms that most of the answers were focused on:

- a) A degree of agreement, as it represented 34.8% of the total trends.
- b) Strongly agree, as it represented 53.5% of the total trends.
- c) The remaining percentage (11.7%) was distributed among the rest of the scores.

The value of the general arithmetic mean for the axis as a whole was 4.19 at the degree of agreement with standard deviations ranging between 0.32 and 0.83 for the paragraphs and 0.44 for the total degree of the axis, which means that there is homogeneity and agreement that shows a general trend governing the answers of the sample items regarding this axis at the degree of agreement.

22.1.1. Statements of the degree of agreement

- a) Learning English is important for the future.
- b) English Language Teaching is very popular among Ghanaian schools and universities.
- c) "Connecting Classrooms" project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language.
- d) Ghanaian students are willing to learn English.

¹⁸ Based on the outputs of the program (SPSS.V26).

22.2. The General Trend towards the British Council Ghana

The arithmetic mean values for this axis were limited to two values (2.98 and 4.07), including the grades 3: neutral (one paragraph), 4: agree (five items), with most of the answers focused on neutral and agreeing where:

- a) The percentage of answers focused on a neutral score represented 40% of the total trends.
- b) The percentage of answers that were concentrated at a degree of agreement represented 31.1% of the total trends.
- c) The remaining percentage (29.9%) was distributed among the rest of the degrees.

The general arithmetic mean value of the axis as a whole was 3.46 at the degree of agreement with standard deviations that ranged between 0.72 and 1.04 for the paragraphs and 0.76 for the total degree of the axis, which means that there is homogeneity and agreement that shows a general trend governing the answers of the sample items regarding this axis at the degree of agreement.

22.2.1. Statements of the degree of agreement

- a) The British Council is still having an influence in ELT since its establishment in Ghana.
- b) The British Council is very useful for learning English and it helps in studying abroad.
- c) The British Council Ghana is competing other educational programs such as American Center Ghana and Education USA Center.
- d) The British Council is the most popular institution in teaching English in Ghana.
- e) The British Council is implicitly related to Linguistic Imperialism. Agree
- f) The British Council has only cultural orientations: Neutral.

22.3. The General Trend towards American Programs

The arithmetic mean values for this axis ranged between two values (2.98 and 3.60), including grades 3: neutral (two items), 4: agree (three items), and this confirms that most of the answers were focused on:

- a) Neutral score, which represented 45% of the total trends.
- b) A degree of agreement, as it represented 37.1% of the total trends.
- c) The remaining percentage (19.9%) was distributed among the rest of the scores.

The value of the general arithmetic mean for the axis as a whole was 3.32 at the degree of neutral with standard deviations ranging between 0.44 and 0.99 for the paragraphs and 0.58 for the total degree of the axis, which means that there is homogeneity and agreement that shows a general trend governing the answers of the sample items regarding this axis at the degree of neutral.

- a) American Center facilitates English language learning for Ghanaians.
- b) U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.
- c) The Education Center in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.
- d) American education programs in Ghana have only cultural orientations not political ones.
- e) I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center.

23. Testing the hypotheses of the Study

The trend of the sample items is analyzed and the study hypotheses are tested by analyzing and interpreting the results (ascertaining the significance of the mean and the significance of the differences) based on the Student's T-tests and Fisher, with a confidence margin of not less than 95% and a margin of error (α) Not more than 5% in the most extreme cases, on the basis of the following decision rule:

- Accepting the null hypothesis H_0 and rejecting the alternative hypothesis H_1 if it:

$$\alpha > 5\% \Leftrightarrow (\alpha > 0.05)$$

- Rejecting the null hypothesis H_0 and accepting the alternative hypothesis H_1 if it:

$$\alpha \leq 5\% \Leftrightarrow (\alpha \leq 0.05)$$

23.1. Testing the Validity of the First Hypothesis

The first hypothesis relates to the existence of a British cultural influence through British Council programs in the direction of globalization supported by American educational programs in the former British colony Ghana and protectorate Egypt. In order to address this hypothesis, we review the following table:

Given that the data follow a normal distribution, in addition, this test can be used in view of the relatively large sample size according to: Brase, H & Brase C, 2018; Allen, Titsworth, and Hunt, 2009.

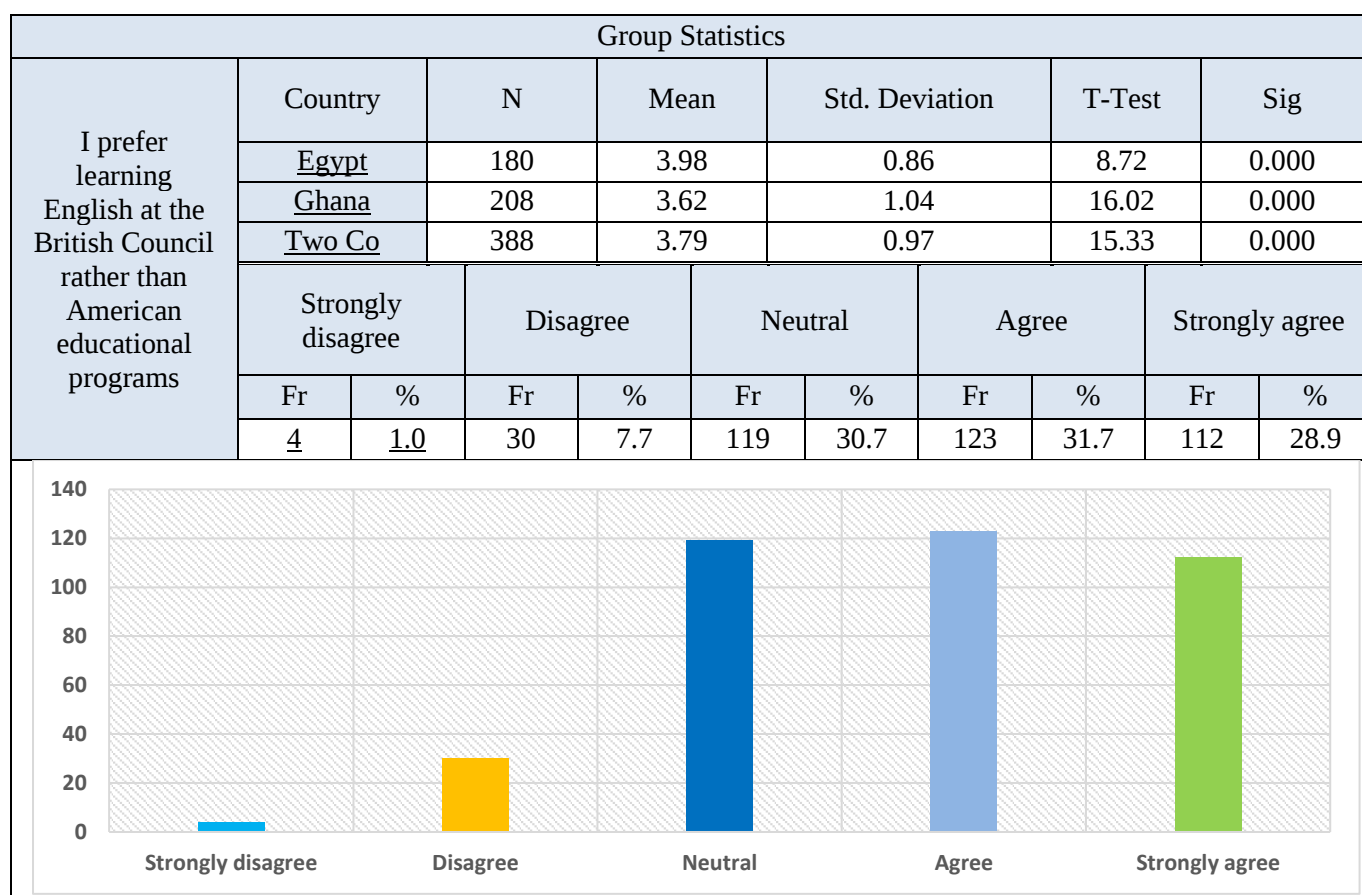


Table 4.11: Testing the First Hypothesis¹⁹

Relying on the above data, it is found that the value of the arithmetic mean for Egyptian students and teachers reached 3.98 compared to 3.62 for Ghanaian students and teachers, with a total weighted average estimated at: 3.79 at the degree of agree, and this confirms that most of the answers of the sample items were at this degree with a rate of 31.7%, followed by the degree of neutral with a percentage of 30.7%, and a strong agreement with a percentage of 28.9%. As for the rest of the degrees, very low percentages were recorded.

Given that the T-test value reached 8.72, 16.02, 15.33 for each of the Egyptian students and teachers, the Ghanaian students and teachers, the total number, respectively, with a statistical significance estimated at: 0.000 less than the standard value 0.05, and therefore the

¹⁹ Based on the outputs of the program (SPSS. V26) and Microsoft Office Excel 2016 program.

null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted, which proves the validity of the acceptance of the first hypothesis which states:

It is hypothesized that there still an ongoing British cultural influence through the British Council's English language teaching programs in the face of Globalization through the presence of U.S educational programs in the British former colony Ghana and protectorate Egypt.

24. Testing the Validity of the Second Hypothesis

The second hypothesis relates to the fact that the influence of the British Council through its cultural policy for teaching English in Egypt unlike British Council Ghana. In order to address this hypothesis, we review the following table:

Comparison Standards		Country	N	Mean	Std. Deviation	T-Test	Sig
Orientations towards English	Generally	Egypt	208	4.41	0.59	38.51	0.000
		Ghana	180	4.19	0.55	28.72	0.000
	British	Egypt	208	3.77	0.58	19.34	0.000
		Ghana	180	3.46	0.76	8.22	0.000
	American	Egypt	208	3.54	0.84	9.22	0.000
		Ghana	180	3.32	0.58	7.52	0.000
How would you rate your experience with British Council?		Egypt	208	4.02	0.75	19.66	0.000
		Ghana	180	3.87	0.80	14.67	0.000
How would you rate your experience with U.S education programs?		Egypt	208	4.39	0.86	23.33	0.000
		Ghana	180	3.13	0.84	2.10	0.036
I prefer learning English at the British Council Ghana rather than American educational programs	Egypt – Ghanaian		Mean	difference direction		Fisher	Sig
			0.34	Positive (+)		15.65	0.000

Table 4.12: Testing the Second Hypothesis²⁰

Most of the answers of the sample under study, whether the Egyptian students' sample or the Ghanaian students' sample, had close and similar behavior in terms of values as well as answer degrees. In addition to noting the existence of agreement among students regarding the

²⁰ Based on the outputs of the program (SPSS.V 26).

study axes as shown by the recorded standard deviation values (ranging between 0.55 and 0.84), but the following differences can be noted:

24.1. The General Orientation Towards Learning English

The results demonstrated that there are relative tendencies for Egyptian students compared to Ghanaian students, where the arithmetic mean of Egyptian students was 4.41 at the degree of agreement strongly, and the average of Ghanaian students was 4.19 at the degree of agreement, and what confirms that this tendency is statistically significant is the achievement of the value of the statistical significance of the T-Test to a level of significance less About the standard value 0.05.

24.2. The Orientation Towards Learning at the British Council

It is clear by analyzing the behavior of the arithmetic mean of the students under study that the Egyptian students accept the British Council's ELT programs more than their Ghanaian counterparts with an arithmetic mean of: 3.77, 4.46, respectively at the degree of approval, and this conclusion is supported by reaching the statistical significance of the T-test of the significance level of 0.000 (Statistically D).

24.3. The Orientation towards Learning in the U.S. Programs

Although the arithmetic averages of this axis are statistically significant according to the T-test, the average of the Egyptian students was at the degree of approval, unlike the Ghanaian students, who were generally neutral.

24.4. The Assessment of the English Language Learning Experience through the British Council

Based on the opinions and attitudes of the sample under study, it is clear that there is agreement in terms of the degree of satisfaction with the program (Grade 4: Satisfied), with a difference in terms of the strength of inclinations. Given that the average of the Egyptian

students of (4.02) is greater than the average of the Ghanaian students of (3.87), it can be inferred that there is a greater British effect than the American in terms of learning English, and what confirms that this tendency is statistically significant is the achievement of the statistical significance value of the T-Test. The significance level is less than the standard value of 0.05.

24.5. The Assessment of the English Language Learning Experience through U.S Programs

Similar to the previous conclusion, it is noted that the average of the Egyptian sample was greater than the average of the Ghanaian sample, but it can be noted that the Egyptian students have a very high level of satisfaction compared to the Ghanaian students (neutral).

24.6. The Difference between Students of the Two Countries in the Preference for the British Council

The difference between the average orientation of Egyptian students and their Ghanaian counterparts in learning by their preference for the British curriculum supported and framed by the British Council over the American program for learning, spreading and expanding the use of American English, reached a level of (+0.34), which is a positive value indicating that the difference was in favor of the students. The Egyptians, given that the value of the Fisher test reached a level of 15.65 with a statistical significance of 0.000 less than the standard value of 0.05, it is possible to confirm the significance of this difference, and therefore the null hypothesis H_0 is rejected and the alternative hypothesis H_1 is accepted, which proves the validity of the acceptance of the second hypothesis, which states:

In comparison to Ghana, Egypt is still affected by the British cultural influence chiefly by the British Council's English language teaching programs due to several factors being researched.

Conclusion

This chapter included the research methodology and design of this thesis. First it introduced the research method, participants, the instruments.... Etc., that were used for conducting this research. The questionnaires of this study were explained in detail in terms of their description, design and administration. In this chapter, the method of analysis SPSS was introduced for statistical measures of the questionnaires. Then, descriptive statistics of the questionnaires and the hypotheses were illustrated in this chapter to pave the way for their analysis in relation to the research questions the next chapter.

<i>Chapter Five</i>
<i>Discussion and Interpretation of the Research</i>
<i>Findings</i>

Introduction

This chapter presents a comprehensive analysis and interpretation of the research findings. Its structure is as follows: Firstly, it discusses the results of the questionnaires separately. Then, the researcher interprets and discusses the results and hypotheses to address the research problem and questions of this study.

1. Discussion and Interpretation of the Questionnaires Results of Egyptian and Ghanaian Participants

The discussion of the results begins with the discussion of the results regarding gender. Then, analyzes each questionnaire in terms of the use of British Council Ghana and Egypt and U.S. educational programs in English language teaching.

1.1. Discussion of the Results Regarding Gender

The Egyptian students under study are distributed to 27.4% males and 72.6% females, while the distribution of Ghanaian students is divided into: 52.2% and 47.8% for the two categories, respectively. And given that most of the items in the sample are Egyptians, most of the components of the sample are in favor of females with a percentage of 61.09%, compared to only 38.91% for the male category. This may prove the desire and the ability of females to study foreign languages like English. A study was conducted in Egypt entitled “Arab Countries Last in Global Test of English Proficiency” by Wagdy Sawahel (2015), states that women have better skills in learning a foreign language than men. This may be due to their desire to learn English. The same can be applied to the Ghanaian women as demonstrated in the tables and figures (Table No.05, and figures No. 01, 02, 03). According to Ellis's 1994 study, female students exhibit a greater desire to learn a second language and invest more time and money into foreign language learning, particularly English, than their male counterparts. This finding is attributed to the demographic factor of gender, which is known to influence

language learning in both males and females. In several studies, it has been confirmed that gender plays a role in language learning. Specifically, females tend to outperform males in learning foreign languages, particularly English.

1.2. Discussion of the Questionnaire Results of Egyptian Participants

This section presents the results of a questionnaire on English language teaching among Egyptian participants, including the British Council's work and US programs in relation to research questions and hypotheses.

1.2.1 The Sample of Egyptian Teachers and Students

This title includes the findings of each questionnaire independently. To start with Egypt in terms of the participants' attitudes towards learning English at the British Council Egypt and U.S educational programs.

1.2.1.1. Students` and Teachers` Attitudes towards the learning/teaching of English

The percentage of answers that focused on a degree of agreement represented 32.2% of the total trends, and the percentage of answers that were concentrated on a strongly agree degree represented 57.6% of the total trends. Whereas, the remaining percentage (10.2%) was distributed among the rest of the degrees. The respondents' attitudes towards learning English language were positive in which 83.7% of respondents choose the expression "learning English is important for future jobs, thus they welcome the idea of teaching English in the Egyptian Educational system and in studying in private institutions in which 58.2% of the participants agreed strongly on the idea that " English language Teaching (ELT) is very popular among Egyptian schools and universities", this proves that 31.2% agreed on " Egyptian students are willing to learn English". From the results stated above, the majority of the students learn English for findings jobs and travelling abroad.

According to Schaub (2000), Egyptian students learn English for finding jobs. As a result, Egyptians sought to learn English to improve their skills and to guarantee their jobs. Even after independence in 1952, English remained to be used as a foreign language in Egypt and Egyptians students were motivated to learn English for future jobs. After 20 years, Egyptian students are still motivated to learn English skills for different reasons mainly for finding better jobs.

1.2.1.2. Students` and Teachers` Attitudes towards the British Council Egypt

The results obtained demonstrate that most of students and teachers in Egypt (42%) agreed on the fact that “the British Council is the most popular institution in English language Teaching in Egypt and 34.6% strongly agreed and chose the British Council for learning English as well. This may be due to the desire of the participants to study abroad in which 43.3% agree and 44.2 strongly agree on studying abroad is what motivates them in learning English at the British Council Egypt. This proves that the British Council is still having an influence in Egypt since its establishment in 1938 according to 53.4% of respondents who agree with that and 28.8 who strongly agree with the influence of the British Council in Egypt.

Concerning the expressions that “the British Council has only cultural orientations” and its relationship to linguistic imperialism, the results are dispersed as follows: the majority of the respondents 40.4% were neutral regarding the fact that the British Council has only cultural orientations, and 25.5% strongly disagree with this. Concerning the link between the British Council and linguistic imperialism the majority of respondents 48.1 % were neutral and 39.9% agree that the British Council is implicitly related to linguistic imperialism. After analyzing the information that was collected directly from the students and teachers through a questionnaire, the obtained results reveal that the British Council is the most popular institution in teaching English in Egypt and it is still having an influence since its

establishment in Egypt with a total percentage 42.5% of agreement and 24.7% of strong agreement.

Along the above results, according to Schaub, “the history of English in Egypt is a rich one, and English continues to be used in more and more domains, forms and functions of contemporary Egypt” (2000, p.236). The continuity of the teaching of English is achieved through the British Council Egypt. The aforementioned results reinforce the annual reports of the work of the British Council in Egypt in which annual report in 2011-2012 estimated that “we reached **93,308 people face-to-face including:** 17,173 learners in our two teaching centres in Agouza and Heliopolis, 41,221 unique examination candidates taking UK qualifications with us, 34,914 people engaged in our other programmes in arts, English, education and society” (British Council Annual Report, 2011-2012, p.3). In addition, the British Council’s learners increased from 198 million in 2016–17 to 222 million in 2017–18 including Egypt (British Council Annual Report, 2017-2018, p.48). According to this study, as well as previous theories and studies and annual reports from the British Council, it is clear that the British Council Egypt holds a prominent position. The majority of respondents acknowledge its influence and usefulness in learning English.

Concerning the last two expressions about the cultural orientations of the British Council and its relationship to linguistic imperialism most of the answers (40.4%) were neutral in regard to the cultural orientations of the British Council, whereas 25.5% agree that “the British Council has only cultural orientations” not political ones. In addition, 48.1% were neutral when asked about the relationship between the British Council and linguistic imperialism, however, 39.9% agreed on the existence of linguistic imperialism in the work of the British Council.

Chapter Five: Discussion and Interpretation of the Research Findings

In accordance with the results mentioned above of the cultural orientations of the British Council, the majority of the respondents were neutral and choose not to answer the question. Whereas, 25.5% agree with the work of the British Council in terms of teaching English for cultural reasons only and not for political ones. That is, according to the respondents the results prove that there is no relationship between the work of the British Council and politics.

The results reveal that there are three distinct groups of respondents. The first group strongly believes that the British Council Egypt teaches English purely for cultural reasons and has no political agenda. The second group, however, remains neutral and did not answer the question regarding cultural orientations and linguistic imperialism. This could be due to a lack of information or fear of the British Council's potential political motives. Finally, the third group agrees that there is a relationship between the British Council Egypt and linguistic imperialism and has taken a clear stance against the organization.

According to the questionnaire, almost 40% of the participants believe that linguistic imperialism is a real phenomenon. That is, as a Western organization, the British Council may face as Bakry (2020) stated “The Liability of Foreignness” (p.103), in which the British Council Egypt would be associated to British Colonization and Imperialism. Nevertheless, the British Council was able to set and sustain an apolitical image and this made it “overcome potential negative associations with Britain`s colonial history in Egypt and its recent foreign policy in the Middle East” (p.103). This study proves that the British Council succeeded in establishing itself in Egypt through isolating its work from politics and the historical background of British occupation of Egypt in which most of the respondents agree on the statement that the British Council is culturally oriented.

Whereas, for the relationship between the British Council and linguistic imperialism, even though most of the respondents were neutral and did not answer the question, 39.9%

agree with the link of the British Council with linguistic imperialism. This strengthens Phillipson's standpoint of linguistic imperialism. He clearly states that the British Council is an agency that prompts neo-colonialism (1992). The British Council Egypt's representation of British legacy is viewed differently by some Egyptians who confirm that "the British Council has been working in Egypt for 80 years, through the colonial and post-colonial periods, older generations still see it as a colonial organization..." (p.17). This means that the older generation is more sceptical than younger generation.

Despite the choice of some Egyptian participants of the expression "The British Council is implicitly related to linguistic imperialism" and relating it to the neo-colonial control due to the British colonial historical legacy as seen from the results obtained from the questionnaire of Egypt, this does not deny the fact that the majority 42.5% of teachers and students strongly agree with the fact that the British Council is the most popular institution for English language teaching (ELT) in Egypt and refute Phillipson's claim that the British Council is a cultural agency used for political and economic reasons through the teaching of English as a crucial part in its cultural policy. The results show that the majority of respondents use it for their personal needs and future employment opportunities, which is agreed upon by both teachers and students. To add, the relationship between the UK and Egypt can be seen through the developing partnerships in which "Egypt is the top host country in the MENA region for the UK transnational education", most of these partnerships have been achieved by the British Council Egypt as a long-standing partnership between the two countries.

The questionnaire included an open-ended question for the participants to express themselves, only few answered the question:

Is there any other feedback about the work of the British Council Egypt in English Language Teaching that you would like to provide?

These are some of the answers and opinions received from the Egyptian participants:

- a) I think the British Council brings a high standard of quality to ELT both globally and in Egypt. I think it's educational programmes promote a greater degree of autonomy and empowerment for teachers when compared to its American counterparts (although both are high quality).
- b) I don't have any feedback actually, it's a great opportunity to study at the British Council.
- c) They have good application that can be used at phone to help improve your English as the very good application of the British Council grammar app.
- d) I would like to connect the British culture with Egyptian culture.
- e) It's a great place.
- f) Really I'm proud of British Council Egypt in English language teaching as I have attended TAGS face 1 and face 2 and it is really changed my view in learning and teaching.
- g) The British Council is the most highly reputed institution in ELT in Egypt; however, other institutions introduce more appealing programmes especially for teenagers and youth.
- h) Many people I know can't enroll in British Council's courses because of the high cost.
- i) The prices are, actually quite high.
- j) They need to provide more and simpler free TEFL courses.

The aim of this question was to know the students' own impression and assessment of the British Council Egypt and if they are satisfied with it or not. The researcher chooses few responses that represent the majority of the participants, hence, most of them expressed their satisfaction with the British Council Egypt as stated in their answers above. The last question complements the closed questions, where the respondents had similar opinions towards the British Council Egypt and they were satisfied with its work in ELT. On the other hand, other participants were not satisfied with the British Council's fees in the teaching of English.

1.2.1.3. Students' and Teachers' Attitudes Towards U.S. Educational Programs of ELT in Egypt

English language teaching (ELT) is also taught by American educational programs and institutions in Egypt. The questionnaire included a part to show the attitudes of teachers and students towards teaching/ learning at U.S. educational programs such as RELO Cairo, American Center Cairo, and TESOL Fellowship in Egypt. The results were as follows: most of Egyptian students and teachers (43.3%) stated that they are "familiar with American education programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship. With regard to the American program RELO Cairo, 43.3% of respondents agree and 40.4% strongly agree on that this program "facilitates English language teaching and learning for Egyptian teachers and students" through providing teachers with English language training courses for continuous development, whereas, this program helps students in the process of English language learning through face-to-face and online programs in addition to students' exchange programs.

The other results gathered from the questionnaire about TESOL Fellowship that "offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges" show that 32.2% of the respondents agree and 36.1% strongly

agree on the work of TESOL Fellowship in teaching English in Egypt and abroad. Concerning the U.S Embassy in Egypt, 46.2% agree and 37.5% strongly agree on the benefit of the work of the U.S Embassy and American Center Cairo, in which most of the respondents confirm that “the U.S Embassy and American Center Cairo are considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language”. These results demonstrate that the embassy plays an important role in the widespread of English language teaching in Egypt, also it works on the intercultural exchange between the two countries and this is achieved through English language teaching/learning process of teachers and students.

The results mentioned above demonstrate that the cultural and political orientations of the American educational programs in Egypt clearly show that the majority of the participants 40.4% agree and 25.5% strongly agree with the work of the American educational programs in teaching English in Egypt as purely cultural and are not politically oriented. Thus, their main objective is to teach English to Egyptian students particularly in Higher education systems and Egyptian universities.

The results illustrated in the table state that there are other programs for teaching English besides the British Council Egypt, mentioning American programs like RELO Cairo and TESOL Fellowship. This may confirm that there is a competition among them in the teaching of English in Egypt. In which the majority of Students and teachers (47.1%) prove this by agree and strongly agree (25.5%) on that “the British Council is competing other educational programs like the American program RELO Cairo and TESOL Fellowship”.

That is, it was found that there is a competitive atmosphere between the U.S and UK in the field of English language Teaching (ELT). In his work, Prof. Trivedi examines the United States' influence on the emergence and growth of the English language globally. He notes that

American English has become the most commonly used variety, surpassing British English in popularity. This raises questions about the competition between educational programs in the U.S and U.K for teaching English. Skutnabb-Kangas, Pennycook (2017), and Mufwene (2010) all confirm that the British and Americans are the primary providers of ELT worldwide.

1.3. Discussion of the Questionnaire Results of Ghanaian Participants

This section presents a comprehensive analysis of the questionnaire findings, starting with Ghanaian students' perspectives on learning English, followed by their opinions on the British Council Ghana, and concluding with their views on U.S. programs in Ghana.

1.3.1. The sample of Ghanaian Teachers and Students

The study discusses the findings of each questionnaire independently. This part illustrates the results of Ghana in terms of the participants' attitudes towards learning English at the British Council Ghana.

1.3.1.1. Ghanaian teachers and students Attitudes Towards learning English

English language seems to receive a wide acceptance in Ghana in general and in Ghanaian universities in particular. That is, most of the respondents agree (25.6%) and strongly agree (63.2%) on the first statement “English language teaching is very popular among Ghanaian schools and universities”, thus the majority of them (46.8%) and (44.4%) are willing to learn English. Regarding “Connecting Classrooms” program in relation to the importance of learning English for the future of students, the results obtained reveal that 87.8% strongly agree on the importance of English language for their future, whereas, 54.4% agree on that “Connecting Classrooms” received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language in Ghana.

From the results mentioned above, it seems that Ghanaian students and teachers desire to learn English for different reasons like learning a foreign language for future jobs and studying abroad, this can be achieved through programs like “Connecting Classrooms” that helps students to learn English through the intercultural communication between British and Ghanaian schools and universities.

1.3.1.2. Students` and Teachers` Attitudes towards the British Council Ghana

“The British Council is the most popular institution in teaching English in Ghana”, this is the first statement that 36.7% of the respondents agree on, whereas, 23.3% were neutral. Other students with a majority of 31.1% who agree and 33.3% strongly agree on that the British Council as an organization is useful for learning English and helps them in studying abroad. This proves the British Council`s continuous influence in ELT since its establishment in Ghana and 41.1% agree and 34.5% strongly agree on this statement. The British Council`s criticism is apparent in the results above in which 71.1% were neutral when asked about the cultural orientations of the British Council, whereas, 14.4% disagree with this statement that the “British Council has only cultural orientations”, thus, according to the answers it has political and economic motives for teaching English in Ghana. This leads to the last statement that “the British Council is implicitly related to Linguistic imperialism” in which 56.7% of the respondents were neutral and 33.3% agree on the relationship between the British Council and linguistic imperialism. The analysis of the part Neutral is the same with the Egyptian participants` questionnaire.

1.3.1.3. Students` and Teachers` Attitudes towards U.S. Educational Programs of ELT

The presence of U.S. educational programs in teaching English language is apparent for some and not familiar for others in Ghana, in which, the first statement “I`m familiar with American educational programs in Ghana such as American Center Ghana and Education

USA Center” received 37.8% of neutral answers and 27.8% disagree on being familiar with American programs in Ghana. Taking into consideration the American Center in Ghana, most of the respondents 60% were neutral and 20% agree and 20% strongly agree on the work of the American Center in teaching English, in terms of the assistance that the Center offers for the Ghanaians for learning English.

The Education Center in Ghana received neutral answers 56.7% and others 20% strongly agree on the services that the Center provides for helping students in Ghana on applying for American universities. Like the Education Center, “U.S. Embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language” and most respondents 56.7% agree on the work of the embassy in the work of ELT in Ghana, whereas, other respondents 43.3% were neutral. The last statement in the part of the attitudes of Ghanaian students towards U.S. educational programs and their relationship to cultural orientations, most of the participants 73.3 % agree on the cultural orientations of these programs particularly in the teaching of English. Whereas, 26.7% of the participants were neutral. The majority of the responses were neutral, indicating that the participants may have been hesitant to answer the questions. This could be due to a lack of knowledge about the U.S. programs and the British Council in Ghana, or a rejection of their presence in the country.

The open-ended question

Is there any feedback about the work of the British Council Ghana in English language teaching that you would like to provide? The final section of the questionnaire for Ghanaian students asks for their feedback on the teaching of English language by British Council Ghana, with the answers provided below:

- a) A very welcoming atmosphere that makes teaching a learning very interesting.
- b) I don't know any other work they do. They have websites where students or those who want to improve their grammar visit. And also helps in the writing of ielts. That's all I know.
- c) They should work in collaboration with the Ghanaian school to enhance English teaching.
- d) They are doing a good job.
- e) I think English learning should be increased in our schools especially the remote area.
- f) Great influence in Ghana.
- g) Provide online platform in teaching intensive English language.
- h) Satisfactory
- i) You are too strict in making the IELTS exams.
- j) More help has to be done in the remote areas.
- k) There should be more online learning platforms.
- l) More improvement.
- m) It should be less expensive.

Based on the questionnaire administered to Egyptian and Ghanaian students, a majority of Ghanaian students expressed satisfaction with the operations of the British Council Ghana. This indicates that some Ghanaians acknowledge the presence of the British Council, with most participants emphasizing the need for improvement in English language education, especially in remote areas, to meet their needs. The results also suggest that despite Ghana's colonial history with Britain, there is still a strong desire among Ghanaians to learn the English language. However, a minority of participants expressed dissatisfaction

with the fees charged by the British Council for English language instruction. This dissatisfaction may be attributed to their desire to learn English, but being unable to afford the high fees charged by the British Council.

2. Discussion and interpretation of the Research Findings and Answering the Research Questions

In an attempt to answer the overall research questions and to accomplish the aims of the thesis, this section reviews the research findings displayed in the previous section in relation to the research questions and hypotheses. Concerning the first research question:

1. Is the UK English language teaching (ELT) industry in competition with the U.S. English language teaching industry in the context of globalization?

The results of the questionnaires answer the first question of this research that the two industries are competing in the teaching of English through the promotion and diffusion of their institutions, organizations, and programs (the British Council vs RELO Cairo and TESOL Fellowship) overseas in general and in Ghana (British Council Ghana vs. American Center Ghana) and Egypt in particular and this is apparent in the obtained results above in which 47.1% agree and 25.5% strongly agree on the presence of a competitive atmosphere between the two countries. Like the questionnaire of Egypt, 37.8% of the Ghanaian participants agree on the competition between U.S. educational programs and British Council Ghana.

This confirms that the British Council is not the only disseminator of the teaching of English and other programs working in the field of ELT and this will create a heated contest between the two industries. The results of this study align with other studies that show a competitive atmosphere between the U.S. and the UK in the field of English Language Teaching (ELT). In this regard, Prof. Trivedi in his work “English in the Globalized Modern

Society” (2016), discusses the role of the United States in the global emergence and expansion of English. According to him, “American English has become the most used variety, overtaking British English in popularity” (364). This can lead to think of the competition that exists between the U.S. and UK educational programs in teaching English as a foreign language within the context of globalization in several countries.

Many people want to learn American English because it is informal and simple. This desire, combined with the belief that there is a connection between globalization and U.S. educational programs, has created a competitive atmosphere for learning American English. Students hope that by learning American English through U.S. programs, they will be better equipped to find jobs and participate in the global community, even potentially living in the United States. This case was not the same due to the dominance of the British Empire and English. However, the situation changed with the rise of the United States as a dominant global power in politics, economy, culture and education supported by globalization due to the belief that the U.S. and globalization are intertwined helped in the widespread of American English and U.S. educational programs made people eager to learn American English.

2. What are the primary methods utilized by the UK and U.S. ELT industries to expand their cultural influence?

Data collected from both samples denote that the UK and U.S. English language teaching industries are using and establishing several cultural organizations and programs for the teaching of English worldwide such as the British Council Egypt, RELO Cairo, and TESOL Fellowship in Egypt. Similar to Egypt, there is British Council Ghana, Connecting Classrooms Program. Whereas, for the U.S. programs there are American Center Ghana and Education USA Center.

Statistics from both questionnaires show that the British Council is the means that the UK is using in teaching English in Egypt in which 47.1% agree and 34.6% strongly agree on the popularity of the British Council in Egypt and 53.4% agree and 28.8% strongly agree on the continuing influence of the British Council since its establishment in Egypt in 1938. In contrast to the UK teaching industry, the way the U.S. is competing in the spread of its cultural influence in ELT is through the teaching programs like RELO Cairo, American Center Cairo and TESOL Fellowship in which 43.3% are familiar with these programs in Egypt. On the other hand, data collected from the sample of Ghana demonstrate and agree on the presence and the use of the British Council in Ghana in which 36.7% agree on the popularity of British Council Ghana and its continuing influence in the teaching of English. Concerning the U.S. educational programs most of the respondents 37.8% were neutral, but this does not deny the fact that the U.S. is establishing different cultural institutions and programs like American Center Ghana and Education USA Center in English language teaching. Overall, the results answer the second question that includes the different ways used by both ELT industries the UK and U.S. in the context of globalization in the teaching of English in Ghana and Egypt.

2. Do Globalization and U.S. educational programs affect the continuation of the British Council's cultural policy in ELT in Ghana and Egypt, and Why?

In order to answer the main research question, the researcher needs to analyze the results of the first hypothesis that denotes:

It is hypothesized that there still an ongoing British cultural influence through the British Council's English language teaching programs in the face of Globalization through the presence of U.S educational programs in the British former colony Ghana and protectorate Egypt.

3. Testing the Validity of the First Hypothesis

The first hypothesis relates to the existence of a British cultural influence through British Council's programs in the presence of American educational programs in the context of globalization in the former British colony Ghana and protectorate Egypt. To address this hypothesis, we review the following table:

Given that the data follow a normal distribution, in addition, this test can be used in view of the relatively large sample size according to: Brase (2018); and Allen, Titsworth and Hunt (2009).

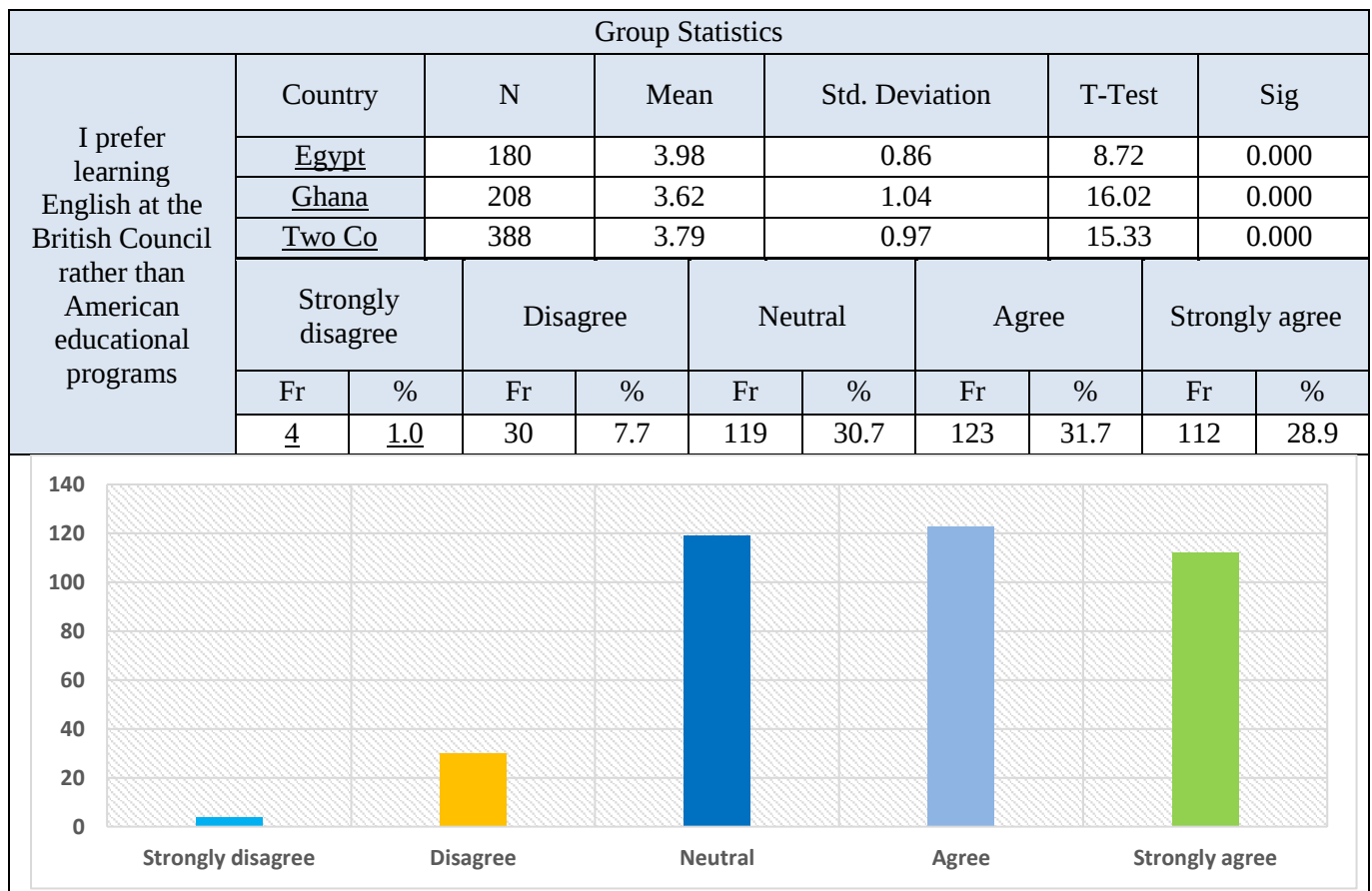


Table 5.1: Testing the First Hypothesis²¹

²¹ Based on the outputs of the program (SPSS.V26) and Microsoft Office Excel 2016 program.

Relying on the above data, it is found that the value of the arithmetic mean for Egyptian participants reached 3.98 compared to 3.62 for Ghanaian participants, with a total weighted average estimated at: 3.79 at the degree of agree, and this confirms that most of the answers of the sample items were at this degree with a rate of 31.7%, followed by the degree of neutral with a percentage of 30.7%, and a strong agreement with a percentage of 28.9%. As for the rest of the degrees, very low percentages were recorded.

Given that the T-test value reached 8.72, 16.02, 15.33 for each of the Egyptian students, the Ghanaian students, the total students, respectively, with a statistical significance estimated at: 0.000 less than the standard value 0.05, and therefore the null hypothesis H_0 is rejected and the alternative hypothesis H_1 is accepted, which proves the validity of the acceptance of the first hypothesis which states that there still an ongoing British cultural influence through the British Council's English language teaching programs in the face of Globalization through the presence of U.S. educational programs in the British former colony Ghana and protectorate Egypt.

The first hypothesis is accepted in terms of the continuing British cultural influence through the work of the British Council's ELT programs and activities even with the presence of American educational programs with a link to globalization, chiefly in Ghana and Egypt. The analysis departs from the first hypothesis in which statistically speaking 31.7% of the Ghanaian and 28.9% of the Egyptians agree and prefer to study and learn English at the British Council rather than at American educational programs.

As for the method of the current study, the causal-comparative method was used in this analysis, in which the independent variables globalization and U.S. educational programs and the dependent variable is the British Council whereas, the teaching of English is the intervening variable were analyzed in terms of comparing and stating the differences between

both of the variables by asking the participants from both countries Ghana and Egypt on whether they prefer to learn English at the British Council or through U.S. educational programs. Most of them agree 31% and 28.9% strongly agree to study at the British Council. After comparing the British Council to its counterpart, the results denote that there is a difference in the learning of English language in which most of the students prefer to learn English through the British Council's programs and activities rather than the American ones. This denies the causal relationship between the independent variable which is globalization and the dependent variable the British Council, it is true that there is a correlational relationship between the two whether a relationship of competition or an alliance. However, in this study, the results obtained reveal that the independent variable does not affect the British Council's work in the teaching of English especially with the presence of a competition from the side of U.S.A due to its interrelation to globalization.

As an example of the presence of ELT on a global scale, the post-colonial contexts still witness the maintenance and promotion of ELT in which "there is thus plenty of empirical evidence that the British and American variants of TESOL have taken over where colonial education left off, and are significant agents in the continuing maintenance of the dominance of English" (Kirkpatrick, 2002, p. 25). Nonetheless, this study reveals that the British presence exceeds its American counterpart. This leads to Holton's claim (2000) that there are still cultural relationships between Britain and its former colonies and protectorates mainly through the teaching of English. Therefore, globalization and the presence of U.S. educational programs did not affect the British former colonies due to the British colonization.

4. Which English Language Teaching industry has a significant impact in Egypt, British Council or American RELO Cairo?

The researcher included this question in the study to provide more specific information about the British Council Egypt and U.S. educational programs in Egypt and to address the main research problem in detail. In comparison to American RELO Cairo, the British Council still has an effect in Egypt. To put it simply, the results reveal that there is a difference between American educational programs and the British Council's work in teaching English in Egypt. That is, most respondents (31.7%) still prefer studying at the British Council and they are satisfied (19.66%) with their experience there in contrast to the American programs. Thus, this confirms that globalization and U.S. programs have not affected the British cultural influence in the British Council's work in English language teaching in Egypt.

5. Do the American Educational programs have an impact on the British Council's cultural policy in ELT in Ghana within the context of globalization?

The above results and discussion answer the research question that tackles the effect of globalization and U.S. educational programs on the British Council's work in teaching English in Ghana, in which most results denote that most Ghanaian students prefer learning English at the British Council rather than U.S educational programs. Other studies confirm this position, in which the United States is enjoying the current pervasiveness of English language due to its dominant position in economy, and politics. Thus, globalization is linked to Americanization (Ladegaard and Sachdev, 2006, p. 92). "The Oxford Guide to World English" describes that "American English has a global role at the beginning of the twenty- first century comparable to that of British English at the start of the twentieth- but on a scale larger than any previous language or variety of a language in recorded history" (McArthur, 2003, p. 165). However, alongside with the results mentioned above, Graddol argues that American hegemony and the

dominance of American English may not have a solid groundwork. That is, most of the former colonies still have “an orientation to British English” (p.57). He also states that British publication has the largest share in the global ELT market and the United States is adopting British English to advance in ELT market. Even with the domination of American English in the global arena, Britain’s culture and English still have an important rank in the world through the growth of the “British audio-visual products in projecting an image of Britain as a leader of style and popular culture” (2000, p.57). The results clearly demonstrate that there is still an ongoing British cultural influence through the British Council’s English language teaching programs in the face of Globalization through the presence of the U.S. educational programs in the British former colonies Ghana and Egypt and this answer the most important question in this study.

6. Which one is the most popular British Council Ghana or British Council Egypt in ELT, and Why?

Through this question, the researcher aimed to examine the influence of the British Council itself in Ghana and Egypt for a thorough understanding of the work of the British Council in both countries in terms of its use and influence in ELT. Thus, a second hypothesis was established for a clearer understanding of the research problem.

4. Testing the Validity of the Second Hypothesis

The second hypothesis relates to the fact that the influence of the British Council through its programs for teaching English in Egypt exceeds its Ghanaian counterpart. In order to address this hypothesis, we review the following table:

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Comparison Standards		Country	N	Mean	Std. Deviation	T-Test	Sig
Orientations towards English	Generally	Egypt	208	4.41	0.59	38.51	0.000
		Ghana	180	4.19	0.55	28.72	0.000
	British	Egypt	208	3.77	0.58	19.34	0.000
		Ghana	180	3.46	0.76	8.22	0.000
	American	Egypt	208	3.54	0.84	9.22	0.000
		Ghana	180	3.32	0.58	7.52	0.000
How would you rate your experience with British Council?		Egypt	208	4.02	0.75	19.66	0.000
		Ghana	180	3.87	0.80	14.67	0.000
How would you rate your experience with U.S education programs?		Egypt	208	4.39	0.86	23.33	0.000
		Ghana	180	3.13	0.84	2.10	0.036
I prefer learning English at the British Council Ghana rather than American educational programs	Egypt – Ghana		Mean	difference direction		Fisher	Sig
			0.34	Positive (+)		15.65	0.000

Table 5.2: Testing the Second Hypothesis²²

Although most of the answers of the sample under study, whether the Egyptian students sample or the Ghanaian student sample, had close and similar behavior in terms of values as well as answer degrees, in addition to noting the existence of agreement among students regarding the study axes as shown by the recorded standard deviation values (ranging between 0.55 and 0.84), but the following differences can be noted:

4.1. The General Orientation towards Learning English

The results reveal that there are relative tendencies for Egyptian students compared to Ghanaian students, where the arithmetic mean of Egyptian students was 4.41 at the degree of agreement strongly, and the average of Ghanaian students was 4.19 at the degree of agreement, and what confirms that this tendency is statistically significant is the achievement of the value of the statistical significance of the T-Test to a level of significance less About the standard value 0.05.

²² Based on the outputs of the program (SPSS.V26).

4.2. The Orientation towards Learning English at the British Council

It is clear by analyzing the behavior of the arithmetic mean of the participants under study that the Egyptian participants accept the British Council programs more than their Ghanaian counterparts with an arithmetic mean of: 3.77, 4.46, respectively at the degree of approval, and this conclusion is supported by reaching the statistical significance of the T-test of the significance level of 0.000 (Statistically D).

4.3. The Orientation towards Learning English at the U.S. Programs

Although the arithmetic averages of this axis are statistically significant according to the T-test, the average of the Egyptian students was at the degree of approval, unlike the Ghanaian students, who were generally neutral and decided not to answer some questions related to the British Council Ghana.

4.4. The Assessment of the English language learning experience through the British Council

Based on the opinions and attitudes of the sample under study, it is clear that there is an agreement in terms of the degree of satisfaction with the program (Grade 4: Satisfied), with a difference in terms of the strength of inclinations. Given that the average of the Egyptian students of (4.02) is greater than the average of the Ghanaian students of (3.87), it can be inferred that there is a greater British effect than the American in terms of learning English, and what confirms that is this tendency which is statistically significant is the achievement of the statistical significance value of the T-Test The significance level is less than the standard value of 0.05.

4.5. The Assessment of the English language learning experience through U.S. Programs

Similar to the previous conclusion, it is noted that the average of the Egyptian sample was greater than the average of the Ghanaian sample, but it can be noted that the Egyptian students have a very high level of satisfaction compared to the Ghanaian students (neutral).

4.6. The Difference between the Participants of the two Countries in the Preference of the British Council

The difference between the average orientation of Egyptian participants and their Ghanaian counterparts in learning by their preference of the British curriculum supported by the British Council over the American program for learning, spreading and expanding the use of American English, reached a level of (+0.34), which is a positive value indicating that the difference was in favor of the students. The Egyptians students and teachers, given that the value of the Fisher test reached a level of 15.65 with a statistical significance of 0.000 less than the standard value of 0.05, it is possible to confirm the significance of this difference, and therefore the null hypothesis H_0 is rejected and the alternative hypothesis H_1 is accepted, which proves the validity of the acceptance of the second hypothesis, which states:

In comparison to Ghana, Egypt is still affected by the British cultural influence chiefly through the British Council's English language teaching programs due to several factors being researched.

The second hypothesis is approved and accepted, in which unlike Ghana, Egypt is still witnessing the British cultural influence through the presence of the British Council and its work in the teaching of English even with the competition of U.S educational programs and the results obtained from the questionnaires prove and confirm this hypothesis. By comparing the effect of the two variables globalization and the British Council on the teaching of English within Egypt, the results demonstrate that globalization and U.S. educational programs did not

affect the work of the British Council in teaching English in Egypt and most participants choose and prefer learning at the British Council Egypt. The same was applied for the questionnaire of Ghana in which students were asked to choose between the British Council Ghana and U.S programs most of the respondents were neutral, but other group choose the British Council Ghana as a means for learning English rather than its American Counterpart. After finding that globalization did not affect the British Council`s cultural policy through ELT in Ghana and Egypt through comparing the two variables, the independent variable Globalization did not affect the dependent variable the British Council.

Moving to the second hypothesis that states that: In comparison to Ghana, Egypt is still affected by the British cultural influence chiefly by the British Council`s English language teaching programs due to several factors being researched. Through analyzing the results obtained, the comparison shows that the British Council Egypt is more used and more popular in Egypt rather than British Council Ghana. That is, the results demonstrate which country is affected by the British cultural influence through the work of the British Council in comparison to the American educational programs through seeing which program they prefer.

In the comparison, most of the Egyptian respondents answered and agree on the popularity and desire to learn English at the British Council Egypt unlike the Ghanaian students who most of them were neutral and only some of them choose agree or strongly agree on studying at the British Council and whether they are satisfied with the British Council in Egypt and Ghana, and their satisfaction with U.S. education programs. The Egyptian students exceeded the Ghanaian students in the comparative analysis.

Thus, the results reveal that even with the presence of American educational programs and with the effect of globalization. The British Council Egypt is not affected by them due to several reasons that are going to be mentioned later and it is more influential than British

Council Ghana, it is true that this latter is not affected by the presence of globalization and American programs because most results reveal that Ghanaian students prefer British Council Ghana in comparison to American programs. However, after this comparison, the British Council Egypt is more used by Egyptian students than British Council Ghana for several reasons that are going to be mentioned in the coming paragraphs.

The researcher used this hypothesis to compare the effect of globalization in these two countries and after finding that globalization does not have an effect on both countries. The researcher later, compared the countries for more details about the effect this time of the British Council in terms of which one is more used and more influential British Council Ghana or Egypt in teaching English and the results show that the British Council Egypt is not affected by globalization and exceeds its American counterpart. Whereas, for Ghana, most of the answers were neutral when asked about the British Council or American programs as stated in the table of comparison above. Thus, the respondents of Egypt agree on learning at British Council Egypt in comparison to the Ghanaian who most of them were neutral.

This leads to a conclusion that after comparing the two countries in terms of the effect of globalization on the British Council, the researcher found that the two countries are not affected because they choose the British Council for learning English. Concerning the second half, British Council Egypt still has its influence in teaching English even with the presence of American programs unlike British Council Ghana, that most respondents decided to be neutral and did not choose the British Council and American programs for different reasons that are going to be mentioned in the coming paragraphs.

There are multiple reasons on why Egyptian students exceeded their Ghanaian counterparts in preferring and studying at the British Council. Namely political, in terms of the historical background of the two countries in which both of them were colonized by the

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British and belonged one day to the British Empire. However, Egypt was a British Protectorate and it was not directly colonized by Britain, in which Egypt witnessed a British occupation with keeping the same Egyptian ruler and system without a direct control and colonization unlike Ghana that witnessed a direct control of British colonization. This can be considered as the main reason on why British Council Egypt is most used than British Council Ghana.

Despite the fact that both countries were colonized by Britain, according to the results of the questionnaire, Ghana seems to be influenced by the colonial background and refuses the existence of the British Council in which, 14.4% of the respondents show a degree of disagreement on the fact that the British Council has only cultural orientations, this reveals that Ghanaian students disagree on the cultural orientations of the British Council and agree on the existence of the political orientations of the British Council such as the belief of the dominance of the British Council through English language teaching on Ghanaian students. This shows that the Ghanaian are more aware of the British Council and ELT objectives.

This leads to the theory of linguistic imperialism and its relation to the British Council, when asked about the implicit relationship between the linguistic imperialism and the British Council most of the respondents were neutral 56.7%, nevertheless, 33.3% of the respondents agree on the link between the two. This can be an important factor for not preferring not to study at the British Council and choosing other programs to learn English even if Ghana is not affected by globalization, Ghanaian students still use U.S. programs for English language learning.

Phillipson states that the British Council is an agent that was created in post-independent period to sustain Britain's work through changing its policy through "market share rather than on the mission civilisatrice or development work" (Heller, p.105). Consequently, Monica Heller (2002) considers the British Council as a "cultural agency" that represents the interests

and ideas of the British and the new form of neocolonialism through teaching English as a crucial part in its cultural policy as a reproduction of the older imperial cultural dominance (pp.105-106).

In addition to the political factor, the economic one plays an important role in the criticism of the British Council's work in ELT. Phillipson claims that ELT is not purely economic, nevertheless, it is related to power, money and politics. ELT according to Phillipson is "an international activity with political, economic, military and cultural implications" (1992, p.8). He also states that the British Council is a means used for transmitting political and economic interests through cultural influence, especially through English language teaching. Even though English is the official language in Ghana, the results of the questionnaire revealed that most of the Ghanaians agree on the importance of learning English language and the British Council Ghana. However, when compared to Egypt, the latter achieved better results than Ghana.

English as an official language can be another reason for the neutral answers and the other answers of the implicit relationship between the British Council and Linguistic Imperialism of some Ghanaian participants of the British Council. That is, after independence Ghana adopted English-only-policy in which English was made the official language and the language of instruction and this led to the neglecting of the 50 native languages that exist in Ghana. This may have led the Ghanaian fear to lose their mother tongue and cultural identity due to the colonial language English that continued to be used even after independence. In the same vein, Ngugi (1981) rejects the use of English as the official language in the African countries in which he considers English as a colonial imperialist language left by the British former powers to control and dominate the former colonies and this may have affected some

of the Ghanaian participants who had mixed feelings towards English due to its previous situation in relation to the British colonization.

Another important reason behind the difference between results of the Egyptian and Ghanaian students and the continuous effect can be traced back to the early establishment of the British Council in Egypt and the desire of the Egyptian students to learn English due to its position as a second/foreign language, thus, Egyptians may not feel that their mother tongue and cultural identity threatened. This helped in the maintenance of the UK and Egypt relationship particularly through the British Council Egypt, a speech of the Director of universities UK International Vivienne Stern said that:

Egypt is the top host country in the MENA region for UK transnational education and the fifth in the world, with nearly 20.000 students studying for UK degrees through joint programmes in 2015-16. The quantity and depth of UK-Egypt partnerships has been growing steadily over recent years and there is clear demand to expand this further. (2018)

Finally, the results that are summarized above demonstrate that most students have been very interested in studying English language whether through the British Council or U.S. educational programs. This is due to the position of English as a global language. However, the majority of students prefer learning English at the British Council rather than U.S. programs in the British former colony Ghana and protectorate Egypt. That is, after analyzing the results and hypotheses of the questionnaires, the British Council seems to receive a wider acceptance more than U.S. programs in Ghana and Egypt even with the emergence of American programs in relation to globalization that accelerated their widespread for teaching English language worldwide and this was confirmed through the first hypothesis that states that: It is hypothesized that there still an ongoing British cultural influence through the British Council's English language teaching programs in the face of Globalization through the presence of U.S educational programs in the British former colonies Ghana and Egypt.

As for the second hypothesis: In comparison to Ghana, Egypt is still affected by the British cultural influence chiefly by the British Council's English language teaching programs due to several factors being researched. This hypothesis has been approved in which Egypt is more affected by the British Council's work and still witnesses millions of students who desire to learn English in Egypt and it exceeds its counterpart Ghana. In terms of the study examples, the work of the British Council is apparent in Egypt than Ghana and this may be due to political and economic factors mentioned above.

Conclusion

From the analysis of the results of the questionnaires, the results revealed the positive orientation towards the British Council Ghana and Egypt. On the other hand, U.S. programs received a wide acceptance among the participants who were familiar and study through U.S. programs. In addition, the first hypothesis that deals with the comparison of the British Council and U.S. programs within the context of globalization was accepted in which the British Council was not affected by the presence of globalization. As for the second hypothesis, the results revealed that British Council Egypt is the most used that the majority of the participants prefer to learn English compared to British Council Ghana that received less attention from the Ghanaian participants due to the aforementioned historical and political factors.

<i>General Conclusion</i>

General Conclusion

The British Council is considered as the asset of the British foreign policy in general and cultural policy in particular. This position is achieved through the British Council's Royal Charter of 1941 that denotes the three pillars of the British Council: "Art, education, and English language". The teaching of English language can be appraised as the cornerstone of the British Council due to the fact that the teaching of English helps in the maintenance of the British Council in which it receives most of the budgets from teaching, exams and partnerships with other countries. According the British Council's annual reports from 2011 to 2021, its work in the field of English language teaching is increasing in terms of the widespread of ELT centers worldwide and the use of millions of students of IELTS tests and the intense desire for learning English. This led to the great expansion of the British Council's teaching programs on the global scale.

Nevertheless, the British Council is not the only disseminator of the English language centers and programs. That is, due to globalization, other countries were eager to teach English worldwide like the U.S.A. In other words, several studies claim that globalization is directly linked to the U.S as an economic, political and cultural superpower. As a result, the orientation of learning English expanded to the U.S. in addition to the UK. That is, the British Council was the only destination for learning English. However, after the emergence of the U.S. educational programs for teaching English, the situation changed and raised an important question that states: Do Globalization and U.S. educational programs affect the continuation of the British Council's cultural policy in ELT in Ghana and Egypt, and Why?

The reason behind choosing the U.S. in comparison to the British Council can be related to several factors: First, the U.S. is an English-speaking country, then due to its relation to globalization helped in the widespread of American programs for teaching English worldwide. In addition, both of the countries the United States and the United Kingdom are considered as

General Conclusion

the giant industries for teaching English. For this reason, the U.S. has been chosen in comparison to the British Council.

For answering the main research question, other sub-questions were added for a thorough understanding of the research problem. The purpose of the current study was to examine whether the British cultural influence is still present in the light of globalization and U.S. cultural presence. For answering the research questions, the researcher used causal-comparative method in order to compare between the variables in the teaching of English. Through this comparison the researcher attempted to reveal the cause-and-effect relationship between the independent variables (globalization and U.S. programs) and the dependent variable (the British Council) in the field of English language teaching. This was conducted by employing both quantitative and qualitative data. The instrument used in this study was the questionnaire.

Overall, based on other theories and works and after testing the hypotheses and analyzing the results, this study found that presence of globalization and U.S. educational programs have not affected the British Council's cultural policy in English language teaching in Ghana and Egypt. These findings were achieved through comparing the U.S. educational programs and the British Council's work in ELT within the context of globalization. The results revealed that most Egyptian and Ghanaian students prefer to learn English at the British Council rather than U.S. educational programs.

As stated above, Ghana and Egypt were colonized and occupied by Britain and this can be the reason behind choosing the British Council in which the Egyptians and Ghanaians are still influenced by the former colonizer and prefer to learn English at the British Council. In addition, the British Council has been working in both countries for decades mainly in Egypt and Britain made sure to sustain its cultural policy in these countries through establishing

General Conclusion

appealing programs and institutions for teaching English. Consequently, based on the previous studies and the results of the questionnaires the British Council in Ghana and Egypt has not been affected by globalization. This latter is interrelated with the U.S. and English as a global language that accelerated the expansion of U.S. programs for the teaching of English. Overall, British influence and promotion of English is evident in Ghana and Egypt in which the British Council's work in ELT in the context of globalization and in competition with U.S. educational programs is instant and continuing, even if the number of students learning through U.S. educational programs is large. As a result, the research identified key underlying reasons for the choice of the students in which there are historical, political and cultural factors that led to the preference of the British Council.

Concerning the second hypothesis, the findings demonstrate that the Ghanaian students preferred learning English at the British Council Ghana rather than through U.S. educational programs. Similarly, British Council Egypt was the first choice for Egyptian students rather than U.S. programs. Then, this study attempted to examine the influence of the British Council on Egyptian students compared to the influence of the British Council Ghana on Ghanaian students. The study found that compared to the British Council Ghana, British Council Egypt is still maintaining its position in since its establishment in Egypt in 1938 chiefly in the teaching of English, whereas, British Council Ghana receives less attention on behalf of the Ghanaian students who prefer learning English at the British Council Ghana but they were neutral and did not answer as the Egyptian students. Thus, in comparison to British Council Ghana, British Council Egypt is the most used and influential and receives a wider acceptance among students in the teaching of English due to aforementioned reasons.

General Conclusion

In conclusion, the current research provides an in-depth understanding of the causal relationship between globalization and the British Council in terms of relating globalization to U.S. educational programs in teaching English language. This latter is the link between globalization and the British Council in revealing whether the former influences the latter in the teaching of English in both former colony and Ghana and protectorate Egypt. The major findings of this research revealed that Globalization and the presence of the American programs do not affect the British Council's cultural policy through ELT in the British former colonies Ghana and Egypt. In addition, the British Council Egypt is the most popular and influential than British Council Ghana.

Despite its contributions, this study is limited in several ways. Obtaining good response rates from the participants proved difficult chiefly from the Ghanaian participants and this slowed the pace of the work. Another limitation is the obstacle of using another research tool which is the Interview. This limitation hindered the process of receiving more answers.

In terms of the contribution to research, this study contributes and fills a gap in existing research on two main aspects. First, it is a major analysis of the British Council's work in English language teaching in a comparison to U.S. educational programs in the context of globalization by using the questionnaire. In addition, the casual-comparative method was used to analyze the British Council's cultural policy in ELT. Second, study is conducted in two different countries Ghana and Egypt and this differentiated it from other studies. In terms of analyzing the two variables in these two countries, no work has combined the two countries in a comparative analysis.

Given the limitations discussed above, there is a huge need for further research to involve more comparative analysis through integrating research methods such as Causal-comparative method. Most importantly, more research should be conducted on themes like

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globalization, the British Council and English language teaching together and not in separation because the three are linked particularly globalization and English language. Finally, intensive research should be added on comparing U.S. educational programs and the British Council's programs and their activities in the teaching of English.

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<i>APPENDICES</i>

Appendix 01:

Reliability

Ghana

Orientations towards English

Reliability Statistics

Cronbach's Alpha	N of Items
.685	4

British Council

Reliability Statistics

Cronbach's Alpha	N of Items
.760	7

American Programs

Reliability Statistics

Cronbach's Alpha	N of Items
.711	6

The There axes

Reliability Statistics

Cronbach's Alpha	N of Items
.672	3

Egypt.

Orientations towards English

Reliability Statistics

Cronbach's Alpha	N of Items
.733	3

British Council

Reliability Statistics

Cronbach's Alpha	N of Items
.820	7

American Programs

Reliability Statistics

Cronbach's Alpha	N of Items
.863	6

The three axes

Reliability Statistics

Cronbach's Alpha	N of Items
.702	3

Internal consistency

Ghana

Orientations towards English

Correlations

		Ghana_t
Ghana_t	Pearson Correlation	1
	Sig. (2-tailed)	
	N	180
English Language Teaching (ELT) is very popular among Ghanaian schools and universities.	Pearson Correlation	.800**
	Sig. (2-tailed)	.000
	N	180
Ghanaian students are willing to learn English.	Pearson Correlation	.685**
	Sig. (2-tailed)	.000
	N	180
Learning English is important for future jobs.	Pearson Correlation	.542**
	Sig. (2-tailed)	.000
	N	180
"Connecting Classrooms" project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language.	Pearson Correlation	.666**
	Sig. (2-tailed)	.000
	N	180

**. Correlation is significant at the 0.01 level (2-tailed).

British English

Correlations

		Ghana_Br
Ghana_Br	Pearson Correlation	1
	Sig. (2-tailed)	
	N	180
The British Council is the most popular institution in teaching English in Ghana.	Pearson Correlation	.905**
	Sig. (2-tailed)	.000
	N	180
The British Council is very useful for learning English and it helps in studying abroad.	Pearson Correlation	.529**
	Sig. (2-tailed)	.000
	N	180
The British Council is still having an influence in ELT since its establishment in Ghana.	Pearson Correlation	.504**
	Sig. (2-tailed)	.000
	N	180
The British Council Ghana is competing other educational programmes such as American Center Ghana and Education USA Center.	Pearson Correlation	.650**
	Sig. (2-tailed)	.000
	N	180
The British Council has only cultural orientations.	Pearson Correlation	.516**
	Sig. (2-tailed)	.000
	N	180
The British Council is implicitly related to Linguistic Imperialism.	Pearson Correlation	.642**
	Sig. (2-tailed)	.000
	N	180

**. Correlation is significant at the 0.01 level (2-tailed).

American Programs

Correlations

	Ghana_US	
Ghana_US	Pearson Correlation	1
	Sig. (2-tailed)	
	N	180
I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center.	Pearson Correlation	.929**
	Sig. (2-tailed)	.000
	N	180
American Center facilitates English language learning for Ghanaians.	Pearson Correlation	.462**
	Sig. (2-tailed)	.000
	N	180
The Education Center in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.	Pearson Correlation	.856**
	Sig. (2-tailed)	.000
	N	180
U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.	Pearson Correlation	.594**
	Sig. (2-tailed)	.000
	N	180
American education programmers in Ghana have only cultural orientations not political ones.	Pearson Correlation	.555**
	Sig. (2-tailed)	.000
	N	180

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Egypt

Orientations towards English

Correlations

		Egypt_T
Egypt_T	Pearson Correlation	1
	Sig. (2-tailed)	
	N	208
English Language Teaching (ELT) is very popular among Egyptian schools and universities.	Pearson Correlation	.860**
	Sig. (2-tailed)	.000
	N	208
Egyptian students are willing to learn English	Pearson Correlation	.516**
	Sig. (2-tailed)	.000
	N	208
Learning English is important for future jobs.	Pearson Correlation	.730**
	Sig. (2-tailed)	.000
	N	208

**. Correlation is significant at the 0.01 level (2-tailed).

British English

Correlations

		Egypt_Br
Egypt_Br	Pearson Correlation	1
	Sig. (2-tailed)	
	N	208
The British Council is the most popular institution in teaching English in Egypt.	Pearson Correlation	.779**
	Sig. (2-tailed)	.000
	N	208
The British Council is very useful for learning English and it helps in studying abroad.	Pearson Correlation	.499**
	Sig. (2-tailed)	.000
	N	208
The British Council is still having an influence in ELT since its establishment in 1938.	Pearson Correlation	.785**
	Sig. (2-tailed)	.000
	N	208
The British Council is competing other educational programmes like the American Program RELO and TESOL Fellowship in the field of ELT.	Pearson Correlation	.656**
	Sig. (2-tailed)	.000
	N	208
The British Council has only cultural orientations.	Pearson Correlation	.499**
	Sig. (2-tailed)	.000
	N	208
The British Council is implicitly related to Linguistic Imperialism.	Pearson Correlation	.653**
	Sig. (2-tailed)	.000
	N	208

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

American Programs

Correlations

		Egypt_US
Egypt_US	Pearson Correlation	1
	Sig. (2-tailed)	
	N	208
I'm familiar with American educational programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship.	Pearson Correlation	.595**
	Sig. (2-tailed)	.000
	N	208
RELO Cairo facilitates English language teaching and learning for Egyptian teachers and students.	Pearson Correlation	.624**
	Sig. (2-tailed)	.000
	N	208
TESOL Fellowship offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges.	Pearson Correlation	.734**
	Sig. (2-tailed)	.000
	N	208
U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language.	Pearson Correlation	.681**
	Sig. (2-tailed)	.000
	N	208
American educational programs like RELO Cairo, TESOL Fellowship has only cultural orientations not political ones.	Pearson Correlation	.796**
	Sig. (2-tailed)	.000
	N	208

**. Correlation is significant at the 0.01 level (2-tailed).

Normal distribution test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ghana_Br	.065	180	.065	.983	180	.028
Ghana_US	.066	180	.055	.983	180	.024
Ghana_t	.063	180	.077	.982	180	.022

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Egypt_Br	.058	208	.083	.979	208	.004
Egypt_US	.061	208	.059	.979	208	.003
Egypt_T	.062	208	.054	.977	208	.002

a. Lilliefors Significance Correction

Analysis of the questionnaire's axes

Ghana

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	94	52.2	52.2	52.2
	Female	86	47.8	47.8	100.0
	Total	180	100.0	100.0	

Orientations towards English

English Language Teaching (ELT) is very popular among Ghanaian schools and universities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	5.6	5.6	5.6
	Neutral	10	5.6	5.6	11.1
	Agree	46	25.6	25.6	36.7
	Strongly agree	114	63.3	63.3	100.0
	Total	180	100.0	100.0	

Ghanaian students are willing to learn English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	4.4	4.4	4.4
	Neutral	8	4.4	4.4	8.9
	Agree	84	46.7	46.7	55.6
	Strongly agree	80	44.4	44.4	100.0
	Total	180	100.0	100.0	

Learning English is important for future jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	12.2	12.2	12.2
	Strongly agree	158	87.8	87.8	100.0
	Total	180	100.0	100.0	

"Connecting Classrooms" project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	48	26.7	26.7	26.7
	Agree	98	54.4	54.4	81.1
	Strongly agree	34	18.9	18.9	100.0
	Total	180	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
English Language Teaching (ELT) is very popular among Ghanaian schools and universities.	180	4.4667	.83499

Ghanaian students are willing to learn English.	180	4.3111	.75701
As a student, Learning English is important for my future.	180	4.8778	.32846
"Connecting Classrooms" project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language.	180	3.9222	.67232
Valid N (listwise)	180		

British English

The British Council is the most popular institution in teaching English in Ghana.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	10.0	10.0	10.0
	Disagree	16	8.9	8.9	18.9
	Neutral	42	23.3	23.3	42.2
	Agree	66	36.7	36.7	78.9
	Strongly agree	38	21.1	21.1	100.0
	Total	180	100.0	100.0	

The British Council is very useful for learning English and it helps in studying abroad.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.2	2.2	2.2
	Disagree	14	7.8	7.8	10.0
	Neutral	46	25.6	25.6	35.6
	Agree	56	31.1	31.1	66.7
	Strongly agree	60	33.3	33.3	100.0
	Total	180	100.0	100.0	

The British Council is still having an influence in ELT since its establishment in Ghana.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	40	22.2	22.2	24.4
	Agree	74	41.1	41.1	65.6
	Strongly agree	62	34.4	34.4	100.0
	Total	180	100.0	100.0	

The British Council Ghana is competing other educational programmes such as American Center Ghana and Education USA Center.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.1	1.1	1.1
	Disagree	2	1.1	1.1	2.2
	Neutral	74	41.1	41.1	43.3
	Agree	68	37.8	37.8	81.1
	Strongly agree	34	18.9	18.9	100.0
	Total	180	100.0	100.0	

The British Council has only cultural orientations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2.2	2.2	2.2
	Disagree	26	14.4	14.4	16.7
	Neutral	128	71.1	71.1	87.8
	Agree	12	6.7	6.7	94.4
	Strongly agree	10	5.6	5.6	100.0
	Total	180	100.0	100.0	

The British Council is implicitly related to Linguistic Imperialism.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.3	3.3	3.3
	Neutral	102	56.7	56.7	60.0
	Agree	60	33.3	33.3	93.3
	Strongly agree	12	6.7	6.7	100.0
	Total	180	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
The British Council is the most popular institution in teaching English in Ghana.	180	3.5000	1.00752
The British Council is very useful for learning English and it helps in studying abroad.	180	3.8556	1.04171
The British Council is still having an influence in ELT since its establishment in Ghana.	180	4.0778	.80817
The British Council Ghana is competing other educational programmes such as American Center Ghana and Education USA Center.	180	3.7222	.81915
The British Council has only cultural orientations.	180	2.9889	.72458
The British Council is implicitly related to Linguistic Imperialism.	180	3.4333	.66936
Valid N (listwise)	180		

American Programs

I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	6.7	6.7	6.7
	Disagree	50	27.8	27.8	34.4
	Neutral	68	37.8	37.8	72.2
	Agree	40	22.2	22.2	94.4
	Strongly agree	10	5.6	5.6	100.0
	Total	180	100.0	100.0	

American Center facilitates English language learning for Ghanaians.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	108	60.0	60.0	60.0
	Agree	36	20.0	20.0	80.0
	Strongly agree	36	20.0	20.0	100.0
	Total	180	100.0	100.0	

The Education Center in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	10.0	10.0	10.0
	Neutral	102	56.7	56.7	66.7
	Agree	24	13.3	13.3	80.0
	Strongly agree	36	20.0	20.0	100.0
	Total	180	100.0	100.0	

U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	78	43.3	43.3	43.3
	Agree	102	56.7	56.7	100.0
	Total	180	100.0	100.0	

American education programmers in Ghana have only cultural orientations not political ones.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	48	26.7	26.7	26.7
	Agree	132	73.3	73.3	100.0
	Total	180	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center.	180	2.9222	.99415
American Center facilitates English language learning for Ghanaians.	180	3.6000	.80223
The Education Center in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.	180	3.4333	.92211
U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.	180	3.5667	.49692
American education programmers in Ghana have only cultural orientations not political ones.	180	3.7333	.44345
Valid N (listwise)	180		

Egypt

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	27.4	27.4	27.4
	Female	151	72.6	72.6	100.0
	Total	208	100.0	100.0	

Orientations towards English

English Language Teaching (ELT) is very popular among Egyptian schools and universities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.9	1.9	1.9
	Disagree	5	2.4	2.4	4.3
	Neutral	11	5.3	5.3	9.6
	Agree	67	32.2	32.2	41.8
	Strongly agree	121	58.2	58.2	100.0
	Total	208	100.0	100.0	

Egyptian students are willing to learn English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	2.9	2.9	2.9
	Disagree	2	1.0	1.0	3.8
	Neutral	31	14.9	14.9	18.8
	Agree	104	50.0	50.0	68.8
	Strongly agree	65	31.3	31.3	100.0
	Total	208	100.0	100.0	

Learning English is important for future jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.9	1.9	1.9
	Agree	30	14.4	14.4	16.3
	Strongly agree	174	83.7	83.7	100.0
	Total	208	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
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English Language Teaching (ELT) is very popular among Egyptian schools and universities.	208	4.4231	.85344
Egyptian students are willing to learn English	208	4.0577	.87175
As a student, Learning English is important for my future.	208	4.7788	.63637
Valid N (listwise)	208		

British English

The British Council is the most popular institution in teaching English in Egypt.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.0	1.0	1.0
	Disagree	12	5.8	5.8	6.7
	Neutral	24	11.5	11.5	18.3
	Agree	98	47.1	47.1	65.4
	Strongly agree	72	34.6	34.6	100.0
	Total	208	100.0	100.0	

The British Council is very useful for learning English and it helps in studying abroad.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.0	1.0	1.0
	Disagree	4	1.9	1.9	2.9
	Neutral	20	9.6	9.6	12.5
	Agree	90	43.3	43.3	55.8
	Strongly agree	92	44.2	44.2	100.0
	Total	208	100.0	100.0	

The British Council is still having an influence in ELT since its establishment in 1938.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.0	1.0	1.0
	Disagree	7	3.4	3.4	4.3
	Neutral	28	13.5	13.5	17.8
	Agree	111	53.4	53.4	71.2
	Strongly agree	60	28.8	28.8	100.0
	Total	208	100.0	100.0	

The British Council is competing other educational programmes like the American Program RELO and TESOL Fellowship in the field of ELT.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	3.8	3.8	3.8
	Neutral	49	23.6	23.6	27.4
	Agree	98	47.1	47.1	74.5
	Strongly agree	53	25.5	25.5	100.0
	Total	208	100.0	100.0	

The British Council has only cultural orientations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.9	1.9	1.9

Disagree	53	25.5	25.5	27.4
Neutral	84	40.4	40.4	67.8
Agree	50	24.0	24.0	91.8
Strongly agree	17	8.2	8.2	100.0
Total	208	100.0	100.0	

The British Council is implicitly related to Linguistic Imperialism.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.0	1.0	1.0
	Disagree	9	4.3	4.3	5.3
	Neutral	100	48.1	48.1	53.4
	Agree	83	39.9	39.9	93.3
	Strongly agree	14	6.7	6.7	100.0
	Total	208	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
The British Council is the most popular institution in teaching English in Egypt.	208	4.0865	.88039
The British Council is very useful for learning English and it helps me in studying abroad.	208	4.2788	.79195
The British Council is still having an influence in ELT since its establishment in 1938.	208	4.0577	.80250
The British Council is competing other educational programmes like the American Program RELO and TESOL Fellowship in the field of ELT.	208	3.9423	.80250
The British Council has only cultural orientations.	208	3.1106	.94398
The British Council is implicitly related to Linguistic Imperialism.	208	3.4712	.72840
Valid N (listwise)	208		

American Programs

I'm familiar with American educational programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	3.4	3.4	3.4
	Disagree	26	12.5	12.5	15.9
	Neutral	49	23.6	23.6	39.4
	Agree	90	43.3	43.3	82.7
	Strongly agree	36	17.3	17.3	100.0
	Total	208	100.0	100.0	

RELO Cairo facilitates English language teaching and learning for Egyptian teachers and students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	12.0	12.0	12.0
	Disagree	3	1.4	1.4	13.5
	Neutral	6	2.9	2.9	16.3
	Agree	90	43.3	43.3	59.6
	Strongly agree	84	40.4	40.4	100.0
	Total	208	100.0	100.0	

TESOL Fellowship offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	12.0	12.0	12.0
	Disagree	3	1.4	1.4	13.5
	Neutral	38	18.3	18.3	31.7
	Agree	67	32.2	32.2	63.9
	Strongly agree	75	36.1	36.1	100.0
	Total	208	100.0	100.0	

U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	12.0	12.0	12.0
	Neutral	9	4.3	4.3	16.3
	Agree	96	46.2	46.2	62.5
	Strongly agree	78	37.5	37.5	100.0
	Total	208	100.0	100.0	

American educational programmes like RELO Cairo, TESOL Fellowship has only cultural orientations not political ones.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	12.0	12.0	12.0
	Disagree	37	17.8	17.8	29.8
	Neutral	9	4.3	4.3	34.1
	Agree	84	40.4	40.4	74.5
	Strongly agree	53	25.5	25.5	100.0

Total	208	100.0	100.0
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Descriptive Statistics

	N	Mean	Std. Deviation
I'm familiar with American educational programs of teaching English as RELO Cairo, American Center Cairo and TESOL Fellowship.	208	3.5865	1.02255
RELO Cairo facilitates English language teaching and learning for Egyptian teachers and students.	208	3.9856	1.05678
TESOL Fellowship offers a range of services to help students in Egypt understand How to choose and apply to American universities and colleges.	208	3.7885	1.08291
U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language.	208	3.9712	1.02736
American educational programmes like RELO Cairo, TESOL Fellowship has only cultural orientations not political ones.	208	3.4952	1.05845
Valid N (listwise)	208		

Total Axes Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ghana_Br	180	1.50	5.00	3.4667	.76150
Ghana_US	180	2.00	4.50	3.3278	.58454
Ghana_t	180	2.50	5.00	4.1944	.55780
Valid N (listwise)	180				

Descriptive Statistics

	N	Mean	Std. Deviation
Egypt_Br	208	3.7788	.58080
Egypt_US	208	3.5409	.84528
Egypt_T	208	4.4110	.59944
Valid N (listwise)	208		

Hypothesis testing

Ghana

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
How would you rate your experience with British Council Ghana?	180	3.8778	.80262	.05982
How would you rate your experience with U.S education programs in Ghana?	180	3.1333	.84826	.06323
I prefer learning English at the British Council rather than American educational programs.	208	3.6298	1.04140	.07221
Ghana_Br	180	3.4667	.76150	.05676
Ghana_US	180	3.3278	.58454	.04357
Ghana_t	180	4.1944	.55780	.04158

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
How would you rate your experience with British Council Ghana?	14.673	179	.000	.87778	.7597	.9958
How would you rate your experience with U.S education programs in Ghana?	2.109	179	.036	.13333	.0086	.2581
I prefer learning English at the British Council Ghana rather than American educational programs:	15.335	179	.000	.98889	.8616	1.1161
Ghana_Br	8.222	179	.000	.46667	.3547	.5787
Ghana_US	7.523	179	.000	.32778	.2418	.4138
Ghana_t	28.729	179	.000	1.19444	1.1124	1.2765

Egypt

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
English Language Teaching (ELT) is very popular among Egyptian schools and universities.	208	4.4231	.85344	.05918
Egyptian students are willing to learn English	208	4.0577	.87175	.06044
Learning English is important for future jobs.	208	4.7788	.63637	.04412
How would you rate your experience with British Council Egypt?	208	4.0288	.75446	.05231
How would you rate your experience with U.S education programs in Egypt?	208	4.3942	.86162	.05974
I prefer learning English at the British Council Ghana rather than American educational programs:	180	3.9889	.86515	.06448
Egypt_Br	208	3.7788	.58080	.04027
Egypt_US	208	3.5409	.84528	.05861
Egypt_T	208	4.4110	.59944	.04156

One-Sample Test

	t	df	Sig. (2-tailed)	Test Value = 3		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
English Language Teaching (ELT) is very popular among Egyptian schools and universities.	24.049	207	.000	1.42308	1.3064	1.5397
Egyptian students are willing to learn English	17.499	207	.000	1.05769	.9385	1.1769
Learning English is important for future jobs.	40.315	207	.000	1.77885	1.6919	1.8658
How would you rate your experience with British Council Egypt?	19.667	207	.000	1.02885	.9257	1.1320
How would you rate your experience with U.S education programs in Egypt?	23.337	207	.000	1.39423	1.2764	1.5120
I prefer learning English at the British Council rather than American educational programs.	8.722	207	.000	.62981	.4874	.7722
Egypt_Br	19.340	207	.000	.77885	.6995	.8582
Egypt_US	9.228	207	.000	.54087	.4253	.6564
Egypt_T	38.519	207	.000	1.60096	1.5190	1.6829

Ghana & Egypt

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
English Language Teaching (ELT) is very popular among Ghanaian schools and universities.	388	4.4433	.84412	.04285
Ghanaian students are willing to learn English.	388	4.1753	.82919	.04210
Learning English is important for future jobs.	388	4.8247	.51860	.02633
How would you rate your experience with British Council?	388	3.9588	.77982	.03959
How would you rate your experience with U.S education programs?	388	3.8093	1.06128	.05388
I prefer learning English at the British Council rather than American educational programs:	388	3.7964	.97900	.04970

One-Sample Test

Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
English Language Teaching (ELT) is very popular among Ghanaian schools and universities.	33.680	387	.000	1.44330	1.3590	1.5276
Ghanaian students are willing to learn English.	27.919	387	.000	1.17526	1.0925	1.2580
Learning English is important for future jobs.	69.308	387	.000	1.82474	1.7730	1.8765
How would you rate your experience with British Council?	24.218	387	.000	.95876	.8809	1.0366
How would you rate your experience with U.S education programs?	15.335	179	.000	.98889	.8616	1.1161
I prefer learning English at the British Council rather than American educational programs:	16.024	387	.000	.79639	.6987	.8941

Group Statistics

Country		N	Mean	Std. Deviation	Std. Error Mean
I prefer learning English at the British Council rather than American educational programs:	Egypt	180	3.9889	.86515	.06448
	Ghana	208	3.6298	1.04140	.07221

Descriptive Statistics

	N	Mean	Std. Deviation
I prefer learning English at the British Council rather than American educational programs:	388	3.7964	.97900
Valid N (listwise)	388		

Comp

I prefer learning English at the British Council rather than American educational programs:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1.0	1.0	1.0
	Disagree	30	7.7	7.7	8.8
	Neutral	119	30.7	30.7	39.4
	Agree	123	31.7	31.7	71.1
	Strongly agree	112	28.9	28.9	100.0
	Total	388	100.0	100.0	

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
I prefer learning English at the British Council rather than American educational programs:	Equal variances assumed	15.652	.000	3.660	386	.000	.35908	.09810	.16620	.55196
	Equal variances not assumed			3.709	385.377	.000	.35908	.09681	.16874	.54942

Appendix 02

Ghanaian Universities

University of Ghana

University of Cape Coast

St. Louis college of Education

Jackson College of Education

KNUST GHANA

University of Professional Studies Accra

University for Development Studies

University of Education winneba

Appendix 03

Egyptian Universities

Al-Azhar University

Alexandria University

Ain Shams University

Zagazig University

Hilwan University

Appendix 04: Ghanaian Answers of the last open-ended question

Is there any other feedback about the work of the British Council Ghana in English Language Teaching that you would like to provide in order to help us in this questionnaire?

No

-

None

No

It good

Nun

Not really

A very good and welcoming atmosphere that makes teaching a learning very interesting

I don't know any other work they do They have websites where students or those who want to improve their grammar visit. And also help in the writing of ielts. That's all I know

They should work in collaboration with the Ghanaian school to enhance English teaching

Nothing to say

.It should be less expensive

No please

They are doing a good job

Not really

Not sure about what they do

U need to work on enhancing the confidence in students in order that excellence will be their hallmark in future. Thanks

I think English learning should be increased in our schools especially the remote area

No feedback

They should be open to the public

Give more materials support to the learning.

Not at the moment.

It's a good job you guys are doing, keep up

The council should extend their territories to the northern part of Ghana.

Not any

Great influence in Ghana

What I'd changing

No please. keep up with your good work

Provide online platform in teaching intensive English language.

They should improve on their culture

British council also support girl child education.

Satisfactory

You are too strict In marking the IELTS exams

More work has to be done in the remote areas

Help in inter country relations

More improvement

Everything about the British Council Ghana is just amazing and wonderful. Keep up the widespread teaching of English Language in Ghana.

I think British Council should advocate for IELTS and any other English tests to be waived for all Ghanaians willing to study in the UK

I would love to ask that since we learn and speak British English in Ghana, I think it should be easy for all nurses and teachers who are willing to work for the British Government without writing any exams before going to work

Yes I would love to work as a nurse in abroad

Need to improve and bring to the door step of the general public

No pls

There should be more online learning platforms

No please Thanks

They are on course

Improve on education your service across the country

Enhance education on British Council Ghana English language

No... I have little knowledge of British Council Ghana

Appendix 05: The Egyptian Answers of the last open-ended question

Is there any other feedback about the work of the British Council Egypt in English Language Teaching that you would like to provide in order to help us in this questionnaire?

No

No

Thanks

no

To spread more sad more programs

No , thanks

I think the British Council brings a high standard of quality to ELT both globally and in Egypt.

I think it's educational programmes promote a greater degree of autonomy and empowerment for teachers when compared to its American counterparts (although both are high quality).

I don't have any feedback actually, it's a great opportunity to study at the british council!

BC is doing a good job in developing teachers' skills set in teaching; however, their system of observation & tracking progress does not liaise with the governmental one. Consequently, all work is done in vain. For example, NTTP project that was initiated years ago has a greater aim of training teachers and helping those in remote areas, but how come I instruct a teacher on the importance of collaborative learning & the need of group work while the teacher's class size is over 50 and the class seating does not help with that. Knowing about something is not enough. Another problem is the governmental supervision: supervisors still use rote styles and mindsets and teachers have to adopt them otherwise they will be punished.

Thanks

No, there isn't.

They have good application that can be used at phone to help improve your English as the very good application of The British Council grammar app.

No, that's all.

Good luck

No.

No, thanks

لا هذا فقط

I hope to be very superior and proficient in the language with you

No

yas

لا شكرا

I would like to connect the British culture with Egyptian culture

Thanks for your efforts

I've been NTTP teacher educator for 3 years . I facilitated teacher activity groups for teachers.

This program had a great impact on English, science and maths teachers.

Many people I know can't enroll in British Council's courses because of the high cost!

There is a protocol between MOE and BC called NTTP it helps English teacher with more methods and techniques and strategies to make their teaching process more professional. But, there is a problem, because 3years ago NTTP started strongly, but, while COVID 19

pandemic, the training became online, so there are few teachers who are interested in professional development were attending online TAGs. Hope it will be improved again.

It's great place

support teachers in upper Egypt.

Really I am very proud of British Council Egypt in English language Teaching as I have attended TAGS face 1 and face 2 and it is really changed my view in learning and teaching teaching up side down. Thanks a bunch British Council..More of progress and success insha'Allah

The British Council is the most highly reputed institution in ELT in Egypt, however, other institutions introduce more appealing Programmes especially for teenagers and youth. From my point of view the council needs to redesign their courses to meet different needs and to pay visits to language and international schools and to introduce scholarships to distinguished students in the governmental schools.

Establishing more regional offices and branches

Thank you

The prices are, actually quite high

N/A

Well done

I think BC needs to be worldwide in Egypt. Especially for teachers marketing with good prices.

More branches are needed in upper Egypt.

I don't have

I didn't learn in British council so I don't have any idea about it

No thanks

Providing teaching aids.

There are no notes

I suggest that teachers be sent for training to London

More scholarships for students like what the AUC offer

I have worked in British council Cairo , the only problem that students face is the expensive fees That is why AUC programs are more popular

British Council only includes MOE and Azhar teachers and those are not only the ELT teachers in Egypt

They need to provide more and simpler free TEFL courses and general English courses

I don't have quite an experience with the British council in Egypt as a teacher except with one beneficial online free course. However, in my opinion nowadays free courses managed by the Rello are much wider.

Very satisfied with its work but it needs more improvement after covid 19

No,

Thank you

Appendix 06: The Questionnaire of Ghanaian participants

Dear teachers and students,

This questionnaire is an attempt to gather information needed to explore. It is oriented to the Ghanaian teachers and students studying at Ghanaian universities, English Language Teaching private institutions such as the British Council Ghana and American educational programs such as American Center Ghana and Education USA Center. It will be completed by a randomly selected sample ELT teachers and students from different Ghanaian Universities and private institutions. We would be very grateful if you could answer the following questions which will form the ground for this study. Your data is anonymous and will be used only for research purposes.

General	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1.English Language Teaching (ELT) is very popular among Ghanaian schools and universities					
2.Ghanaian students are willing to learn English					
3. Learning English is important for future jobs					
British					
1 Connecting Classrooms" Project received an acceptance among Ghanaian students and teachers and it helped in the widespread of English language					
2 The British Council is the most popular institution in teaching English in Ghana					
3 The British Council is very useful for learning English and it helps me in studying abroad					
4 The British Council is still having an influence in ELT since its establishment in Ghana					

5.The British Council has only cultural orientations					
6 The British Council is implicitly related to Linguistic Imperialism					
7 How would you rate your experience with British Council Ghana					
USA					
1 I'm familiar with American educational programs in Ghana such as American Center Ghana and Education USA Center					
2. American Center facilitates English language learning for Ghanaians					
3. The Education USA in Accra offers a range of services to help students in Ghana understand how to choose and apply to American universities and colleges.					
4. U.S embassy is considered as a gateway for intercultural exchange between the United States and Ghana in teaching English language.					
5. American educational programs in Ghana has only cultural orientations					
6. How would you rate your experience with U.S education programs in Ghana.					
comp					
1. I prefer learning English at the British Council Ghana rather than American educational programs					
2. The British Council Ghana is competing other educational programs such as American Center Ghana and Education USA Center					

Appendix 07: The Questionnaire of Egyptian participants

Dear teachers and students,

This questionnaire is an attempt to gather information needed to explore. It is oriented to the Egyptian teachers and students studying at English Language Teaching private institutions like the British Council and American educational programs as RELO Cairo, American Center Cairo and TESOL Fellowship. It will be completed by a randomly selected sample ELT teachers and students from different Egyptian Universities and private institutions. We would be very grateful if you could answer the following questions which will form the ground for this study. Your data is anonymous and will be used only for research purposes.

General	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1.English Language Teaching (ELT) is very popular among Egyptian schools and universities.					
2.Egyptian students are willing to learn English					
3. Learning English is important for future jobs.					
British					
1					
2 The British Council is the most popular institution in teaching English in Egypt					
3 The British Council is very useful for learning English and it helps in studying abroad					
4 The British Council is still having an influence in ELT since its establishment in Egypt (1938)					
5.The British Council has only cultural orientations					
6 The British Council is implicitly related to Linguistic Imperialism					
7 How would you rate your experience with British Council Egypt					
USA					
2 I'm familiar with American educational programs as RELO Cairo, American Center Cairo and TESOL Fellowship					
2.RELO Cairo facilitates English language teaching and learning for Egyptian teachers and students.					

3.TESOL Fellowship offers a range of services to help students in Egypt understand how to choose and apply to American universities and colleges.					
4.U.S Embassy and American Center Cairo is considered as a gateway for intercultural exchange between the United States and Egypt in teaching English language					
5.American educational programmes like RELO Cairo, TESOL Fellowsip has only cultural orientations					
6.How would you rate your experience with U.S education programs in Egypt.					
comp					
1. I prefer learning English at the British Council Ghana rather than American educational programs					
2. The British Council Ghana is competing other educational programmes such as American Center Ghana and Education USA Center					

ملخص

تزايد الاهتمام بتدريس اللغة الإنجليزية في العقود الأخيرة، ولذلك سارعت العديد من الدول إلى تدريس اللغة الإنجليزية بواسطة المنظمات والمؤسسات والبرامج. إضافة إلى ذلك، أدت العولمة إلى تسريع انتشار اللغة الإنجليزية كلغة عالمية، لذلك اختار معظم الناس تعلم هذه اللغة. علاوة على ذلك، في الأبحاث الحديثة، تم ربط العولمة بالولايات المتحدة الأمريكية كقوة عظمى عالمية. ونتيجة لذلك، فإن معظم الأبحاث تربط اللغة الإنجليزية كلغة عالمية بالولايات المتحدة الأمريكية. ومع ذلك، فقد ارتبطت اللغة الإنجليزية كلغة عالمية بالإمبراطورية البريطانية كقوة عالمية في القرنين التاسع عشر والعشرين، وتوسعت في جميع أنحاء العالم بشكل رئيسي في المستعمرات والمحميات البريطانية. على طول هذا الخط من التفكير، فإن الغرض من هذه الدراسة ذو شقين. أولاً، يفحص ويقارن البرامج التعليمية الأمريكية والمجلس الثقافي البريطاني في تدريس اللغة الإنجليزية في سياق العولمة. ثانياً، تسعى الدراسة باستعمال هذه المقارنة إلى تحليل ما إذا كانت هناك علاقة سببية بين البرامج التعليمية الأمريكية في سياق العولمة والسياسة الثقافية للمجلس الثقافي البريطاني في تدريس اللغة الإنجليزية في غانا ومصر باستخدام المنهج السببي المقارن. تم استخدام استبيانين كأداة للبحث، الأول كان للطلاب والمعلمين الغانيين؛ والثاني للمصريين. وقد شاركت عينة مكونة من 388 فرداً في جمع البيانات. تستخدم هذه الدراسة أسلوب بحث مختلط يركز على النهج الكمي مع برنامج SPSS لتحليل الاستبيانات. وبعد تحليل البيانات التي تم جمعها من كلا الاستبيانين وبناء على النظريات والدراسات السابقة، كشفت أهم النتائج التي توصلت إليها هذه الدراسة أن وجود العولمة والبرامج التعليمية الأمريكية لم يؤثر على سياسة المجلس الثقافي البريطاني في تدريس اللغة الإنجليزية في بريطانيا السابقة. مستعمرة غانا ومحمية مصر. وعليه، كشف الجزء الثاني من النتائج أنه بعد مقارنة المجلس الثقافي البريطاني في غانا ومصر، تبين أن المجلس الثقافي البريطاني في مصر هو الأكثر شهرة وشعبية في تدريس اللغة الإنجليزية بدلاً من المجلس الثقافي البريطاني في غانا. خلاصة القول، وجدت هذه الدراسة أن جاذبية وتأثير السياسة الثقافية للمجلس الثقافي البريطاني في تدريس اللغة الإنجليزية في الخارج وفي مستعمراتها ومحمياتها السابقة لا تزال قوية مما يعكس مكانة المملكة المتحدة على المسرح العالمي.

الكلمات المفتاحية: مصر، تعليم اللغة الإنجليزية، المستعمرات، المحميات، غانا، اللغة العالمية، العولمة، المجلس الثقافي البريطاني، البرامج التعليمية الأمريكية.

Résumé

L'intérêt pour l'enseignement de l'anglais a augmenté au cours des dernières décennies, c'est pourquoi de nombreux pays se sont précipités pour enseigner l'anglais par le biais d'organisations, d'institutions et de programmes. De plus, la mondialisation a accéléré la diffusion de l'anglais en tant que langue mondiale, c'est pourquoi la plupart des gens ont choisi d'apprendre cette langue. De plus, dans des recherches récentes, la mondialisation a été associée aux États-Unis en tant que superpuissance mondiale. En conséquence, la plupart des recherches relient l'anglais en tant que langue mondiale aux États-Unis. Néanmoins, l'anglais en tant que langue mondiale a été lié à l'Empire britannique en tant que puissance mondiale aux XIXe et XXe siècles et s'est répandu dans le monde entier, principalement dans les colonies et protectorats britanniques. Dans cette optique, l'objectif de cette étude est double. Premièrement, il examine et compare les programmes éducatifs américains et ceux du British Council en matière d'enseignement de l'anglais dans le contexte de la mondialisation. Deuxièmement, à travers cette comparaison, l'étude s'efforce d'analyser s'il existe une relation causale-effet entre les programmes éducatifs américains dans le contexte de la mondialisation et la politique culturelle du British Council en matière d'ELT au Ghana et en Égypte en utilisant une méthode causale-comparative. Deux questionnaires ont été utilisés comme instrument de recherche : le premier était destiné aux étudiants et aux enseignants ghanéens ; et le second était destiné aux Égyptiens. Un échantillon de 388 répondants a participé à la collecte de données. Cette étude utilise des méthodes de recherche mixtes axées sur une approche quantitative avec le logiciel SPSS pour l'analyse des questionnaires. Après l'analyse des données recueillies à partir des deux questionnaires et sur la base d'études antérieures, les

principales conclusions de cette étude ont révélé que la présence de la mondialisation et les programmes éducatifs américains n'ont pas affecté la politique culturelle du British Council dans l'enseignement de l'anglais dans l'ancien pays britannique. Colonie du Ghana et protectorat de l'Égypte. En conséquence, la deuxième partie des résultats a révélé qu'après avoir comparé le British Council du Ghana et l'Égypte, il a été constaté que le British Council Egypt est le plus réputé et le plus populaire de l'ELT, plutôt que le British Council du Ghana. En résumé, cette étude a révélé que l'attrait et l'influence de la politique culturelle du British Council dans l'enseignement de l'anglais à l'étranger et dans ses anciennes colonies et protectorats restent forts, reflétant la position du Royaume-Uni sur la scène mondiale.

Mots-clés : Égypte, enseignement de l'anglais, colonies, protectorats, Ghana, langue mondiale, mondialisation, British Council, programmes éducatifs américains.