

An Investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case Study



Najib SLIMANI¹, Jihad IGUIDER²

^{1,2}Faculty of Letters and Human Sciences, Cadi Ayyad University, Marrakech, Morocco

ABSTRACT: This study aims to investigate the code-switching behavior of Moroccan high school students, focusing on the integration of English into their daily conversations. Code-switching, a common phenomenon in multilingual societies, reflects the impact of globalization, digital media, and educational policies promoting English proficiency. Using a quantitative methodology, including a questionnaire, data were collected from 100 high school students in two public high schools in the city of Marrakech. The analysis reveals that 84% of the participants frequently switch between Moroccan Arabic (Darija) and English, highlighting the significant role of English in their linguistic repertoire. The frequency of code-switching varies, with some students switching rarely and others always, indicating different levels of comfort and proficiency in English shaped by individual and sociocultural factors. Social context plays a crucial role, with most students code-switching with friends, emphasizing peer influence, while fewer do so with family, suggesting the preservation of traditional language norms within households. This study provides valuable insight into the complex linguistic landscape of Moroccan high schools, highlighting the interplay between English and native languages, and offering implications for educational policy and sociolinguistic research. By understanding these dynamics, stakeholders can better support the linguistic and cultural needs of students in a multilingual society.

KEYWORDS: Multilingualism, Code-switching, Moroccan high school students, English, Moroccan Arabic

I. INTRODUCTION

The linguistic situation in the Moroccan society is known for being a multilingual environment, where Arabic, Amazigh (also called Berber in other studies), and French are recognized as official languages, each with its unique historical, social, and cultural significance (Zouhir, 2013). Arabic, specifically Moroccan Arabic or Darija, serves as the dominant language of everyday communication among Moroccans (Ennaji, 2005). It is deeply rooted in the local culture and is infused with borrowings from other languages, such as French, Spanish, and Amazigh dialects (Caubet, 2005). In addition to Arabic, the Amazigh language, comprising several distinct dialects spoken by the indigenous communities across Morocco, holds significant cultural importance (Ennaji, 2005). Efforts to promote the recognition and preservation of Amazigh language and culture have gained momentum in recent years, leading to its inclusion as an official language in the Moroccan constitution in 2011 (Boukous, 2012).

Zouhir (2013) explains that French, as a legacy of colonialism, continues to play a crucial role in various domains of the Moroccan society, including education, administration, and the media. It is often used in formal settings and serves as a marker of social status and prestige and educational attainment (Sadiqi, 2003). Alongside Arabic, Amazigh, and French, English has emerged as a language of global significance and influence in the Moroccan society as Zouhir (2013: 274-275) says: "Economic and social globalization, pushed along by the rapid diffusion of the internet, creates a strong demand for a lingua franca, thus furthering English's role and presence in Morocco as a global language." Therefore, factors such as globalization, technological advancements, and the growing importance of English in international contexts have contributed to the increasing use of English in various spheres of the Moroccan life.

One notable phenomenon observed among Moroccan youth is code-switching to English which reflects the dynamic nature of language and identity in the Moroccan society, as Edwards (2009) explains that language serves not only as a means of communication but also as a crucial aspect of cultural identity and belonging. The increasing influence of English is due to the positive attitudes by students, educationalists and policy makers towards this languages as stated by Ennaji (2005). According to Ennaji (2005) the spread of English in Morocco is related to four major reasons: (1) The government's educational policy has a positive impact on the spread of English in the country, (2) The use of English at the international scale like in trade and business, (3) Moroccans in general have favorable attitudes towards English, and (4) English has no colonial history in Morocco.

Against this background, this study aims to explore the phenomenon of code-switching to English among Moroccan youth, specifically high school students in Marrakech city. It focuses on examining the rate of the students who use code-switching to

An investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case study

English in their daily conversations, the frequency of these switches, and the context where they switch to English. This research seeks to contribute to the understanding of the evolving nature of the language behavior among the Moroccan youth and the changing sociolinguistic landscape. We deem it conducive, therefore, to put forward an overview of bilingualism and its related parameters.

II. DEFINITION AND OVERVIEW

In the following sections, we will delve into an overview of bilingualism and code-switching, along with their related parameters. Additionally, we will explore the linguistic landscape in Morocco, examining how these phenomena manifest in this multilingual context. This overview will serve the interests of the present study by laying a foundational understanding of the key concepts and contextual background necessary for a comprehensive analysis of the subject matter, namely, code-switching in the Moroccan context. However, before discussing code-switching, it is essential to first consider bilingualism, as code-switching is inherently a component of bilingual language use.

A. Bilingualism

Bilingualism in sociolinguistics refers to the ability of an individual to use two languages alternately (Yildirim, 2019). This phenomenon is not limited to mere language proficiency but extends to the sociolinguistic context in which the languages are acquired and used (Brouwer et al., 2020). The concept of bilingualism is multidimensional, encompassing factors such as the frequency of language use, proficiency levels, contexts of language use, and sociolinguistic background variables like attitudes towards bilingualism in specific regions (Wagner et al., 2022). Sociolinguistics delves into the social functions of bilingualism in individuals' lives, highlighting how language contact and language use are influenced by sociocultural factors (Polycheva, 2023).

Similarly, Montenegro and Ricardo (2012) say that it is crucial to understand that bilingualism is not solely about language proficiency, but also about the sociolinguistic environment that shapes how bilingual individuals use and switch between languages, especially in childhood bilingualism. In the same vein, Poplack (2017) explains that the relationship between bilingualism and identity is a significant area of exploration, particularly in how bilingual individuals express emotions and thoughts using different languages based on sociolinguistic criteria.

Hence, bilingualism in sociolinguistics embraces a complex interplay of linguistic abilities, sociocultural influences, language practices, and identity constructions. It goes beyond mere language proficiency to consider the sociolinguistic contexts in which languages are used, the societal norms surrounding bilingualism, and the impact of language contact on language behaviors. Understanding bilingualism from a sociolinguistic perspective provides valuable insights into the dynamic nature of language use, language acquisition, and language maintenance in diverse linguistic communities. Moreover, it lays the ground to discuss the phenomenon of code-switching which is an integral aspect of language use and one of the common phenomena found in bilingual and multilingual communities.

B. Code-Switching

Code-switching is a common linguistic practice observed in bilingual/multilingual societies worldwide, reflecting the dynamic nature of language use and communication. It "is the alternation of two languages within a single discourse, sentence or constituent" (Poplack, 1980: 583). It can also be found within monolingual setting between dialects and varieties of the same language as Romaine (1994: 59) explains that "switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker." There are several types of code-switching, each demonstrating the various strategies bilingual speakers employ to alternate between languages.

C. Types of Code-Switching

Poplack (1980) suggests three types of code switching according to their occurrence within the same discourse, namely, intra-sentential code-switching, inter-sentential code-switching and tag switching. Poplack (1980) defines each one as follows:

a. **Intra-sentential Code-Switching:** it involves the alternation between languages or linguistic varieties within the same sentence or clause. This type of code-switching often occurs when speakers seamlessly integrate words or phrases from different languages to express specific concepts, emotions, or intentions. Intra-sentential code-switching highlights the fluidity and flexibility of language boundaries in multilingual discourse.

b. **Inter-sentential Code-Switching:** it refers to the alternation between languages or linguistic varieties at the level of complete sentences or utterances. Speakers may switch from one language to another between sentences or discourse segments, depending on the communicative context, audience, or topic of conversation. Inter-sentential code-switching can serve pragmatic functions such as emphasizing a point, providing clarification, or signalling social identity.

c. **Tag-Switching:** Tag-switching involves the insertion of tag words or phrases from one language into a sentence or utterance predominantly in another language. Tags are short phrases such as "you know," "I mean," or "right." Speakers may use tags from a different language for emphasis, clarification, or affective purposes. It often occurs in bilingual or multilingual communities where speakers have varying degrees of proficiency in each language and use code-switching as a communicative strategy.

D. The Domains of Use of Code-Switching

According to Fishman (1965), multilingual environments differ from each other. However, in his study, he tries to identify elements that are shared by 'stable multilingual settings' which he calls 'within-group or intragroup multilingualism' as opposed to 'between-group or intergroup multilingualism'. These characteristics of language use that Fishman tries to define are summarized in the title of his article, namely, 'who speaks what language to whom and when?' Fishman (1965) states that because language choice is not a random disposition, certain interlocutors will choose to use a particular code in particular occasions. Therefore, he puts forward the following description of these choice-patterns that exist in 'stable in-group multilingual settings': (1) group membership in which the speaker identifies him/herself with a group from which he seeks acceptance. (2) Situation is considered by Fishman as being large and confusing because it may include other aspects such as the participants, the physical setting, the topics, the functions of discourse, and the style. Therefore, he limits the use of this term to mean only style. Fishman (1965) explains that many scholars discussed different aspects of situational styles such as, 'intimacy-distance, formality-informality, solidarity-nonsolidarity, status (or power) and equality-inequality'. All these elements constitute different situation that make the interlocutor choose to use one code rather than the other. (3) Topic is another factor that determines language choice because some topics could be better handled in a certain language rather than the other in particular contexts (Fishman, 1965).

Fishman (1965) states that Schmidt Rohr (1963) suggested nine domains of language choice which are the following: the family, the playground and street, the school, the church, literature, the press, the military, the courts, and the governmental administration. However, Fishman adds that Rohr overlooked the work-sphere as a domain. According to Fishman (1965), the study of the inter-relationship or the 'dominance configuration' (meaning the dominant domains in every situation and setting) and the role-relationship (the role of the participants either as speakers or as hearers) in these domains of language choice will provide insights to the study of language maintenance and language shift.

III. THE MOROCCAN LINGUISTIC LANDSCAPE

Since the focus of this article is on code-switching within the Moroccan context, it is important to have an understanding of the linguistic situation in Morocco before we move on to the methodology and analysis section.

Morocco's linguistic situation is quite complex and rich, reflecting its diverse history and cultural influences (Zouhir, 2013). The main languages spoken in Morocco are Arabic, Berber (Amazigh), and French, with Spanish and English also having notable roles as foreign languages (Ennaji, 2005). Arabic has different varieties, namely, Classical Arabic (the language of the holy Quran and pre-Islamic literature) (Ennaji, 1991) and Modern Standard Arabic (MSA) is the official language of Morocco and is used in government, media, and formal education. It is "codified and standardized to the degree that it is practically the *lingua franca* of the Arab world." (Ennaji, 2005: 53). Additionally, we find Moroccan Arabic or Darija which is used by many Moroccans in their daily conversations and informal settings. It "is the colloquial variety of Arabic which Moroccans acquire as their mother tongue." (Bentahila, 1983: 4). It has significant influences from Berber, French, and Spanish, making it distinct from MSA (Caubet, 2005).

Recognized as an official language alongside Arabic in 2011, Amazigh or "Berber was the indigenous language spoken by the inhabitants of Morocco and other parts of North Africa before the Arab invasion" (Bentahila, 1983:1). It encompasses several dialects, including Tarifit, Tashelhit, and Tamazight; "Tarifit, used in the Rif mountains in the north; Tamazight, spoken in the Middle Atlas mountains and eastern half of the High Atlas mountains; and Tashlhit, spoken by the populations of the High Atlas and the Anti-Atlas mountains in southern Morocco" (Ennaji, 1991: 14).

French, widely spoken and understood, "is officially used in education and administration as a second language...[it] is the medium of teaching scientific and technical disciplines in higher education." (Ennaji, 2005: 101). Hachimi (2012: 324) states that "French maintains a strong hold in contemporary Morocco and remains very much a language of power, prestige, and social mobility." He adds that it is associated with the upper class due to the existence of the French mission schools and other elite private schools in the country. However, recently, the emergence of English in the Moroccan community has led to the decline of French in many domains such as education (Zouhir, 2013).

According to Zouhir (2013: 274), "Spanish draws much of its importance from the geographical proximity of Spain to Morocco and is spoken mainly in the areas occupied by Spain" in the northern and southern regions. Ennaji (1991) states that Spanish has lost its official status and prestige and it has been gradually replaced by French, in addition to that, it has been accorded the status of a foreign language just like English and German.

English is growing in importance in the Moroccan society as R'boul (2022: 2) says: "in recent years, the emergence of English as the second foreign language in Morocco has presented some competition to French by reducing the latter's linguistic authority". This importance can be seen particularly among the younger generation since "recent statistics on the number of students enrolling to study English in Moroccan universities reveal a constant considerable increase while the number of students enrolling in French studies program has been continually decreasing" (R'boul, 2022: 2). Therefore, English is increasingly being taught in schools and is becoming more common in higher education and professional settings. Similarly, an investigation by Slimani and Iguider (2023) reveals that Moroccan high school students show favorable attitudes towards English in comparison with French and consider it to

An investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case study

be crucial for their academic life and future careers. Sadiqi (1991) attributes the spread of English in Morocco to the Status of English as a language of wider communication and the policy adopted by the decision makers.

Morocco is characterized by its multilingualism which reflects Morocco's cultural heritage and its position at the crossroads of different civilizations and influences. The interplay of Arabic, Amazigh, and French is particularly prominent, with individuals often code-switching between these languages depending on the context.

IV. CODE-SWITCHING IN THE MOROCCAN SOCIETY

Moroccan Arabic-French code-switching is one of the most extensively studied forms of language switching in Morocco. Ennaji (2005: 147) says that "French-Moroccan Arabic code switching was first studied by Abbassi (1977)". He also explains that the distinctive feature of this type of switching is that it involves a 'prestigious language' which is French and 'a low popular vernacular' which is Moroccan Arabic. Studies such as (Aabi, 2020; Bentahila, 1983a, 1983b; Bentahila & Davies, 1983; Nortier, 1995 among others) have documented various patterns and motivations for Arabic-French code-switching, including its use as a marker of social identity, prestige, or linguistic proficiency. Additionally, they have explored the syntactic, semantic, and pragmatic aspects of code-switching between these two languages in different contexts.

In addition to this type of switching (Moroccan Arabic-French switching), Aabi (1999), also, discusses another type of switching in his thesis which involves Moroccan Arabic-Standard Arabic code-switching. Aabi (1999) states that Moroccan Arabic-French code switching has been given considerable attention in several studies, unlike Moroccan Arabic-Standard Arabic code-switching which has received only little attention. Furthermore, Aabi (1999) refers to another type of switching by koucha (1983), namely, Berber-French code switching. Another type of switching which involves Standard Arabic is mentioned by Ennaji (2005), particularly, Standard Arabic-French code-switching. Ennaji (2005) explains that this type of switching is linked to education and academia because both languages are not the mother tongue of Moroccans as the two are taught only at school.

According to Bentahila, (1983a: 1), "Morocco was already a bilingual country before the coming of the French colonizers in 1912, and the Berber-Arabic bilingualism which existed then is still an important part of the present language situation." This means that there was a coexistence between Arabic and Amazigh languages in Morocco which has led to instances of code-switching between these two linguistic systems. Amazigh, spoken by the indigenous communities across the country, represents an important aspect of Morocco's linguistic heritage and cultural identity. Studies such as Kossmann (2012) and Driouch and Elghazi (2023) have examined the patterns and functions of Arabic-Amazigh code-switching, particularly in regions with significant Amazigh-speaking populations. This form of language mixing often reflects the speakers' bilingual identity and serves various communicative purposes, such as expressing solidarity within the Amazigh community or negotiating linguistic and cultural boundaries in multilingual interactions.

V. METHODOLOGY

This study employed a quantitative research design to systematically investigate the rate of the students who use code-switching to English in their daily conversation as well as the frequency of these switches and the category of people with whom they code-switch. Quantitative research is characterized by its emphasis on measurement, statistical analysis, and numerical data to examine relationships, patterns, and trends within a population or sample. By employing a quantitative approach, this study aimed to examine to what extent the Moroccan high schoolers code-switch to the English language in their daily life.

A. Setting and Participants

The participants in this study are a total of 100 student (60 females and 40 males) from two different public high schools in the city of Marrakech. The sample was selected using the convenience sampling technique. They are from four different classes and level of education. Two groups belong to the third year of high school, one group belongs to the second year of high school and the fourth group belongs to the first year of high school.

B. Instrument

Data were collected through the administration of a questionnaire. The questionnaire was designed to gather information on the use of the Moroccan high schoolers of code-switching to English in their daily conversations. The questionnaire consisted of a section about the demographics followed by three questions on the use of code-switching to English by the participants. The first question was a close ended question, the second was a multiple-choice question based on the Likert scale, and the third one was a multiple-choice question as well, with an additional section in case the participants had more information to add. The use of questionnaires as the primary data collection method allowed for the efficient collection of data from the participants within the constraints of time and resources. It also provided standardized responses that could be easily quantified and analyzed using statistical techniques.

VI. DATA ANALYSIS

In this chapter quantitative data analysis is conducted to examine the relationships and patterns within the collected data. The analysis was performed using excel software so as to come up with the charts and percentages. In order to analyse the data, we consider one question at a time.

1) Do you switch between Darija and English in the same sentence or conversation in your daily conversations?

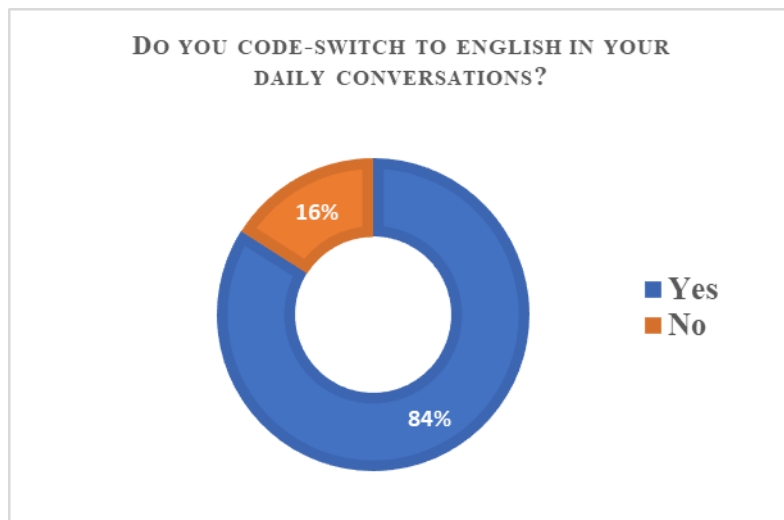


Figure 1: The Use of Code-Switching Among the Students

This chart shows that out of 100 participants, a vast majority of 84% tend to use code-switching to English in their daily conversations, while 16% do not. These statistics hold significant implications for understanding the linguistic dynamics among the participants, namely, high school students. The prevalence of code-switching to English among the majority of the participants suggests a notable trend towards incorporating English into their linguistic repertoires during communication. This indicates the importance of the English language among the young generations who are digital natives and exposed more to the influence of globalization, media and technology as stated in Slimani and Iguider (2023).

Additionally, the presence of a minority (16%) who do not engage in code-switching to English highlights the variety of the linguistic practices and personal preferences among the participant group. This minority population might be less exposed to English-speaking environments, prioritize the preservation of indigenous languages, or adhere more strictly to traditional language standards. Overall, the distribution of code-switching behavior across the participants shows how sociocultural elements, linguistic attitudes, and linguistic identity interact intricately to shape language use patterns in the setting of the study.

2) How often do you code-switch to English in your daily conversations?

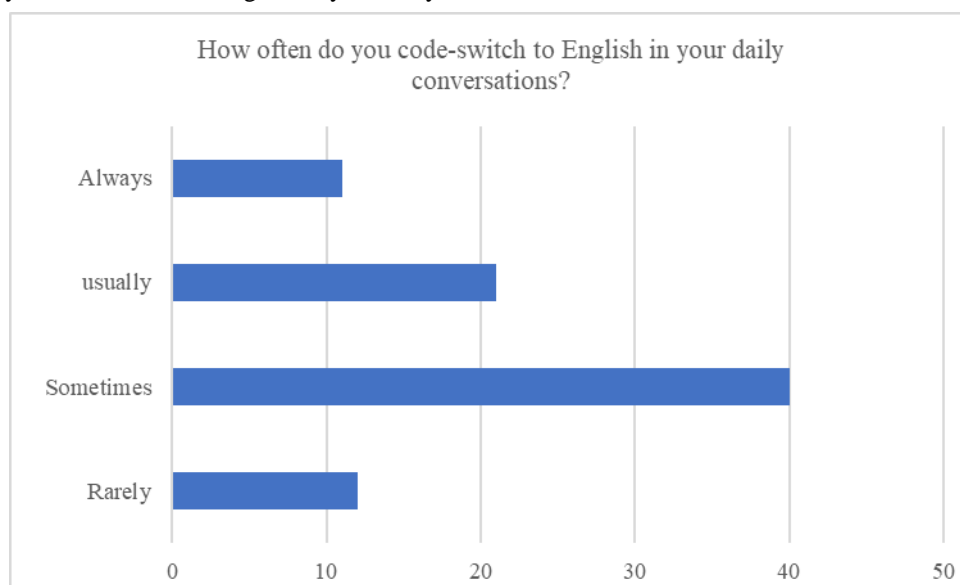


Figure 2: The Frequency of Code-Switching Among the Students

An investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case study

After getting the statistics of the participants who engage in code-switching to English and the ones who do not, the focus in this stage will be on the group who use code-switching to English in their daily conversations in order to analyze the frequency of their switches. For this question, the participants were given multiple choices based on the frequency Likert scale. The varying frequency of code-switching to English among the participants, ranging from rarely (12), sometimes (40), usually (21), to always (11), provides valuable insights into the nature of language use and identity negotiation within the research cohort. The distribution of the participants across these categories reflects the diversity of language practices and individual preferences within the group. The participants who rarely switch to English may prioritize the use of their native or dominant language, demonstrating a strong attachment to linguistic heritage or cultural identity. On the other hand, those who sometimes or usually switch to English may employ code-switching as a pragmatic communication strategy, adapting their language choices to fit specific contexts or interlocutors. The group of participants who always switch to English likely exhibit a high degree of proficiency and comfort in using English, reflecting factors such as educational background, exposure to English-speaking environments, or aspirations for international communication.

The implications of these findings extend beyond individual language behaviors to broader sociocultural dynamics within the research context. The prevalence of the participants who sometimes or usually switch to English suggests a growing influence of English as a global lingua franca and a marker of social prestige or modernity. This trend may reflect the impact of globalization, digital media, and educational policies promoting English language proficiency. However, the presence of participants who rarely switch to English underscores the resilience of local languages and cultural identities, highlighting the importance of preserving linguistic diversity and heritage or it could be simply due to the lack of the participants' proficiency in English which makes them uncomfortable to engage it very often in their conversations.

3) With whom do you code-switch to English in your daily conversations?

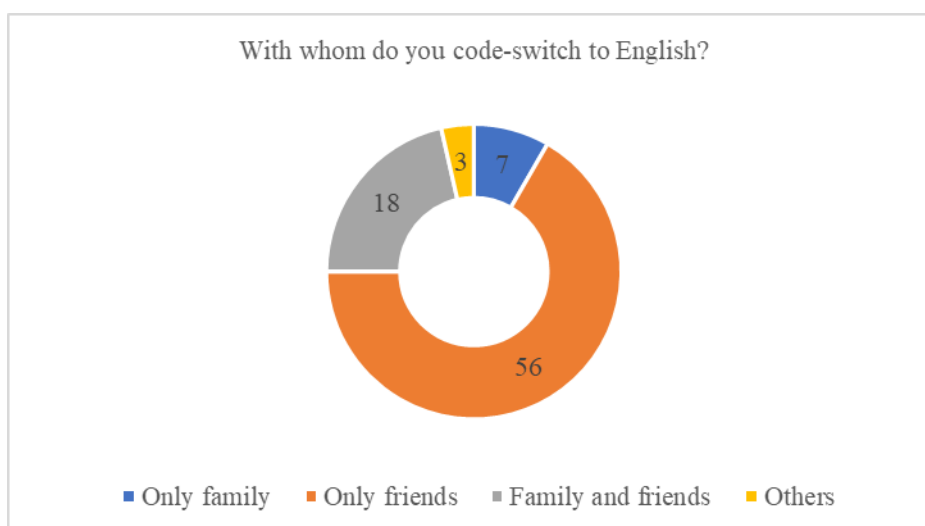


Figure 3: The Domains of Code-Switching Among the Students

For this question, the participants were given multiple choices in addition to a section where they can add more information when available. As it is shown in the chart, the distribution of the participants' code-switching practices according to their social context includes family only with 7 participants, friends only (56), both family and friends (18), and others (3). These numbers reveal the importance of the addressee and the social context in shaping the language use patterns within the research population. The vast majority of the participants (56) who code-switch to English with their friends proves that peer interactions have an important influence on the linguistic behavior of the participants. It shows that friendship/intimate context serves as a primary setting for linguistic experimentation and the adoption of new linguistic trends. That is due to the fact that in friendship environment the participants share many common characteristics like age, school, hobbies...etc. which makes them more comfortable trying to practice speaking different languages.

Conversely, the smaller number of the participants who code-switch with family (7) may reflect the preservation of traditional language norms and cultural values within familial relationships. It may also reflect the lack of mastery or proficiency in the English language within the family environment. Code-switching with family members may be influenced by factors such as intergenerational language transmission, cultural heritage, and emotional bonds, leading to a greater adherence to native or dominant languages in these contexts.

The group of participants who code-switch with both family and friends (18) reveal the flexibility in language use among the participants which may reflect a pragmatic approach to communication and adapting their language choices to fit different social

An investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case study

identities within different social environments. Concerning the participants who code-switch with others (3), two of them tend to use English in self-talks and one participant code-switches to English with the teacher of English.

Overall, this variation in the distribution of the participants' code-switching behavior entails the important role of the social context in understanding the different linguistic practices in multilingual communities.

VII. FINDINGS AND DISCUSSION

The analysis indicates that a significant majority of Moroccan high school students frequently switch between Darija and English in their everyday conversations, highlighting the strong influence of English within their linguistic repertoire. This trend highlights English's integration into daily interactions, reflecting globalization's impact and the pervasive presence of digital media and international cultures among young people. Conversely, the 16% who do not engage in code-switching reveal a diversity of linguistic practices and attitudes, potentially due to lower exposure to English or a stronger preference for native language preservation.

Examining the frequency of code-switching, the data shows a varied distribution: some students rarely switch, while others do so sometimes, usually, or always. This variability illustrates different degrees of comfort and proficiency in English, as well as diverse linguistic strategies. Those who rarely switch might prioritize their native language due to cultural attachment or limited English exposure, while those who frequently switch display a higher proficiency and ease with English, influenced by education or aspirations for global communication.

The social context also significantly shapes code-switching behaviors. Most students switch languages with friends, indicating peer influence and a shared environment conducive to linguistic experimentation. A smaller number code-switch with family, suggesting stronger adherence to traditional language norms within the household. Those who switch with both family and friends demonstrate linguistic adaptability, while a few unique cases highlight individual variations. These findings emphasize the role of social interactions in shaping language use patterns and the interplay between cultural identity and modern influences in a multilingual setting.

VIII. IMPLICATIONS OF THE STUDY

The study on Moroccan high school students' code-switching to English reveals significant implications for education, cultural identity, and language policy. The widespread use of English highlights the need for curricula that integrate English proficiency across subjects, alongside teacher training in multilingual strategies and resources supporting both English and native languages. Efforts to preserve linguistic diversity should involve community engagement to strengthen intergenerational transmission of native languages. Balancing modernity with tradition is crucial, as is fostering intercultural competence to prepare students for global citizenship. Additionally, leveraging digital media can enhance language learning and cultural exchange. These findings also underscore the importance of further sociolinguistic research and effective policies to support multilingual education and cultural preservation.

IX. CONCLUSION

The findings of this study on Moroccan high school students' use of code-switching to English reveal a dynamic and multifaceted linguistic landscape. The high prevalence of code-switching among these students reveals the pervasive influence of globalization, media, and digital technology on the younger generation's language practices. English has increasingly become an integral part of their daily communication, reflecting its growing importance and status as a global lingua franca.

One of the most striking aspects of the study is the frequency with which students switch between languages. This practice of code-switching is not just an occasional occurrence but a significant feature of their linguistic repertoire. The influence of English-language media, including social media, television, and music, cannot be overstated. These platforms provide constant exposure to English, making it a natural choice for students in various communicative contexts. Additionally, the digital age has brought about a seamless integration of English into everyday conversations, facilitated by the widespread use of smartphones and the internet.

The study also reveals significant variation in how frequently and in what contexts students engage in code-switching. This variation highlights the diverse linguistic behaviors and attitudes within this demographic. Some students show a strong preference for using English, often seamlessly integrating it into their speech patterns. For these students, English is not just a foreign language but a part of their identity, a tool that allows them to navigate different social and cultural landscapes. On the other hand, there are students who maintain a stronger connection to their native language. For them, the native language is a marker of cultural identity and heritage, an essential element of their daily lives that they are keen to preserve.

This dichotomy between embracing English and maintaining native languages illustrates the complex interplay between modern influences and cultural preservation. It reflects a broader trend seen in many multilingual communities, where individuals negotiate their identities through language choices. The balance between adopting a global lingua franca and preserving local languages is delicate, influenced by personal, social, and cultural factors.

An investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case study

Overall, the insights gained from this study contribute to a deeper understanding of how sociocultural elements, linguistic attitudes, and identity negotiations shape language use patterns in multilingual communities. The findings reveal the importance of recognizing and supporting linguistic diversity in educational and social policies. As English continues to play an evolving role in globalized societies, there is a need to create environments where multiple languages can coexist and thrive. This involves not only promoting English for its practical benefits but also valuing and preserving native languages as vital components of cultural heritage.

In conclusion, the study on Moroccan high school students' use of code-switching to English provides a valuable perspective on the dynamic linguistic landscape shaped by globalization, media, and technology. The high prevalence of code-switching reflects the significant influence of these factors, while the variation in linguistic behaviors highlights the diversity of attitudes and practices among students. By acknowledging the complexities of language use in multilingual contexts, this study emphasizes the need to support linguistic diversity and recognize the evolving role of English in our interconnected world.

REFERENCES

- 1) Aabi, M. (1999). *THE SYNTAX OF MOROCCAN ARABIC/FRENCH AND MOROCCAN ARABIC/STANDARD ARABIC CODE SWITCHING* [Ph.D Thesis]. Department of English Language and Linguistics Sheffield University.
- 2) Aabi, M. (2020). The Syntax of Arabic and French Code Switching in Morocco. In *The Syntax of Arabic and French Code Switching in Morocco*. <https://doi.org/10.1007/978-3-030-24850-5>
- 3) Bentahila, A. (1983a). *Language attitudes among Arabic-French bilinguals in Morocco*. Multilingual Matters.
- 4) Bentahila, A. (1983b). Motivations for code-switching among Arabic-French bilinguals in Morocco. *Language and Communication*, 3(3). [https://doi.org/10.1016/0271-5309\(83\)90003-4](https://doi.org/10.1016/0271-5309(83)90003-4)
- 5) Bentahila, A., & Davies, E. E. (1983). The Syntax of Arabic-French Code-Switching. *Lingua*. [https://doi.org/10.1016/0024-3841\(83\)90007-4](https://doi.org/10.1016/0024-3841(83)90007-4)
- 6) Boukous, A. (2012). *Revitalisation de la langue Amazighe: Défis, enjeux et stratégies*. Institut Royal de la Culture Amazighe.
- 7) Brouwer, J., den Berg, F. van, Knooihuizen, R., Loerts, H., & Keijzer, M. (2020). Exploring Language Learning as a Potential Tool Against Cognitive Impairment in Late-Life Depression: Two Meta-Analyses and Suggestions for Future Research. *Behavioral Sciences*. <https://doi.org/10.3390/bs10090132>
- 8) Caubet, D. (2005). Moroccan Arabic. In C. H. M. Versteegh & M. Eid (Eds.), *Encyclopedia of Arabic language and linguistics*. Brill.
- 9) Driouch, A., & Elghazi, M. (2023). Amazigh-Arabic Code Switching in Amazigh Radio Discourse: Frequency and Structure. *International Journal of Social Science and Human Research*, 06(02). <https://doi.org/10.47191/ijsshr/v6-i2-71>
- 10) Edwards, J. (2009). *Language and identity: An introduction*. Cambridge University Press.
- 11) Ennaji, M. (1991). Aspects of multilingualism in the Maghreb. *Ijsl*, 1991(87), 7–26. <https://doi.org/10.1515/ijsl.1991.87.7>
- 12) Ennaji, M. (2005). *Multilingualism, cultural identity, and education in Morocco*. Springer.
- 13) Fishman, J. A. (1965). Who speaks what language to whom and when? *La Linguistique*, vol 1(2), 67–88. <http://www.jstor.org/stable/30248773>
- 14) Hachimi, A. (2012). The urban and the urbane: Identities, language ideologies, and Arabic dialects in Morocco. *Language in Society*, 41(3), 321–341. <https://doi.org/10.1017/S0047404512000279>
- 15) Kossmann, M. (2012). Berber-Arabic code-switching in Imouzzar du Kandari (Morocco). *STUF - Language Typology and Universals*, 65(4), 369–382. <https://doi.org/10.1524/stuf.2012.0023>
- 16) Montenegro, M., & Ricardo, I. (2012). Insights on Bilingualism and Bilingual Education: A Sociolinguistic Perspective. *Íkala Revista De Lengua Y Cultura*. <https://doi.org/10.17533/udea.ikala.10527>
- 17) Nortier, J. (1995). Code Switching in Moroccan Arabic/Dutch vs. Moroccan Arabic/French Language Contact. *International Journal of the Sociology of Language*. <https://doi.org/10.1515/ijsl.1995.112.81>
- 18) Polycheva, Y. (2023). The Concept of “Bilingualism” and Its Features in Fictional Texts. *Advanced Linguistics*. <https://doi.org/10.20535/2617-5339.2023.12.290107>
- 19) Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of codeswitching. *Linguistics*, 18(7–8), 581–618. <https://doi.org/10.1515/ling.1980.18.7-8.581>
- 20) Poplack, S. (2017). *Borrowing in the Speech Community*. <https://doi.org/10.1093/oso/9780190256388.003.0004>
- 21) R'boul, H. (2022). The spread of English in Morocco: Examining university students' language ontologies. *English Today*, 38(2), 72–79. <https://doi.org/10.1017/S0266078420000449>
- 22) Romaine, S. (1994). *Studies in Interactional Sociolinguistics 2 Language and social identity*. Oxford University Press.
- 23) Sadiqi, F. (1991). The spread of English in Morocco. *Ijsl*, 1991(87), 99–114. <https://doi.org/10.1515/ijsl.1991.87.99>
- 24) Sadiqi, F. (2003). *Women, gender, and language in Morocco*. Brill.
- 25) Slimani, N., & Iguider, J. (2023). Language Choice and Attitudes towards French and English: Moroccan High School Students in Consideration. *European Journal of Humanities and Social Sciences*, 3(4), 52–57.

An investigation of Moroccan Youth's Code-Switching to English: High School Students as a Case study

- 26) Wagner, D., Bialystok, E., & Grundy, J. G. (2022). What Is a Language? Who Is Bilingual? Perceptions Underlying Self-Assessment in Studies of Bilingualism. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.863991>
- 27) Yildirim, Z. B. (2019). Günbed-İ Kavus Örneğinde İki Dillilik Tezahürleri Açısından Türkmensahra Türkmenlerinin Dil Durumu. *Journal of International Social Research*. <https://doi.org/10.17719/jisr.2019.3048>
- 28) Zouhir, A. (2013). *Language Situation and Conflict in Morocco*. In *selected proceedings of the 43rd Annual Conference on African Linguistics: African languages and linguistics today*. Annual Conference on African Linguistics, Somerville, MA. Cascadilla Proceedings Project.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.