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The Status of English in the Age of Globalization: Al Akhawayn University in Ifrane as a Case in Point

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Abstract

The linguistic situation in Morocco is very complex. Moroccan population is diverse and people tend to speak many languages in different regions. Multilingualism is deeply rooted in Morocco and Moroccans are exposed to a host of languages in different social and economic contexts. Yet, not all the languages in Morocco enjoy the same amount of support. In spite of the fact that French is widely used in many political institutions and administrations, there is still room for other foreign languages like English which is gaining ground and ascendancy in the Moroccan complex linguistic repertoire. Hence, in the rapid age of globalization, nothing is impossible and the American system will invade Morocco in different domains. This paper is mainly intended to investigate students' choice of different languages in Al Akhawayn University as well as their attitudes to English and other foreign languages. Most of the results in the study reflect the impact as well as the influence of globalization on the students' choice of foreign languages.

Keywords: Al Akhawayn University, Globalization, Language Attitudes, Linguistic Repertoire, Multilingualism

1-Attitudes to Foreign Languages

Since the main objective of this paper is to investigate students' use of foreign languages at Al Akhawayn University in Ifrane, it is imperative to deal with the various attitudes that students hold toward languages in order to see the extent to which certain foreign languages gain strong ascendancy in the Moroccan complex linguistic repertoire. In this respect, it is important to provide the reader with a theoretical framework which encompasses both the notion of languages attitudes and the major types of attitudes held toward Bilingualism and Multilingualism. In fact, the notion of attitudes is deeply rooted in the domain of social psychology. The term "Attitude" is such an elusive concept that cannot be pinned down to one particular approach and is therefore open to different interpretations. Hence the best definition of attitudes is to be found in the *Longman Dictionary of Applied Linguistics*. According to the *Longman Dictionary of Applied Linguistics*, language attitudes are:

Expressions of positive or negative feelings towards a language (which) may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, status, etc. Attitudes may also show what people feel about speakers of that language. (Richards, Platt & Weber, 1985:155).

This definition is very significant because it shows the extent to which languages are linked to emotional feelings or reactions. These reactions or responses can actually be noticed in the set of stereotypes, prejudices and thoughts about people and the language.

Apart from this, Ludi and Py (1981) point out that an attitude is an "acquired predisposition to react in a certain way to social objects. The social objects can be the individual's behavior and his discourse". (Ludi&Py, 1981: 97). What can be understood from the quotation is that an attitude is a mental state in which the individual has to be ready to behave and to respond to social objects. In addition to this, there are many researchers who have defined the term from different angles. The following are some of the many definitions of attitude:

- (a) "An internal state aroused by stimulation of some type and which may mediate the organism's subsequent response". (Williams, 1974:21).
- (b)
- (c) "An intervening variable between a stimulus affecting a person and that person's response". (Fasold, 1984:147).
- (d) "An attitude is a mental a neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". (Allport, 1935:798).
- (e)

What can be concluded from the above definitions is that an attitude is a "state of readiness". In other words, this state leads the individual to perceive things as well as people around him or her readily. In their daily interactions, people are always ready to face objects as well as people when they are in close contact with them. They hold either a positive or a negative attitude toward them. In addition to this, attitudes are basically learned from previous experience. Moreover, they are enduring and they determine the direction of the individual's behavior.

Apart from this, Grosjean (1982) states that language is not just a means of communication, rather it is qualified as “symbol of social or group identity, an emblem of group membership and solidarity” (p.117). In this respect, we could say that the different languages are intricately related or linked to the different attitudes and mainly the social values that are not only advocated or held by the native speakers of these languages but by the people who do not know these languages. In this sense, we could further argue that attitudes towards a particular language could not be dissociated from attitudes towards its users. Haugen (1956) states that languages that are always in contact are the targets of diverse attitudes. Haugen (1956) makes it clear in the following passage:

Whenever languages are in contact, one is likely to find certain prevalent attitudes of favor or disfavor towards the languages involved. These can have profound effects on the psychology of the individuals and on their use of the languages. In the final analysis these attitudes are directed at the people who use the languages and are therefore inter-group judgments and stereotypes. (pp.95-96).

The above passage deals with the notion of attitudes in relation to languages. Therefore, it must be noted that attitudes are all the time associated with languages and people. The most important types of attitudes that I will deal with in this theoretical framework are the attitudes held towards bilinguals and attitudes towards languages.

Language attitude is a broad topic that has actually stimulated the interest of many researchers in the field of social sciences simply because it can be studied from different perspectives and approaches. Therefore, the major types of attitudes that need to be investigated in this piece of paper are basically the attitudes held toward Bilingualism and Bilinguals and those held towards languages.

2-Attitudes towards Bilingualism and Bilinguals

The attitudes held towards Bilingualism and Bilinguals are very diverse. In this respect, there are some people who intricately associate Bilingualism with negative attitudes and at the same time, there are other people who associate it with positive attitudes. People who associate Bilingualism with negative attitudes rightly argue that the adoption of more than two foreign languages for instance by a particular individual will certainly lead to the dominance of foreign languages and this at the detriment of the native language of the individual. In the kingdom of Morocco for instance, there are some intellectuals who hold negative attitudes towards the notion of Bilingualism. Larousi (1988) referred to Abdelkrim Ghallab who insinuates that the reason why Moroccans are not interested in reading is basically due to bilingualism:

“Concerning bilingualism, I have already exposed my point of view. We can never be the son of two mothers otherwise we will be exposed to the psychological dissociation”. (Larousi, 1988: 67).(My own translation).

It must be noted, therefore, that Bilingualism may actually be the source of some problems for certain bilinguals because it leads to the negligence of one language at the detriment or expense of another. Hence, it is noticed today that many bilinguals are seen torn between two

different cultures and consequently between different identities. As a result, bilinguals cannot master well the languages which they use daily in their life. Likewise, the same attitude or view is held by some people in the United States of America who fear that bilingual education may contribute to the maintenance of languages other than English which is the official language of the state. Furthermore, even the US government officials and more specifically president Reagan held a very negative view towards the notion of bilingual education. In one of his historical speeches in 1983, president Reagan clearly states his point of view towards bilingual education:

“It is absolutely wrong and against American concept to have a bilingual program that is now openly admittedly dedicated to preserving their native language and never getting them adequate in English so they can go out into the job market”. (Romaine, 1989: 251).

What can be concluded from the above is that President Reagan strongly favoured the English language as the basic medium of education. At the same time, he discarded other native languages to a secondary position. Apart from this, people who favor bilingualism rightly argue that it is much better to learn more than two languages because the individual's mind will then be exposed to other cultures. In Morocco, people who master or know more than two languages are highly respected compared to ordinary people.

3-Attitudes towards Languages

From the outset, it must be stressed that attitudes towards a particular language or languages encompass two outstanding elements, which are prejudices and socialization. In fact, prejudices are the basic shared stereotypes or beliefs that a person advocates or holds towards somebody or something. Hence, prejudices and socialization may be qualified as the two factors, which determine language attitudes. In this respect, Loveday (1980) cited Fishman (1976) in relation to the sort of attitudes and reactions to a particular language:

“Students, teachers, parents and politicians alike react differently to a language, in the classroom and outside of it, depending on whether or not it is their mother tongue whether or not it has long been authoritatively codified and attuned to the needs of modern technology”. (Loveday, 1980:14).

What can be understood from the above quotation is that Loveday states that the criteria, which lie behind languages attitudes, can be summarized in whether a language is a mother tongue and at the same time whether it is a powerful and dominant language that can fulfill the basic needs of modern technology.

Apart from this, it must be noted that whenever two languages are in close contact, one of the two languages can actually be granted more prestige than the other. For instance, in spite of the fact that positive attitudes are held and attributed to both French and Arabic in Morocco, French and Arabic bilinguals associate French with prestige. In this respect, Grosjean (1982) provides the reader with a very pertinent definition of the prestigious language. He points out that:

The prestigious language is often considered more beautiful, more expressive, more logical and better able to express abstract thoughts, and the other

language felt to be ungrammatical, concrete and coarse. This is the attitude towards classical Arabic as opposed to dialectal Arabic in most Arab countries. (pp.121- 122).

It must be noted, therefore, that attitudes towards bilinguals and to languages they use differ according to the shared beliefs and prejudices. Hence, it must be stressed that language attitudes determine the extent to which languages are learned, used and favored by learners. Grosjean (1982) states this argument in the following passage: Language attitude is always one of the major factors in accounting for which languages are learned, which are used, and which are preferred by bilinguals. (p.127).

What can be subsumed from the above quotation is that language attitudes are associated with the notion of language choice. Bilinguals find themselves in situations in which they have to choose between separate languages when communicating with other bilinguals.

It must be noted that linguists and researchers hold diverse attitudes towards foreign languages. In this context, it is necessary to mention some attitudes that some linguists and researchers hold toward the English language. In his article entitled “Towards a Moroccan Model of Teaching and Learning English as a Foreign Language”, Ennaji (1988), pointed out that many linguists and researchers in the domain of sociology had come up with very pertinent results about the attitudes that students hold towards the English language. According to him, Guebels investigation of languages in Morocco is very significant because it basically deals with the motivations and attitudes that pupils at high school hold towards the English language. The importance of Guebels study (1976) resides in the fact that it sheds light on the diverse motivations for choosing English as a means of communication. Hence, the following tables illustrate both the percentages of students who choose to study English and the motives for learning it.

Table 1 Percentage of Pupils who choose to study English in Morocco

Boys	72 per cent
Girls	78 per cent
Total	73 per cent

Source(Ennaji, 1988:41).

Table 2 Motives for Learning English According to Fifth Form Pupils

To read literature	64.80 per cent
To listen to radio news	67 per cent
To write to a pen friend	61.5 per cent
To listen to the songs	56.9 per cent
To converse in English	36.65 per cent.

Source (Ennaji, 1988:42).

What can be deduced from tables 1 and 2 is that most Guebels informants hold a positive attitude towards English. Moreover, students have different motivations for learning this language. The study shows that 64.80 percent and 36.65 percent of Guebels respondents study English in order to read classical literature and to communicate with each other. Furthermore,

61.5 percent of Guebels informants learn English because it enables them to write letters to their friends. Apart from this, a relatively high percentage of Guebels respondents study English because it enables them to know what is happening in the world and to be more open to what is new in the world of music. Table 2 shows that 67 percent and 56.9 percent of Guebels informants respectively learn English because it helps them to understand both the news and English songs presented on the radio.

In the same vein, we could further say that students at the university level also hold positive attitudes towards English. In this respect, it is important to mention some researchers who have investigated the attitudes of university students towards English. According to Elbiad (1985), Ouakrime (1986) and Sadiqi (1988) students at the university level hold a positive attitude towards English. Moreover, Ennaji (1988) argues that English has a high status in Morocco. In fact, it is qualified as “the first international language that is useful in scientific research, in international communication and in transfer of technology. It is also interesting because it enables students to have access to modern literature and science” (Ennaji, 1988:42).

Equally important, in his fieldwork on the attitudes of university students towards English, Ouakrime (1986) maintains that most of his informants have a favorable attitude towards English. Moreover, most of them have different motivations for learning this language. In fact, 89 percent of his respondents study English in order to get general knowledge about the English culture. Furthermore, 76.5 percent of them want to learn this language because it will help them to get involved easily in the work place.

Similarly, in her article entitled “The spread of English in Morocco”, Sadiqi (1988) highlights the importance of this language in Morocco. According to her, most university students hold a positive attitude towards English. In fact, 61 percent and 73 percent of her respondents respectively claim that English is their most favorable foreign language as it enables them to secure a good job and to read English literature.

The above facts are clear evidence that the English language is spreading in Morocco and that in the near future it will gain a high status and will compete with French. Hence, most Moroccans are interested in this language because it helps those who have a good command of it to get involved easily in the work place. In her article entitled, “The spread of English in Morocco”, Sadiqi (1988) concurs with this argument when she notes:

The languages used in Morocco fall into three types: national, colonial and foreign. Being a colonial language, French has inevitably been considered as a symbol of political and cultural dependence although this is not always explicit. This rather negative attitude towards French indirectly increases the language without any colonial connotation for Moroccans. In the case of English, there are no such counteractions hindering its spread. The status of English in Morocco is not connected to political considerations or to ties with Great Britain or the USA because it is not viewed as a sign of colonialism or attachment to another nation. Another point worth mentioning here is that whereas France is no

more politically and economically dominant on the international scene (France has lost a lot of its colonies and prestige), English speaking countries, especially the USA are internationally powerful. Morocco, like so many other countries, is economically dependent on countries which use English as part of its diplomatic commitments. This, of course, means new prospects for English graduates in Morocco. English has certainly started to compete with French in Morocco. (p.73)

Likewise, in his sociolinguistic investigation of the issue of multilingualism in Morocco, Gravel (1979) provides us with some interesting statistics concerning students' attitudes toward languages. Hence, the following table gives us a deep insight into the diverse attitudes toward languages:

Table 3 Attitude toward Languages

Attitude	Languages				
	Standard Arabic	Dialectal Arabic	Berber	French	English
Positive	41 percent	7 percent	6 percent	6 percent	33 percent
Negative	5 percent	19 percent	50 percent	11 percent	3 percent

Source:(Gravel, 1979:232).

What can be understood from table 3 is that a great percentage of students strongly claim that English will continue to retain a high status. Most of them have a positive attitude towards it. Moreover, Berber and dialectal Arabic are qualified as inferior languages.

The field work conducted at Al Akhawayn University in Ifrane reveals some interesting findings concerning the status of foreign languages in Morocco. It seems, therefore, that students have their own motivations and reasons for choosing and using English as a foreign language in diverse walks of life. Al Akhawayn University is an international institution known for its prestigious academic standards both at the cultural and social levels. All the academic research activities are conducted in English and most of the students enrolled in the different schools are compelled to demonstrate their oral and written skills in English in order to get easily into the workplace after graduation. Getting a degree from this university most often opens up better future horizons for the candidates who aspire to get good job opportunities in Non governmental organizations as well as international companies. It seems that a good mastery of the English language as well as some technical experience is the key to get involved in the workplace.

Most of my respondents in this fieldwork belong to the middle class and only a small percentage of students belong to the rich class. The students I interviewed at Al Akhawayn University belong to different schools and to different social classes. The following table gives us information about the respondents by social class:

Table 4 Respondents by Social class

Social class	Frequency	Percentage
Rich class	5	3 percent

Upper class	30	22 percent
Middle class	90	67 percent
Lower class	3	2 percent
Poor	6	5 percent
Total	134	99 percent

It is interesting to note that 67 percent of the respondents in this survey belong to the middle class. Moreover, 22 percent of them state that they belong to the upper class. Apart from this, 2 percent and 5 percent of the informants report that they belong to the lower class and the poor one respectively. Still, in this fieldwork, the informants have assessed themselves as having a good command of languages in their daily conversations. Hence, the following table gives us the number of languages that are used for communication:

Table 5 *The number of languages that are used for communication*

Number of languages used for communication	Frequency	Percentage
One	0	0 percent
Two	2	2 percent
Three	97	72 percent
Four	32	24 percent
Five and more	3	2 percent
Total	134	100 percent

In table 5, 72 percent of the informants report that they use three languages in their daily conversations. Furthermore, 24 percent of them use four languages in order to interact and to communicate with people. Apart from this, 2 percent of the respondents use more than five languages as a means of communication. Ultimately, none of the informants in this study is monolingual.

Likewise, the following table gives us an insight into the languages that are mainly used for communication:

Table 6 *Languages that are mainly used for communication*

Languages that are used for communication	Frequency	Percentage
Standard Arabic-French-English-Italian.	3	2 percent
Standard Arabic-French-English-German.	1	0,74 percent
Standard Arabic-French-English-Spanish-German.	1	0,74 percent
Standard Arabic-French-English-Spanish-Tashelhit.	1	0,74 percent
Standard Arabic-French-English-Spanish-Italian.	2	1,49 percent

Standard Arabic-English-Tamazight.	1	0,74 percent
Standard Arabic-Moroccan Arabic-French-English.	90	67, 16 percent
Standard Arabic-English	1	0,74 percent
Standard Arabic-French	1	0, 74 percent
Standard Arabic-French-English-Spanish.	18	13,43 percent
Standard Arabic-French-English-Tamazight.	5	3,73 percent
Standard Arabic-French-English-Tashelhit.	8	5,97 percent
Standard Arabic-French-English-Tarifit.	2	1,49 percent
Total	134	99,71 percent

In table 6, 67.16 percent of the informants state that they use standard Arabic, Moroccan Arabic, French and English as a means of communication. Furthermore, 13.43 percent of them use more than three languages in their daily conversation. In fact, they use Standard Arabic, French, English and Spanish. Moreover, 3.73 percent of the respondents in this investigation indicate that they use Standard Arabic, French, English and Tamazight in their oral conversations. Apart from this, 5.97 percent of the informants report that Standard Arabic, French, English and Tashelhit enable them to deal with issues that are intrinsically linked to their life. Besides, very small percentages 0.74 and 3.73 of my respondents use a mixture of languages such as French, English, Spanish and certain Tamazight languages like Tashelhit and Tamazight.

The reader of these statistics will notice that the informants have been inconsistent while dealing with the languages that are basically used for communication. Hence, the data in table 10 confront those in table 9. The percentages of the informants who assessed themselves as having a good command of three and four languages are pretty close. Likewise, the majority of the informants assessed themselves as having a good command of languages. Hence, the following table illustrates this fact:

Table 7 *The ability to read and to write in different languages*

The ability to read and to write in:	Frequency	Percentage
Standard Arabic-Moroccan Arabic-French-English-Spanish.	18	13.43 percent
Standard Arabic-French-English.	89	66.41 percent
Standard Arabic-French-English-Tarifit	2	1.49 percent
Standard Arabic-French-English-Tamazight.	5	3.73 percent
Standard Arabic-French-English-Tashelhit.	8	5.97 percent
Standard Arabic-French-English-Italian.	3	2.23 percent
Standard Arabic-French-English-German	1	0,74 percent
Standard Arabic-French-English-Spanish-German.	1	0,74 percent
Standard Arabic-French-English-Spanish-Italian	2	1.49 percent
The inability to read and to write in:	Frequency	Percentage
Standard Arabic-French-English	1	0,74 percent

Standard Arabic-French-English-Spanish	2	1.49 percent
Standard Arabic-French-English-Tamazight	1	0,74 percent
Standard Arabic-French-English-Tashelhit	1	0,74 percent
Total	134	99.94 percent

It is interesting to point out that 13.43 percent of the informants in table 7 have reported that they can read and write in Standard Arabic, Moroccan Arabic, French, English and Spanish. Furthermore, 66.41 percent of them maintain that they can read and write in Standard Arabic, French and English. In the same vein, a relatively small percentage of my informants report that they can read and write in Standard Arabic, French, English and Tamazight. In fact, 3.73 percent of them state that they are able to read and to write in these languages. It is imperative to say that an interesting percentage of the respondents have shown their strong adherence to their national languages. In the study at hand, 3.73 percent of the informants have stated that their parents have helped them a lot in order to read and to write in Tamazight. The respondents further argue that their parents have used certain researchers' outstanding books in order to teach them how to read and to write in Tamazight. Moreover, 5.97 percent of the respondents in this survey have indicated that they can read and write in Standard Arabic, French, English and Tashelhit. Apart from this, 1.49 percent of the informants state that they cannot read and write in Standard Arabic, French, English and Spanish. Moreover, 0,74 percent of the respondents report that it is difficult for them to read and write in Standard Arabic, French, English and Tamazight.

Similarly, the informants in this survey have maintained that they have started learning English at an early age. The following table illustrates this fact:

Table 8: The Age to start learning English

Age	Frequency	Percentage
8-10	16	11.94
11-13	40	29.85
14 and more	78	58.20
Total	134	99.99

11.94 percent of the informants in table 8 have started learning English at an early age. In fact, they have reported that they have started learning this language at the age of 8,9 and 10 years old respectively. Moreover, 29.85 percent of them have started learning English at the ages of 11,12 and 13 years old. Apart from this, 58.20 percent of the respondents have learnt English at the age of 14 and more. The study further revealed that most of the respondents learnt the English language from different sources. The following table gives us an insight into the diverse sources from which the informants have first learned English:

Table 9 : The first source of learning English

The first source of learning English	Frequency	Percentage
School	100	74.62 percent
Home	11	8.20 percent
Friends	0	0 percent
Movies-Video-Music	7	5.22 percent

Language center	16	11.94 percent
Total	134	99.98 percent

The majority of the informants in table 9 have reported that they have learnt English in school. 74.62 percent of them have internalized this language in public schools. Furthermore, 8.20 of the respondents state that they have first learned English at home and that 5.22 percent of them have first learned English from movies and music. Apart from this, none of my informants has learned English from friends. The respondents in this survey have clearly stated that they have been learning English for a relatively extended period of time. The following table gives us an insight into this issue:

Table 10 Years for learning English

Years for learning English	Frequency	Percentage
Up to 5 years	39	29.10 percent
6-9 years	71	52.98 percent
10-12 years	12	8.95 percent
13 or more years	12	8.95 percent
Total	134	99.98 percent

In table 10, 29.10 percent of the informants have been learning English for 3 to 5 years. Moreover, 52.98 percent of them report that they have been learning English for 6 to 9 years. In addition to this, 8.95 percent of the respondents state that they have been learning English for 10 to 12 years. Apart from this, a relatively small percentage of my informants 8.95 percent have learned this language in 13 years and more. This is clear evidence that the English language is gaining ground in the Moroccan complex linguistic repertoire.

The survey has also revealed that students strongly believe that in the age of globalization, there are some foreign languages which can be used widely as effective means of communication. The following table illustrates this fact:

Table 11 The most suitable language in the age of globalization

The most suitable language in the age of globalization	Frequency	Percentage
English	100	74.62 percent
Berber (Tashelhit)	2	1.49 percent
Standard Arabic	9	6.71 percent
French	20	14.92 percent
German	2	1.49 percent
Spanish	1	0.74 percent
Total	134	99.97 percent

74.62 percent of the respondents in table 11 maintain that English is the most suitable language in the age of globalization. They point out that English is the language of business. They further indicate that it is an international language that can strengthen Morocco's relationship with other countries all over the world. Apart from this, 14.92 percent of the informants qualify French as the most suitable means of communication in the age of globalization. In addition to this, 6.71 of the respondents state that Standard Arabic is a very

important language in the age of globalization. In the same vein, 1.49 percent of the informants in this study assert that Tashelhit is the most effective means of communication in the age of globalization. Moreover, 1.49 percent and 0.74 percent of the respondents report that German and Spanish are the most useful languages in the age of globalization.

Likewise, many respondents in this study have reported that English will replace French in the near future and that it will become the official language of Morocco. The following table gives us an insight into this issue:

Table 12: English as the official language of Morocco instead of French

English as the official language of Morocco instead of French	Frequency	Percentage
Yes	68	50.74 percent
No	66	49.25 percent
Total	134	99.99 percent

50.74 percent of the informants in table 12 report that English will replace French in the near future. They indicate that the American system of education will invade our country in all fields. Furthermore, they argue that English is the language of modern sciences and international trade. Apart from this, 49.25 percent of the respondents do not think that English will replace French as the official language of Morocco in the future. Still, a very considerable percentage of my informants strongly argue that it will take some time for English to replace French in the Moroccan complex linguistic repertoire. The following tables illustrate this fact:

Table 13 English replacing French in Morocco

English replacing French in Morocco	Frequency	Percentage
People who answered the question	55	41.04 percent
People who did not answer the question	79	58.95 percent
Total	134	99.99 percent

Table 14 Years for English to replace French in Morocco

English replacing French in Morocco	Frequency	Percentage
Up to 5 years	23	17.16 percent
Up to 10 years	25	18.65 percent
Up to 20 years	5	3.73 percent
Up to 40 years	2	1.49 percent
Total	55	41.03 percent

What can be deduced from table 13 is that the informants mostly did not answer the question. In fact, 58.95 percent of them report that English and French do not enjoy the same amount of support in the Moroccan complex linguistic repertoire. The former is not taught in all levels in the Moroccan system of education whereas the latter has a high social and linguistic

status as it is taught in all levels. According to the informants, French will continue to retain a high social status and it is somehow difficult for English to replace French in the Moroccan system of education and in other domains of life.

Apart from this, in table 14, the reader will notice that 41.03 percent of the respondents state that English will replace French in the near future. 17.16 percent of them point out that English will replace French in 3 to 5 years and this is basically due to the fact that the latter is an international means of communication in diverse domains. In addition to this, 18.65 percent of the informants in this survey indicate that English will replace French in 10 years. According to them, the French system of education will no longer be useful in the future. Furthermore, the American system will be beneficial for Morocco in the social, economic and cultural domains. In other words, since globalization is spanning the world, French will certainly lose its prestigious position and therefore leave a dominant hegemony for English which is qualified nowadays as a global language and as an effective means of communication in domains like business, diplomacy, modern sciences and international trade. Ultimately, 3.73 percent and 1.49 percent of the informants in this study maintain that English will replace French in 15 to 20 years or in 40 years respectively. According to them, it is very difficult to eradicate French from the Moroccan linguistic repertoire because it is a colonial language. It is widely used in different domains of life like the administration, public places and among family members. However, hopefully with the great effects of globalization English will surely replace French one day in Morocco.

Conclusion

In the course of the study at hand, I attempted to deal with the students' use of different languages at Al Akawayn University in Ifrane. In this investigation, language attitudes received great emphasis, as they are the basic preoccupation of linguists, sociolinguists and sociologists. In view of my expectations, the results are perhaps most surprising and amazing because a relatively high percentage of the respondents have manifested diverse attitudes toward local and foreign languages. Hence, most of them have granted English their most favorable ratings in spite of the fact that French is deeply rooted in the Moroccan complex linguistic repertoire. In Morocco, a very considerable number of the population interacts in French in different cultural and social contexts. Accordingly, this language is qualified as a prestigious tool to broaden one's mind and to be in close contact with the technological innovations going on in Europe and the rest of the world. Yet, we must not forget that French and English are not on equal footing. In other words, since we live in a global village, English will certainly continue to retain a high status because it is the language of diplomacy and global business.

Above all, we can say that Morocco is a multilingual country par excellence because people are exposed to diverse languages in their daily life. In addition to this, it must be noted that languages in Morocco are not on equal footing. In other words, there are some languages which still occupy an inferior position. A case in point here is the Berber languages which are not yet taught in schools and which are not widely used in Moroccan houses. Most of the respondents in this study maintain that the inclusion of Berber in schools may result in a split within the Moroccan nation. Apart from this, French and English in Morocco do not still enjoy the same amount of support. In other words, the former will never lose its high social and linguistic position and it will be very difficult to eradicate it from the Moroccan linguistic repertoire and replace it by another foreign language. The data in this study shows with clear

evidence that it will take some time for English to replace French in the Moroccan complex linguistic repertoire. However, in the rapid age of globalization nothing is impossible and the American system will definitely invade Morocco one day and therefore French will gradually lose its great position and leave a dominant hegemony for the English language.

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