

Managing the Plurilingual Offer in Morocco what Place does the Teaching of English Occupy in the Moroccan Context? Students' Views



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Abstract: The 2015-2030 strategic vision highlights the decisive role of language proficiency in the internal and external performance of the School. It advocates a new linguistic architecture based on a plurilingualism and the alternation of languages. It also considers the mastery of several languages a main lever of the quality of education. In this sense, English will be introduced in the first year of middle high school and in the fourth year of primary school by 2025, and if French is partially a language of instruction in high school in the short term and in middle school in the medium term, English can also become so in high school in the medium term (Vision p.15). The procedures for implementing this plurilingual offer which will have to solve the problem of transition from one language of instruction to another between secondary and higher education and which will facilitate the professional integration of the target population, but it remains unclear. Our reflection questions the modalities of managing this plurilingual offer stipulated by the vision and offers elements of answers through a field survey conducted on high school students. Our contribution is therefore part of contextualized research that are currently proving their efficiency since they are built from and for the learning environment. Indeed, understanding our context and the expectations of its components is necessary in order to know how to manage efficiently this plurilingualism and correct any dysfunctions. First, we will shed light on the roles attributed to English in Moroccan official texts, then we will develop the context of our investigation and its results which seem to highlight certain dysfunctions in the current management.

KEY WORDS: Plurilingual offer, Managing, Students' view, English, Morocco

1. INTRODUCTION

Nowadays English enjoys an elevated status among different languages across the world. This importance has been attributed to English since it is the international language of communication par excellence. A great number of people is interested in learning it. Students, as a case in point, do feel the great need to acquire it. Their interests differ from one student to another and can be divided into two categories: personal interests and educational interests. Personal interests are multiple, such as surfing the net, watching movies, listening to music, among others; educational interests encompass activities, such as passing the exam, studying abroad, consulting international references, and doing research inter alia. Based on my experience as an EFL teacher, most students tend to have positive attitudes towards English. This study investigates attitudes towards the importance of English from the part of high school students in their lives in general and in their studies in particular

A number of studies about the spread of English worldwide have been conducted like the ones of Crystal (2003), Ferguson (2006), Thomas (1999) and as well as other studies targeting the Moroccan context like the ones of Ennaji (1991, 2003, 2005), Errihani (2008), Hyde (2004), Sadiqi (1991, 2003), among many others.

This investigation of the status of English from the point of view of high school students may:

- Serve as a source for identifying students' views and importance they have towards the English language;
- Provide an opportunity to better understand the Moroccan educational system in what concerns the teaching of the English language;
- Suggest appropriate linguistic paradigms for the teaching of English whose status is still blurry in the Moroccan linguistic panorama.

This study provides an overview of the status of the English language as an international language. It also provides a brief discussion of English as a language present in the Moroccan context through giving a brief history about the language, its teaching in the Moroccan educational system and its use as a means of instruction. An analysis of official documents is also included to gauge the position that English occupies. Finally, conclusions and recommendations are suggested to improve the English language teaching in Morocco.

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2. REVIEW OF LITERATURE

2.1. English as an international language

There is no shortage of evidence that English occupies an elevated status in the world. This position is attributed to English due to historical and political factors. The historical factors can be linked to the British colonialism in the past; whereas the political factor is linked to the American political dominance over the world nowadays. In this vein, Ferguson (2006) states that “Standard explanations of the spread of English have, therefore, emphasized firstly the role of the British Empire and secondly the growing economic, military and political dominance of the United States in the later twentieth century as key factors” (p.110). Thomas (1999) comes to consolidate what has been stated by Ferguson (2006) when he contends that “English - thanks largely to the predominant world role of the United States - is now the international language most sought everywhere, including in North Africa and Central Asia” (p. 2). Moreover, the educational field has known the dominance of English in the past few years, especially when it comes to scientific research (Crystal, 2003).

2.2. The status of English in Morocco

2.2.1. A general historical overview about English in Morocco

The introduction of English in Morocco can be summarized in three important periods: the pre-colonial, the colonial and the post-colonial periods. During the first period, the same as other foreign languages, English was almost absent in the Moroccan linguistic context except for some diplomatic and trade relations with the UK and the USA (Loutfi & Nouamane, 2014).

As far as the colonial period is concerned, the French language was the dominant language at that time since Morocco was under the control of French protectorate. However, English started to trace its existence, especially when Tangier became an international zone in 1923. At that time, Tangier was under the joint of France, Spain and Great Britain. “Thus Tangier became a destination for many British and American diplomats, spies, writers and businessmen. Consequently, English was the language of communication between the different nationalities settled in Tangier” (Loutfi & Nouamane, 2014, p. 3).

The introduction of English is also linked to what is known as the American landing during the Second World War when military bases were established in Casablanca, Kenitra and Tangier. The US presence in Morocco dates back to 1942 when the American military were preparing to attack the south of Europe. As a result, English started to be used between American soldiers and Moroccans (Ennaji, 2005).

The last period is the post-colonial era which has known a huge spread of English. English has been able to penetrate into the Moroccan linguistic scene and even compete with the existing languages mainly French. English is occupying an important status in different domains like diplomacy, communication, technology, media, education and others (Sadiqi, 1991).

Seen in this way, the English language is no doubt enjoying a privileged position in Morocco and becoming more widespread progressively. What has helped English to become popular and desired is attributed to different factors. Firstly, English has no colonial connotation in Morocco. Secondly, it is considered as the international lingua franca, and, thirdly, Moroccan people hold positive attitudes towards the language (Sadiqi, 1991).

2.2.2. English in the Moroccan educational system

According to the official guidelines, the teaching of English in Morocco takes its origins from the American standards: Communication, Cultures, Connections, Comparisons and Communities which are referred to as the 5 Cs. The main objectives of these 5 Cs is to prepare students to communicate, understand, and appreciate cultural differences and to become independent. The implementation of these standards is achieved by means of different textbooks. The targeted areas are language and communication skills (Bouzinane, 2018).

Till the present days, English is introduced until the 3rd grade of the middle high school which means in the last year of elementary (compulsory) education with a number of two hours per week. This means that students get in contact with the language quite late in comparison with their counterparts in the private sector. Once reaching the high school, the majority of students continue to study English with a number of hours varying from one level and branch to another. Concerning scientific students, who are the target of the investigation, the number of hours taught per week is always three hours in all levels and all streams. As far as the program is concerned, there is no specificity for scientific students in the sense that textbooks designed for the teaching of English are the same for all branches. So what is questionable in this context is whether the way English is being taught at the high school level in Morocco reflects the position it occupies in the international scene and whether this way is adequate to use English as a language of instruction in high schools and higher education as well.

2.2.3. The teaching of languages versus the language(s) of instruction

The teaching of languages is a priority of any educational system. This has been emphasized repeatedly in different speeches of the King Mohammed VI. In His speech of March, 2013 on the occasion of the 60th anniversary of the Revolution of the King and the People, the King Mohammed VI emphasized the necessity of linguistic skills to students so that they can benefit from training courses as well as a necessity of learning and mastering of foreign languages. The teaching of languages in Morocco comprises both official languages and foreign ones.

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A language of instruction, on the other hand, is a language used in teaching some subjects. This language can be the official language of the country or a foreign language taught in the country. In bilingual or multilingual countries, the use of more than one language of instruction is possible. In Morocco, the language of instruction mainly concerns the teaching of scientific and technical subjects. Scientific subjects have been taught in Morocco in Standard Arabic for a long period of time thanks to the Arabization policy settled after independence. In the school year 2013-2014, the International Baccalaureate came into existence where students have the chance to study scientific subjects in French. English is also used to teach scientific subjects but just in a few high schools in the kingdom. In August 2019, the Frame Law 51 17 has come to stipulate the use of foreign languages as means of instruction for the teaching of scientific and technical subjects for all. For the time being, French is the language used for teaching scientific subjects but not yet generalized in all Moroccan high schools. English, however, is limited to few high schools.

2.3. English in Moroccan official texts

2.3.1. The National Charter of Education and Training (NCET) 1999-2000

In his speech of the Throne on March 3, 1999, the late King Hassan II declared the reform of the educational system among the country's priorities. Therefore, he charged "La Commission Spéciale d'Education et de Formation" (The Special Committee of Education and Training) COSEF to propose a national education and training charter (Llorent-Bedmar, 2014). Later, the King Mohammed VI subsequently entrusted the Parliament to translate this charter into legislative acts in a way that the guidelines it contains begin to emerge from the start of the 2000-2001 school year.

The National Charter of Education and Training, then, is a roadmap for the organization of the Moroccan educational system for a period called "decade of education", a system established by King Mohammed VI from 1999 to 2009. The Charter is twofold. The first part specifies the foundations of the education system; whereas the second part shows the vision and the way in which the education system will be renovated. It brings together six renovation spaces subdivided into nineteen levers for change.

The place of languages in the educational system has been dealt with in the National Charter in lever nine. Arabic and Amazigh languages are the two languages mentioned explicitly in the Charter. The Arabic language is mentioned in Articles 111, 112 and 113 whereas the Amazigh language is mentioned in Articles 115 and 116. Article 114 deals with the choice of language of instruction. What is important to mention here is that there is no direct mentioning of English. On the other hand, Article 117 deals with foreign languages but with no specification to any language.

2.3.2. The 2015-2030 Strategic Vision

The Strategic Vision was initiated by the Moroccan Higher Council for Education, Training and Scientific Research as a means to renew and reform the Moroccan educational system. This reform lasts for a period of time of 15 years (from 2015 till 2030) and its main priority is the quality of education as voiced by its logo "For a school of equity, equality, and promotion".

The Strategic Vision is presented in the abstract as follows:

This strategic vision is the result of a collective effort in which all parts of the Council have been actively involved in establishing its foundations, identifying its principal levers and proposals. It incorporates a short, medium and long term strategic vision, covering the period 2015-2030. During this period, the vision targets current cohorts and those to come. This period is sufficient enough to obtain significant results when it comes to making reliable assessments and to sustainably improving the quality of our School. (Abstract Vision, p. 5)

The Strategic Vision comes to provide solutions like the integration of preschool to the primary school, the establishment of libraries, the revision of the teaching methods as well as the curricula, the eradication of illiteracy among many others.

What is particular about the Strategic Vision is that it is a long-term vision which revolves around four areas as shown in the following figure:

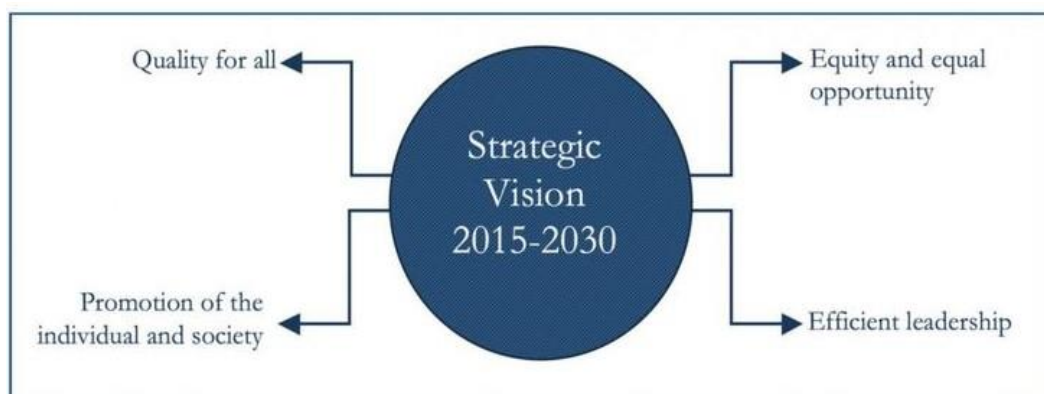


Figure 1: Strategic Vision 2015-2030 (Ibourk, 2016, p.2)

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On page 15 of the Strategic Vision Abstract, there is a detailed description of the teaching of languages as well as the use of some languages as means of instruction. This section is entitled: “A good mastery of languages and diversification of teaching languages”. The section discusses the importance of the mastery of languages in the learner’s success both inside and outside school. It also comes to stress on “a new language architecture based on multilingualism and language alternation” (Abstract Vision, p.15). This new language architecture has as objectives the following points:

- Make learners equally benefit from three languages in the preschool and primary education: Arabic as the main language, Amazigh as a language for communication and French as a language of openness to other cultures; English will be introduced in the first year of their intermediate studies (and in the fourth primary grade in 2025) and a third foreign language will be introduced in the first year of high school (especially Spanish);
- Diversify teaching languages by gradually introducing linguistic alternation as a means to develop learning languages by using the languages in teaching certain content or modules: this is how French can be partially used as a teaching language in high school in the short-term and during the intermediate stage in the medium-term. Meanwhile, English could be used to teach some modules in high school in the medium-term. (Abstract Vision, p.15)

By applying these guidelines, the learner will be able to communicate in different languages by the end of his/her high school studies. More than that, it will solve the problem of transition that students encounter once they integrate higher education either in Morocco or abroad (Abstract Vision, p.15).

The Strategic Vision’s slogan “For a school of Equity, Equality and Promotion” reflects great ambitions to be attained in terms of quality and equity of the Moroccan School. The question of the languages taught and the language(s) of instruction are part of the Vision challenges. Having a look at the Vision, we note that English was mentioned eight times as a language to be taught or as a language of instruction in different educational levels: primary, secondary, higher and professional but with a lack of clear vision.

The following table highlights the passages where the term “English” was mentioned in the Strategic Vision:

Table (1): The term “English” as mentioned in the Strategic Vision

PAGE	LEVEL	PASSAGES
p. 46		The use of the English language in the teaching of certain contents or modules will be done, in the medium term, in high school level
p. 47	Primary education	The English language: integration as a language taught in the 4th year of the primary cycle. The implementation of this orientation should take place at the end of the next ten years. This period will make it possible to meet the necessary prerequisites in terms of human resources and educational tools.
p. 47	Middle high school education	The English language: compulsory language at all levels of this cycle as a language taught. Implementation will start in the short term and will be generalized in the medium term. This period will make it possible to meet the necessary prerequisites in terms of human resources and educational tools.
p. 48	High school education	The English language: compulsory language as a language taught and as a language of instruction for some contents or modules in the medium-term.
p. 48	Higher Education	Opening of study courses in Arabic, French, English and Spanish within the framework of university autonomy, taking into account training and research needs and needs linked to regionalization. Promoting scientific and technical research in all specialties in the English language.
p. 48	In terms of vocational training	Integrating of the English language as a language of training in specialties and modules of vocational training besides the other languages in place.
p. 50	Figure 6	The English language: <ul style="list-style-type: none"> • Compulsory language from middle school at first; then from the fourth year of primary school. • Language of instruction of certain contents or modules gradually from high school and in higher education and professional training.

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2.3.3. The Frame Law 51 17

The Moroccan educational context has witnessed the adoption of the Frame Law 51 17 which stipulates the replacement of Standard Arabic by foreign languages in the teaching of scientific and technical subjects. The Frame Law 51 17 is a global and complete law that does not only tackle the language(s) of instruction, but it also targets other school subjects.

The first step taken for the present time in regards to the teaching of scientific and technical subjects is to opt for French for many reasons:

- Students have been learning French more than English (number of years);
- French is already used to teach scientific subjects (the International Baccalaureate);
- Science teachers are not yet prepared to teach their subjects in English as it was already affirmed by Said Amzazi, Minister of National Education, Vocational Training, Higher Education and Scientific Research.

As far as English as a means of instruction is concerned, it is already implemented in some high schools in the kingdom but still limited to a few high ones.

After a long debate, the Frame Law 51 17 was launched by the Ministry and considered as a step forwards for an education of quality. It was published in "Le Bulletin Officiel". The law is not seen as being totally positive. It has caused various debates ranging from those who support and those who oppose it. Article 2 and Article 31 are the two articles which have raised the debate revolving around the language(s) of instruction. Article 2 stipulates language alteration as well as the teaching of scientific and technical subjects in foreign language. Article 31, on the other hand, comes to consolidate the concept of language alternation stipulated in Article 2. It also stresses the importance of mastering both the Arabic language and the Amazigh one as the two official languages as well as the mastery of foreign languages. The Article also stipulates adopting Arabic as the primary language for teaching and developing the Amazigh language. A gradual plurilingual offer that aims at making the learner fluent in Arabic and Amazigh and proficient in at least two foreign languages once the student obtains his/her Baccalaureate was also emphasized. The article also emphasizes the mastery of foreign languages at an early age.

As discussed earlier, the issue of languages has been tackled in the Frame Law 51 17 in Article 2 and Article 31. However, there is no specification regarding the English language. So blurriness and indecision are still prevailing the position of English in the latest official text the same as in the National Charter.

3. FIELDWORK: LEARNERS' VIEWS

3.1. Methodology

The following study was carried out during the first semester of the academic year 2019-2020. The instrument used for collecting data was a survey questionnaire administered to high school students.

3.1.1. Participants

Students who participated in this study were high school students who belonged to different levels: Common Core, First Year Baccalaureate and Second Year Baccalaureate all belonging to scientific streams. Students were all randomly selected and were all studying English as a foreign language.

The total number of participants in this study was 66 males and females. They were generally aged between 14 and 20 years old.

Table (2): students' gender

Gender	Percentage
Male	40.9%
Female	59.1%

From table (2), it is clear that the majority of the participants were females (59.1%) while males represented (40.9%).

Table (3) illustrates the level to which students belong. First year Baccalaureate students represented the majority of students who participated in the survey.

Table (3): students' level

Level	Percentage
C.C.	39.4%
1 st year Bac	43,9%
2 nd year Bac	16.7%

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3.1.2. Research instrument

A survey questionnaire was used to collect the necessary data. Generally, questionnaires are considered to be the most common instrument in conducting surveys. It is so because much information can be collected in a short period of time.

The questionnaire used in this investigation was first written in English then translated into Arabic. It was translated for the purpose to eliminate any language barrier that could hinder students' understanding of the questions. The questionnaire starts with collecting personal information about the participants' gender, age and level. The questionnaire consisted of four sections.

Section A was entitled "General information about languages": Standard Arabic, French and English. This section contains two questions. In the first one, students were asked to rate their proficiency level in the three languages; whereas in the second question, students were asked about the level of satisfaction concerning the three languages.

Section B is about the importance of English in students' lives. Questions 3,4, and 5 are designed to gather information about the importance of English in students' lives, English and youths, and English as a language needed for travelling.

Section C targets students' learning of English. It encompasses four points (6-7-8-9) whose purpose is to know:

- Where students learn English;
- Why students learn English;
- What linguistic elements students would like to develop;
- Students' opinions towards the number of hours allotted to English.

Section D includes two statements (10-11) designed to collect information about the future of English in Morocco in general and the use of English as a means of instruction for the teaching of scientific subjects in particular.

4. RESULTS AND FINDINGS

Section A "General information about the three languages" targets students' proficiency level and satisfaction of the three studied languages. The purpose of including Standard Arabic and French in the study is to see what position English occupies when juxtaposed to these two languages.

The first question "Please, can you rate your level of proficiency in three languages: Standard Arabic, French and English?" aimed at measuring students' languages proficiency in the three languages. For Standard Arabic, the result obtained showed that 69.7% of students believed that their language proficiency in the language is good; whereas 28.8% believed that it is just average. Only 1.5% of students believed that their language proficiency in Arabic is weak.

Concerning French, 31.8% of students believed to have a good level of proficiency in French. 54.5% believed they have an average level; whereas 13.6% believed to have a weak level.

In regards to English, students who believed to have a good proficiency level are just 28.8%. 62.1% are those who believed to have an average level; whereas 9.1% do believed to have a weak level.

Students admitted that their level of proficiency in the English language is not that good (28.8%), especially if we compare it to their levels of proficiency in Arabic (69.7%). On the other hand, 62.1% of students admitted to have an average level in English which is the highest level of proficiency in comparison with the two other languages. This is can be seen as a positive point which depicts that students have the potential and the motivation to develop their English.

Concerning question number 2: "Are you satisfied with your proficiency level in Standard Arabic, French and English?" revealed the following results:

Table (4): Students' proficiency in the three languages

level of satisfaction	Standard Arabic		French		English	
	Frequency	%	Frequency	%	Frequency	%
Good	46	69.7	21	31.8	19	28.8
Average	19	28.8	36	54.5	41	62.1
Weak	1	1.5	9	13.6	6	9.1
Total	66	100.00	66	100.00	66	100.00

In Section B entitled "The importance of English", students were asked about the importance of English in their lives, whether young people must know English and whether English is needed for travelling.

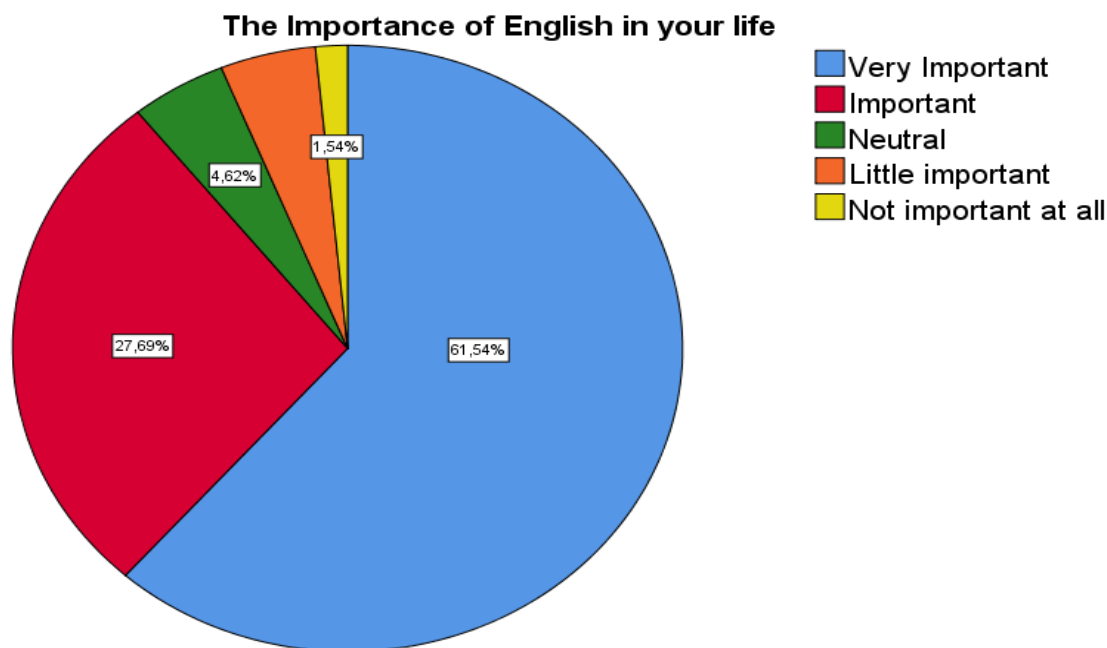


Figure 2: The importance of English in students' lives

Figure 2 represents the importance of English in students' lives in general. To answer the question, a scale was given ranging from "very important" to "not important at all". 60.6% and 27.3% of students stated that English is "very important" and "important" respectively. 4.5% and 1.5% of students claimed that English has "little importance" and "no importance at all" respectively. This reveals that students are aware of the importance of English in their lives though they have already admitted that their proficiency level is not satisfactory.

The importance of English has been more confirmed when students agreed with the following statement "Young people must know English." The statement scored a percentage of 95.5% of students representing 63 students out of 66 who agreed. A percentage of 4.5% of students stayed neutral. On the other hand, no student disagreed with the idea. This revealed that students know that young people, who are the future of any society, are going to need and use English in their studies or in other domains as it is going to be shown in the next statement to come.

87.9% of students agreed with the statement "Moroccans travelling abroad must know English"; whereas just 1.5 % disagreed. The statement comes to consolidate that students know the importance of English in this globalized world.

Section C "Learning English" starts with question (6) "Why do you study English?". It revealed the following results:

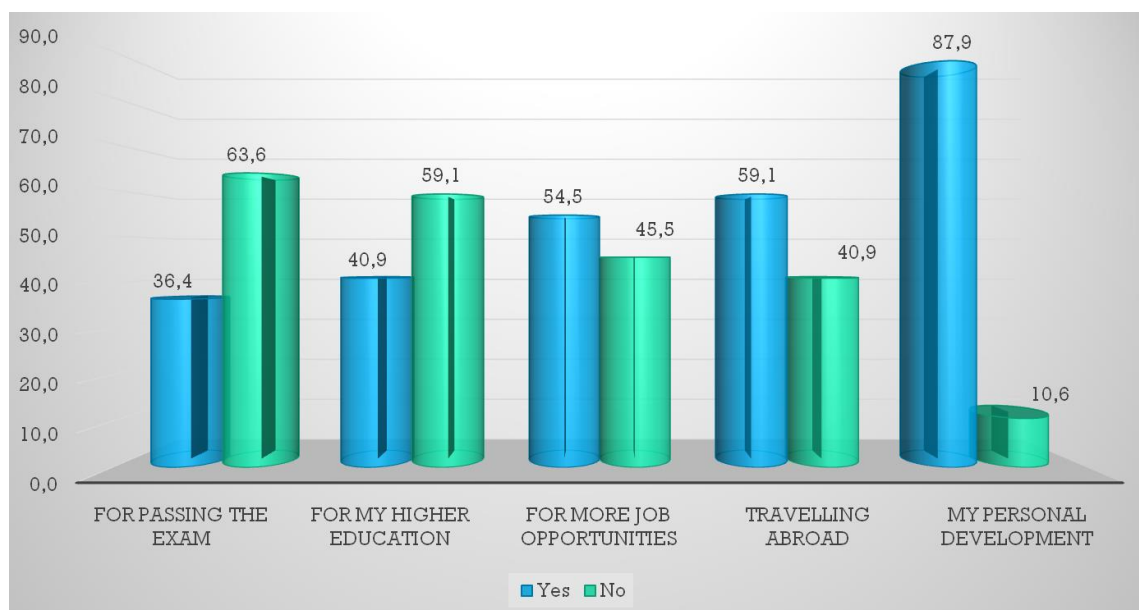


Figure (3): The motives behind learning English

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Students' attitudes towards learning English are positive and not directly linked to studies since just 36.4% claimed that they study English just for passing the exam. For them, studying English is linked to other interests like higher studies with a percentage of 40.9%, more job opportunities with a percentage of 54.5%, travelling abroad with a percentage of 59.4% and personal development with a percentage of 87.9%.

This revealed that studying English goes beyond the Baccalaureate exam requirement to the extent that one's future success is so much linked to one's mastering of the language. In the same vein, these numbers depict that high school students are highly motivated in what concerns the learning of the language since it is seen as the key for the future.

The next question (7) was: "Where do you study English?" The obtained results showed that students do not totally rely on school to study English. 56.1% is the percentage of students who learn English just at school. 43.9% claimed that they learn English from other sources like books, language centers and most importantly from the Internet with a percentage of 87.9%. The following graph gives more details:

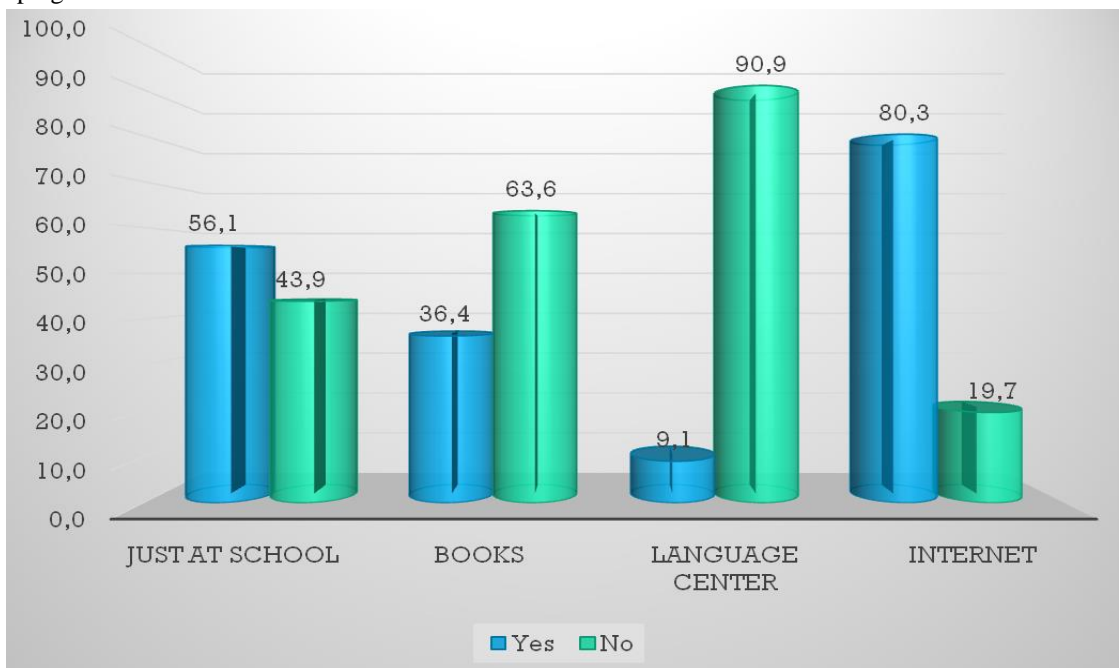


Figure (4): Sources from which English is learnt

Question (8) aimed at discovering the desired linguistic element to be improved and by doing so we come to know the importance given to each linguistic element in studying English from the part of students. The results revealed that speaking is the most desired linguistic element to develop with a percentage of 92.4% (61 students). This shows that students do feel the importance of the communicative aspect of the language. The following graph gives more detailed percentages about the different linguistic elements targeted.

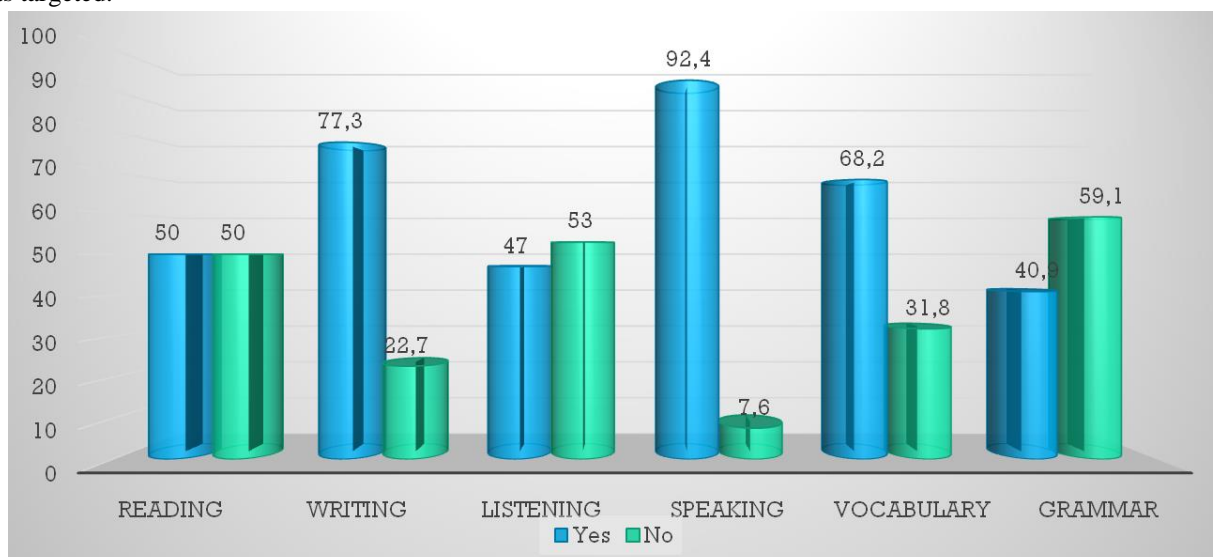


Figure (5): The desired linguistic element to be improved in regards to English

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The last point dealt with in this section is about the number allotted to students for studying English. A percentage of 89.4% of students opted for a “yes” to the statement “I need more hours for studying English”. This means that students feel that the number allotted to English is not enough bearing in mind that scientific students study just three hours per week. As a result, students resort to other sources to learn the language as shown in question (7) “Where do you study English”. These sources come to complement what is not attained at school.

In the last section entitled “The future of English in Morocco”, students were asked to indicate the level of agreement or disagreement with the statement: “The status of English will develop more in the future”. Most of students agreed with a percentage of (73.7%). On the other hand, just 6.1% of students disagreed and 21.2% stayed neutral.

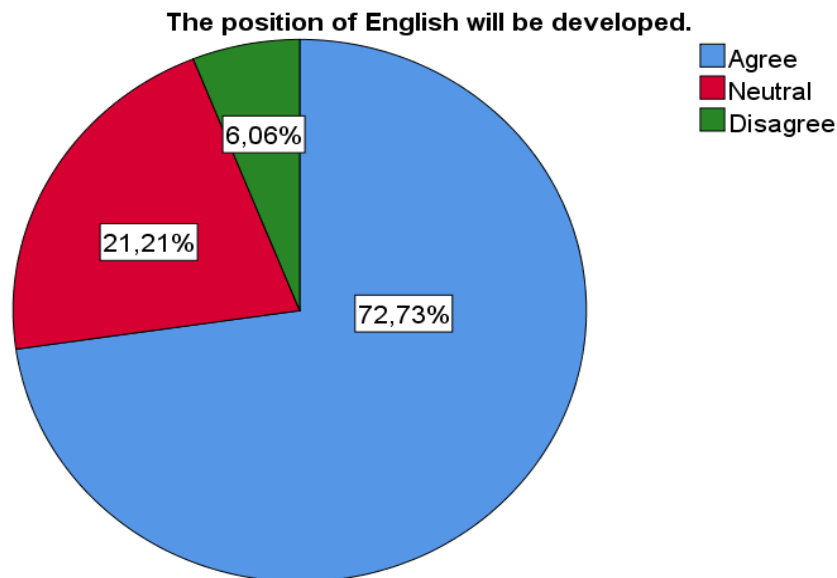


Figure (6): The position of English will be developed

The second statement: “All scientific subjects in Morocco must be taught in English” revealed the following results: 34.8% of students agreed, 37.9% stayed neutral and 27.3% disagreed.

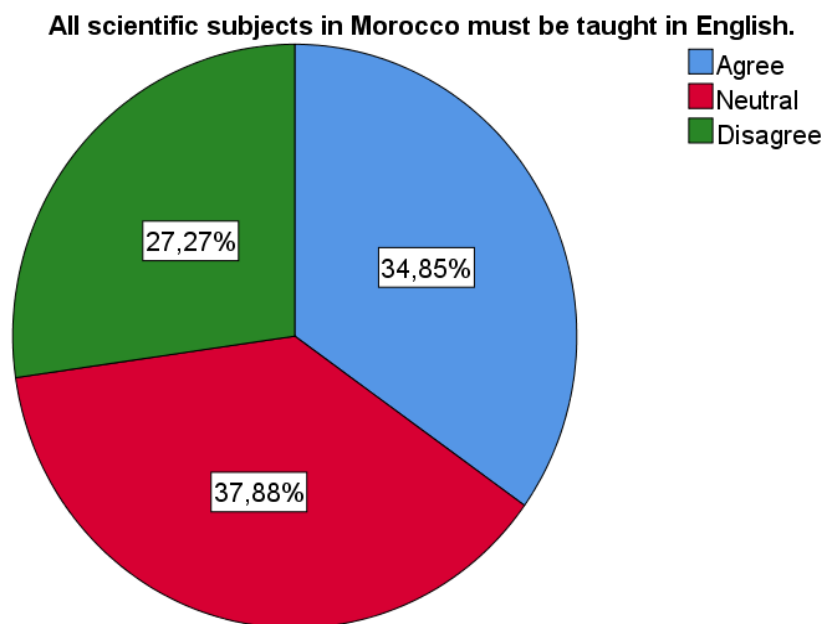


Figure (8): The use of English as a means of instruction for all scientific subjects

The results obtained give floor to different interpretations listed as follows:

- Students are not yet prepared to be taught scientific subjects in English;
- Students still favor the teaching of scientific subjects in Arabic or French;

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- Students believe that they have to ensure a good command of the English language before using it as a language of instruction;
- Some students (34.8%) seem to be aware of English as being an important tool for the access of scientific knowledge.

5. DISCUSSION AND SUGGESTIONS

This study aimed to investigate high school students' attitudes towards English as a foreign language in Morocco. The investigation targeted the learning of EFL: English as a subject at school, the degree of importance of English in students' lives and the status of English in the future. The findings showed that students' attitudes towards English are highly positive (87.9%). This can be justified by their conviction that English is becoming of great importance in education in particular and in their entire lives in general. Said in another way, students are aware of the utility of English in education, in the job market and in their personal lives. Findings also showed that students strongly believe in English as being a global language needed to communicate worldwide.

As far as the position of English in the Moroccan educational sector is concerned, the findings demonstrated that students are highly conscious of the role of English in the international communication since they have focused on the need to develop the communicative aspect of the language. The study also revealed that students believed that the hours allotted to study English, which is three hours per week, is not enough, especially with the growing needs of English in their lives. As observed in the study, the majority of students report to use other sources to satisfy their needs to learn more English. The current position of English in the educational system thus does not echo the position it occupies in the international scene. Here comes the role of educational policies which should design and implement new policies regarding the teaching of EFL in Morocco that could possibly change the status of English in the Moroccan educational system bearing in mind students' attitudes and needs.

Seen in this way, more revision and precision in official texts should be given to the English language that could reflect its elevated status in the international scene and as being the lingua franca.

Concerning the use of English as a means of instruction, it has become a worldwide phenomenon that is expanding in different countries. However, its use as such is not that easy to implement in Morocco maybe because of the strong presence of French in the Moroccan linguistic scene. The implementation of English as a means of instruction may not imply an immediate success in the beginning since there are challenges to this implementation like language proficiency, human resource availability, pedagogy and others. Students have proved in this study to know many advantages that English could bring to them. Yet, students remain afraid and not assured enough when it comes to use English as a means of instruction. This uncertainty could be explained by different components that may need revision like the way English is taught (methods), the textbook, the allocated hours, the learning context (teachers, lack of ICTs....) to mention just a few.

The need to change does not emanate from students' positive attitudes towards the language as such, but also by the fact that English is becoming the lingua franca in this globalized world, on the one hand, and the fact that English is a fundamental component for scientific research, on the other hand.

Based on the findings, the study suggests the following recommendations:

- Maintain students' positive attitudes towards English;
- Reconsider the teaching hours allotted to English;
- Provide a more communicative syllabus that satisfy students' needs;
- Ensure students' good command of the language then moving to using it as a means of instruction.

The English language is then in front of a paradoxical situation in the Moroccan linguistic context. Different voices (students' voice in this study) are claiming the importance of English in all domains since it is recognized to be the lingua franca for communication among different nations. However, its importance is not reflected in the pedagogical scene. This can be clearly depicted in the great indecision and lack of clear vision that characterize the various reforms and guidelines stipulated by different official texts. No amelioration in what concerns the status of English in the educational system is depicted and no privileged position is given to English that goes in parallel with its international status in general and as becoming a means of instruction in the future in particular.

6. GENERAL CONCLUSION

What is sure is that English is part of the Moroccan linguistic architecture. However, its role and status in the Moroccan pedagogical landscape remains unclear though educational, economic and global needs for the language are increasing. The majority of students in the present study claimed its importance and its need in different arenas. Revisions, then, should be done in terms of objectives, teaching methods, textbooks, allotted hours, ICTs implementation, and others that could give students more opportunities to develop their communication skills far beyond the requirements of the Baccalaureate exam. To achieve this, official texts should be clear enough to specify what, when, where and how English should be taught in a way that students' expectations could be realized and also as a means to maintain the country's position in this globalized world. Today's challenge is to give the English language a clear

Managing The Plurilingual Offer in Morocco what Place does the Teaching of English Occupy in the Moroccan Context? Students' Views

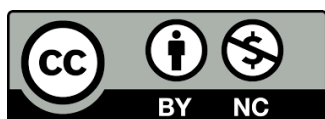
and precise position and a specific role far from any blurriness. Morocco's linguistic plurality should be seen as a plus and not a source of rivalry.

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