

# English-Based Language Attitudes of Moroccan Learners with Different Amounts of English-Based School Instruction

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**Abstract:** *From the perspective of language attitude research, attitudinal positions towards languages have been identified as a significant factor contributing to shaping languages' status, role, and function in several spheres where they compete and overlap for social, economic, and political power and dominance. In this regard, Morocco's multilingual profile is characterized by the presence of multiple languages, including English, which is used in various spheres in the country, notably in education. Hence, the current study explores (a) the extent to which English-based language attitudes of Moroccan secondary school learners with different amounts of English-based school instruction are similar or different and (b) whether the variables of English-based language attitudes and English-based school instruction are significantly related. The study adopted a mixed-method approach of investigation whereby two instruments were employed to collect data: questionnaires and semi-structured interviews. 344 informants from the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades completed the questionnaires. Semi-structured interviews were conducted with 32 students. Data were analyzed quantitatively and qualitatively. The findings showed no statistically significant differences in the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> groups' positive attitudes towards English and no statistically significant association between the three groups' different amounts of English school instruction and their similarly positive attitudes towards English. More interestingly, the informants' awareness of the instrumental and pragmatic aspects of the English language significantly influences their positive attitudes towards English. Accordingly, it is suggested that the state revisits language policy and planning to promote the status of English in a number of spheres, the most important of which is education. It is also recommended that Morocco's language-in-education policy be more favorable to English by embracing Moroccan students' predisposition towards learning English.*

**Keywords:** English Instruction, Language Attitudes, Language Policy and Planning, Learners, Morocco

## 1. Introduction

It is worthy of note that research on the relationship between learners' English-based attitudes and their exposure to English is scarce up to the researchers' best knowledge. Accordingly, one of the objectives of the current study is to generally contribute to this area of research and more specifically to bridge this gap in the Moroccan context by investigating the potential relationship between students' English-based language attitudes and their amounts of English-based school instruction in Morocco.

## 2. Review of the Literature

Of previous research on learners' exposure to English as a potential source of influence on their language attitudes towards English, studies by Dewaele and Pena Diaz (2018) and Tragant and Muñoz (2000) seem to be the most relevant, although partially, to the research objectives of the current study.

With regard to Dewaele and Pena Diaz's (2018) study, the two researchers explored sources of variation in Galician multilingual learners' language attitudes towards multiple languages including English. Dewaele and Pena Diaz came to a conclusion that the students in their study "who had more exposure to English through television and film had significantly more positive attitudes towards that language" (p.49). According to the researchers, the same pattern emerged for French as well. In this regard,

Dewaele and Pena Diaz claim that there is a correlation between the quantity of exposure to English (through film and television) as one of the foreign languages investigated in their study, and their informants' more positive attitudes towards English. Nevertheless, it is unclear, according to the researchers, whether the quantity of exposure to English is the direct cause for the informants' positive attitudes towards this language. This is clearly pointed out by the researchers stating that "This is obviously not a direct cause-effect relationship, as more positive attitudes towards French or English might be the reason why participants would tune in to these channels rather than channels in the local languages" (Dewaele and Pena Diaz, 2018, p.53). Dewaele and Pena Diaz also indicated that those among the informants in their study who had stayed in English speaking countries and had more exposure to English exhibited more positive language attitudes towards the language, yet that was not the case for French. Regarding the study by Tragant and Muñoz (2000), the researchers reached a conclusion similar to the one by Dewaele and Pena Diaz (2018). Tragant and Muñoz noted that the learners in their study who had more hours of English exposure displayed more positive attitudes towards this language.

As previously stated, the issue of the relationship between language attitudes and language exposure has not been explored thoroughly. Research in this area with respect to the Moroccan linguistic context is still lacking. Accordingly, this study aims to contribute to fill this gap in research more specifically on language attitude research in Morocco.

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### 3. Methodology

#### 3.1 Research design

The current study applied a mixed-method research design which employed quantitative and qualitative approaches into the research methodology. The “use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems and questions than either approach on its own” (Cohen, Manion & Morrison, 2018, p.32). In this study, the mixed-method approach adopted the ‘parallel mixed-method design’ to answer the following research question: “What are the language attitudes of Moroccan learners with different amounts of English-based school instruction towards English?” This study had a target population from which a sample was drawn: 344 secondary school learners. Due to the difficulty of accessibility to a larger population of students in the current study, the informants were recruited from accessible population (Ary, Jacobs, and Razavich, 2002). Nonprobability sampling (or nonrandom sampling) was employed as a process for selecting the sample for the quantitative part of the current study which utilized convenience and purposive sampling methods. As for the qualitative part of the study, 32 student informants were recruited for the interviews from the sample using both convenience sampling and purposive sampling. For the triangulation of data collection, data were collected using questionnaires and semi-structured interviews. Collected data were analyzed separately using quantitative and qualitative strategies. Quantitative data analysis (descriptive and inferential analyses) was carried out using SPSS (Statistical Package for Social Sciences) software-version 25.0, whereas qualitative data underwent content analysis. To generate complementary data, both analyses were converged through comparing the quantitative and qualitative findings.

#### 3.2 Participants

The sample from the target population is composed of 344 informants. The sample was selected from accessible population through direct administration of questionnaires. The easily accessible population for sampling was students belonging to several public and private lower and upper secondary schools, to which access was possible, in the area of Agadir, Morocco. Convenience and purposive sampling yielded a final sample of 344 informants belonging to the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades with different amounts of English-based school instruction. Thirty-two

students were selected for the interviews from this sample using both convenience sampling and purposive sampling. To draw a convenience sample for the interviews, the convenience sampling strategy was employed to collect qualitative data from the informants to whom the researcher has most convenient access during the quantitative data collection phase– from the 344 informants who responded to the questionnaires. The purposive sampling technique enabled the researcher to recruit informants who met specific criteria from the convenience sample. In this respect, the purposive sampling ensured the inclusion of three different groups of informants who had different amounts of English-based school instruction (9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders). Qualitative data gained through this sampling procedure helped the researcher to obtain further in-depth information on the quantitative results. It is worth mentioning that the participants’ willingness to be interviewed was taken into account while using convenience and purposive sampling procedures.

#### 3.2.1 Informants’ Grades

Table 1 illustrates frequencies for the informants’ grades. At the time of data collection, almost 40% of the informants belong to the 9<sup>th</sup> grade; nearly 37% of them were studying at the 10<sup>th</sup> grade, whereas almost 24% of the informants were 12<sup>th</sup> graders.

**Table 1:** Frequencies for the Informants’ Grades

Frequencies for grades					
		Frequency	Percent	Valid Percent	Cumulative Percent
Grades	9th Grade	135	39, 2%	39, 2%	39, 2%
	10th Grade	127	36, 9%	36, 9%	76, 2%
	12th Grade	82	23, 8%	23, 8%	100, 0%
	Total	344	100, 0%	100, 0%	

#### 3.2.2 Informants’ Amounts of English Instruction

Figure 1 displays the informants’ amounts of English school instruction. As it is clearly shown in Figure1, the informants belonging to the three groups (9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades) have different amounts of English instruction. The difference in these amounts of English instruction is manifested in the informants’ years of English-based school instruction in that, by the time of data collection, the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups had received an average of almost eight, two and a half, and eleven years of English-based school instruction, respectively.

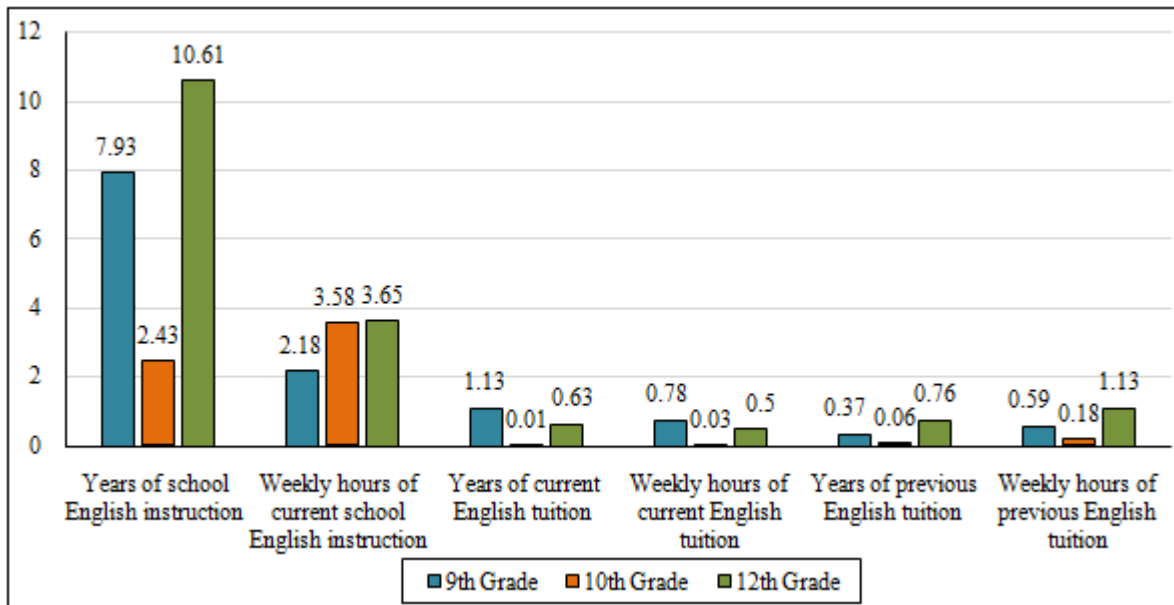


Figure 1: The Informants' Amounts of English Instruction (Means)

The amounts of school English instruction amongst the three groups are significantly different. According to a one-way between groups ANOVA test, there are statistically significant differences between the mean scores of the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups' amounts of school English instruction ( $F(2, 341) = 505.543, p = .000$ ) (see Table 2).

Table 2: One-way ANOVA Analysis of Means of the Three Groups' Amounts of School English Instruction

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3759,556	2	1879,778	505,543	,000
Within Groups	1267,953	341	3,718		
Total	5027,509	343			

### 3.3 Instruments

Two research instruments were employed in the current study: questionnaires and semi-structured interviews.

#### 3.3.1 Questionnaires

In the quantitative part of this study, data were collected using questionnaires. A survey questionnaire is the most appropriate research technique to collect data at one point in time (Creswell, 2002). Employing questionnaires in this study allowed not only a one-off data collection by administering a survey questionnaire to a large group of informants, but also provided information about the informants at the time data were collected (Woodrow, 2014). Additionally, one more advantage of using questionnaires is the possibility of providing required data relatively quickly (Gay, Mills, & Airasian, 2012).

A Likert-type questionnaire was deployed in this study to gather data about language attitudes towards English of Moroccan learners with different amounts of English-based instruction. The questionnaire consists of three main survey sections: (1) survey on the informants' demographic background, (2) survey on the informants' attitudes towards characteristics/attributes of English, and

(3) survey on the informants' attitudes towards English (see Table 3).

Table 3: Sections of the Student Questionnaire Instrument

Target Data	Instrument
1) Informants' demographics	a) Demographic survey
2) Attitudes towards the attributes of English	b) Survey on attitudes towards attributes of English [5-point Likert Likelihood Scale]
3) Attitudes towards English	c) Survey on attitudes towards English [5-point Likert Agreement Scale]

The demographic survey section (Section 1) in the questionnaire was designed for the purpose of obtaining information about the informants' background including age, languages spoken, grade, and amounts of English instruction. The responses to the items in this section were treated as descriptive data some of which were quantitatively used as useful data during the inferential analysis of the findings (see Appendix A).

Section two and three of the attitude questionnaire intended to conduct a detailed and comparative approach on language attitudes towards English amongst the three groups of informants (9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades) with different amounts of English-based school instruction. Section two measured attitudes towards English through a scale consisting of ten items which was adapted from attitude scales by Dewaele & Pena Diaz (2018) and Lasagabaster (2007) who based their attitude scales on Baker (1992). This section includes questions or items that intended to elicit data from the informants with regard to their views towards a number of characteristics/attributes of English. This section has a 5-point Likert attitude scale (a 5-point Likert Likelihood Scale) which was used to rate the informants' agreement with each of the 10 items given on a 0-to-4-point scale ranging from (0) 'not at all' to (4) 'extremely'. The informants were asked the following question: 'Please use the following scale to rate how much you think each attribute in the list in the table applies to English'. (see Appendix A).

Section three which measured language attitudes towards English adapted Aiestaran's (2003) attitude questionnaire, who based it on Baker's (1992) attitude questionnaire, to measure language attitudes towards Basque in Spain. This section includes 20 items containing statements reflecting positive (13 items) and negative (7 items) views about English and sought to elicit the level of agreement of the informants in the three groups with the items given using a 5-point Likert attitude scale (a 5-point Likert Agreement Scale)-a 0-to-4-point scale-ranging from '*strongly disagree*' (=0) to '*strongly agree*' (=4). The informants were asked the following question: '*to what extent do you agree with the following statements?*'. The two scales in section 2 and 3 yield an overall English language attitude score (total sum and total mean) based on the average responses on the 0-4 scale for all the items. The scales also yield an individual English language attitude score (individual means) for each of the items based on the average response on the 0-4 scale for each item (see Appendix A).

### 3.3.2 Interviews

In the qualitative part of this study, data were collected using semi-structured interviews. The reason for utilizing semi-structured interviews in this study is to obtain further in-depth information on the informants' language attitudes towards English, and, hence, gain a detailed understanding of these attitudes. Integrating qualitative research methods in this study was necessary and useful since there was a need for the researcher to focus on meaning in context (Merriam, 1998), or as Ridenour and Newman (2008) put it, "by adding the interviews, a more holistic understanding was possible" (p.33). On this basis, semi-structured interviews were developed as a means to explore aspects which the quantitative data could not address (Creswell, 2003). For this purpose, the semi-structured interview protocol included open-ended questions pertaining to the research question of this study.

The open-ended questions sought to gather complementary data in relation to the English-based attitudes of the informants with different amounts of English school instruction. More specifically, the open-ended questions were designed to probe for details and provide further data relevant to the following points (see Appendix B):

- a) Learners' perceptions of English.
- b) Learners' perceived importance of English at the present time and in the future of Morocco.
- c) Learners' views on English learning.
- d) Learners' views on English as a potential language of instruction.

Probing or follow-up questions were also used to expand on themes emerged during the process of conducting the interviews. This strategy made it possible to find out more details, and hence, deepen the knowledge and understanding of the information obtained. In addition, to gain deeper insight into the responses of the informants, the latter were encouraged to expand on any of the questions further.

## 3.4 Procedures

### 3.4.1 Data Collection

For the purpose of answering the research question of this study, two methods of data collection were used: questionnaires and interviews. The following section provides an account of the data collection procedure with regard to these two methods.

The questionnaires were administered to students from the target population in different public and private secondary schools in the area of Agadir to which access was possible at different times from October through December 2018. The period of data collection was extended to allow for larger student participation, and this mode of face-to-face questionnaire administration typically resulted in a high rate of response (return rate = 88, 8%). Incomplete survey questionnaires were excluded yielding a final sample of 344 informants. The average time length for the informants to complete the questionnaires did not exceed 20 minutes.

Through the concurrent mixed-method design adopted in this study, semi-structured interviews with students were conducted independently and in parallel with administering the questionnaires. Thirty-two students participated in the interviews which were carried out throughout the three-month period of data collection-from October to December 2018. The interviews took place in the same public and private secondary schools where the questionnaires were administered. All the interviews followed the semi-structured interview protocol form (see Appendix B). Each interview consisted of a one-time session which lasted for approximately 25 minutes. On obtaining written informed consent from the informants, all the interviews were recorded on a digital audio recorder. Following taped data collection, the tape recordings were transcribed for the sake of coding.

Prior to commencing the data collection procedures in the current study, ethical clearance was obtained from the informants as they were assured about the confidentiality and anonymity of their answers.

### 3.4.2 Data Analysis

#### 3.4.2.1 Quantitative Analysis

The data collected was computer coded and entered into an SPSS database which was created in this regard. Data was analyzed using SPSS (Statistical Package for Social Sciences) 25.0. Data was analyzed using descriptive and inferential statistical analyses. Descriptive statistical analysis (percentages and mean scores) allowed for conducting a descriptive comparison of the extent to which English-based attitudes of the three groups with different amounts of English school instruction vary among the informants. Inferential statistical analysis allowed for a statistical comparison of the findings on the attitudes towards English. The inferential statistical analysis was used to conduct a *one-way between groups ANOVA* test to determine whether there are any statistically significant differences between the mean scores of attitudes towards



English of the informants (9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups) with different amounts of school English instruction-the level of significance was set at  $p < 0.01$ . The inferential statistical analysis was also carried out to determine whether there is any significant relationship between the informants' different amounts of school English instruction and their attitudes towards English. To confirm or disconfirm this potential relationship, a *Spearman's rank correlation coefficient* test analysis (*Spearman's rho*, for short) was conducted-the level of significance was set at  $p < 0.01$ . It is worthy of note that the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups received significantly different amounts of English classroom instruction (see the results of the One-way ANOVA analysis of the means of the three groups' amounts of school English instruction in Table 2).

### 3.4.2.2 Qualitative Analysis

The qualitative analysis of the data obtained from the interviews went through a multi-stage process. Prior to analyzing the interview data, the interview responses were initially recorded using digital audio recording – audio recording is often utilized to allow for more consistent transcription (Creswell, 2012). The following phase undertook audio transcription – a process where the informants' recorded responses were converted into written text. The following procedure, at the level of the individual-case analysis, was coding individual transcripts of the recorded interviews. Through the process of coding, the qualitative data were broken down into smaller text units. The text units were categorized and classified through marking and referencing them with codes and labels. Following the individual case analysis, a cross-case analysis was conducted by comparing all the individual analyses to one another as a way to indicate and identify emerging themes and patterns. In this phase, the categorization of data allowed for the classification of ideas and concepts (attitudes) through grouping the data into themes and patterns-through putting the pertinent text units together. Once the categories (themes and patterns)

were formed, it was possible to analyze the data in an accurate and reliable way through examining concepts in the data, comparing them to each other, and making connections between the data, which accordingly helped to construct meaning and understanding of the qualitative data (Gay, Mills, and Airasian, 2012).

## 4. Findings

### 4.1 Quantitative Analysis of the Questionnaire Findings

The following sub-section contains descriptive and inferential analyses of the findings obtained from the questionnaires.

#### 4.1.1 Descriptive Analysis

The analysis in this sub-section explores data obtained from the questionnaire on language attitudes towards English. This sub-section conducts a comparative descriptive analysis on language attitudes towards English amongst the three groups of informants with different amounts of English school instruction.

##### 4.1.1.1 Learners' Attitudes towards Positive Views about English

As it is shown in Table 4, a close look into the individual mean scores of agreement with items reflecting positive views about English scored by the three groups clearly indicate that they are very positive in a very similar way among the three groups. Twelve out of the 13 items obtained scores higher than 3 out of 4 except one item, statement 11, which scored lower, but still above average, amongst the three groups with a score 2.84, 2.65, and 2.90 per the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades, respectively. The total mean scores are also very positive in that they are very high with very slight differences amongst the three groups.

**Table 4:** Mean Scores of the Informants' Agreement with Items Reflecting Positive Views about English

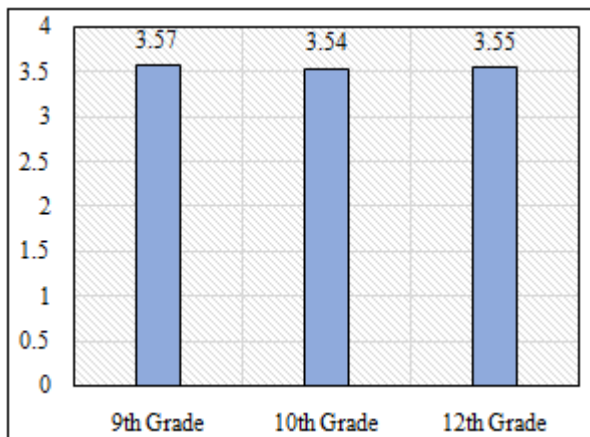
Items	Mean scores*		
	9th Grade	10th Grade	12th Grade
Statement 1: English is a language worth learning.	3, 90	3, 86	3, 84
Statement 2: Learning English is beneficial and necessary at the present time.	3, 79	3, 79	3, 87
Statement 3: English language teaching and learning in Morocco contribute to the development of the country.	3, 63	3, 54	3, 35
Statement 4: Speaking English helps people get more job opportunities.	3, 59	3, 55	3, 44
Statement 5: I like speaking English.	3, 57	3, 67	3, 46
Statement 6: I like to hear English spoken.	3, 56	3, 58	3, 49
Statement 7: I like watching and listening to TV and radio programs in English.	3, 23	3, 15	3, 27
Statement 8: I enjoy learning English.	3, 61	3, 47	3, 55
Statement 9: I would like to learn as much English as possible.	3, 76	3, 69	3, 73
Statement 10: I would like to be able to speak and read in English.	3, 75	3, 81	3, 71
Statement 11: I would like English to be the language of instruction in the Moroccan schools especially for scientific subjects.	2, 84	2, 65	2, 90
Statement 12: English should be learned at an early age.	3, 58	3, 63	3, 80
Statement 13: English should be taught at all levels in all Moroccan schools without exception.	3, 58	3, 65	3, 70
Total mean score*	3, 57	3, 54	3, 55

Note. \*Maximum = 4

As Figure 2 shows, the three groups' total mean scores of agreement with the 13 items aforementioned clearly

demonstrate the great extent to which these total mean scores are close to each other (the 9<sup>th</sup> grade group with

3.57, the 10<sup>th</sup> grade group with 3.54, and the 12<sup>th</sup> grade group with 3.55). The fact that the participants belonging to the three groups rated the 13 items that reflect positive views about English with very high scores, with very slight differences between these scores, implies that the attitudes of the participants towards the 13 items are very positive with almost the same degree regardless of their different amounts of English instruction.



**Figure 2:** Total Mean Scores of the Informants' Agreement with Items Reflecting Positive Views about English

#### 4.1.1.2 Learners' Attitudes towards Negative Views about English

Table 5 demonstrates the individual mean scores of agreement (mean scores of disagreement with reversed items are included) with items reflecting negative views about English scored by the three groups. All the participants' individual mean scores of agreement that are attributed to the 7 items, without exception, that reflect negative views about English are low in the sense that they did not exceed 1.50 out of 4 (2 is the average). In this respect, it is worth mentioning that the lower the score is, the stronger the participants' disagreement with the item is. For ease of readability, understanding and interpreting the scores, reverse scoring is also added and applied to compute the mean scores of the individual reversed items or rating scales from which the total mean score of the summated scale is also computed. Reverse scoring, as Table 5 illustrates, allowed us to clearly perceive the extent to which the participants disagree with the items that are unfavorable for English. Thus, with reverse scoring, the higher the score is the stronger the participants' disagreement with the items is. In other words, the higher the score is the more positive the attitudes the participants hold towards English are. Accordingly, the findings reveal that the participants from the three groups hold negative attitudes towards the items that are unfavorable for English (reversed items that reflect negative views about English). Additionally, the individual mean scores rating the attitudes of the participants among the three groups towards each of the 7 items are in close proximity with each other.

**Table 5:** Mean Scores of the Informants' Agreement (and Disagreement\*\*) with Items Reflecting Negative Views about English

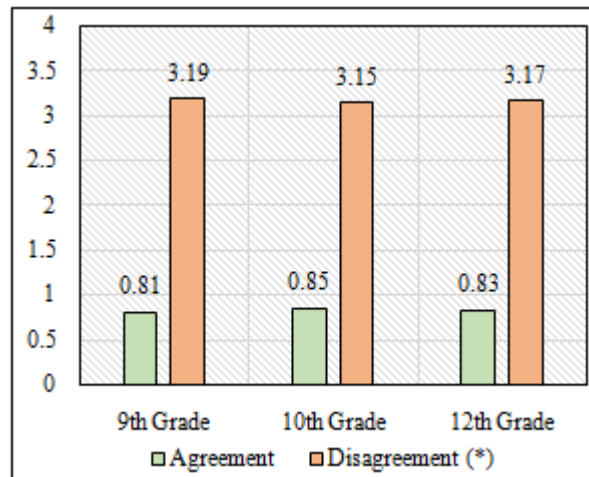
Items	Mean scores*		
	9th Grade	10th Grade	12th Grade
Statement 14: I am learning English because my family wants to.	1, 49 (2, 51) **	1, 48 (2, 52) **	1, 13 (2, 87) **
Statement 15: English is a difficult language to learn.	1, 03 (2, 97) **	1, 03 (2, 97) **	1, 12 (2, 88) **
Statement 16: Learning English is a waste of time.	0, 30 (3, 70) **	0, 36 (3, 64) **	0, 28 (3, 72) **
Statement 17: There are far more important languages to learn than English.	1, 18 (2, 82) **	1, 22 (2, 78) **	1, 33 (2, 67) **
Statement 18: There are far more beneficial, more useful, and more necessary languages to learn than English.	1, 07 (2, 93) **	1, 33 (2, 67) **	1, 38 (2, 62) **
Statement 19: I do not want to learn English as I am not likely to need it or ever use it.	0, 39 (3, 61) **	0, 35 (3, 65) **	0, 28 (3, 72) **
Statement 20: I dislike learning English.	0, 24 (3, 76) **	0, 16 (3, 84) **	0, 32 (3, 68) **
Total mean score*	0, 81 (3, 19) **	0, 85 (3, 15) **	0, 83 (3, 17) **

Note. \*Maximum = 4

Note. \*\* Reverse scoring (mean and total mean scores of disagreement with items reflecting negative views about English)

Figure 3 illustrates the participants' total mean scores of agreement and disagreement with the 7 items that are unfavorable for English reported by the 9<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grade groups and the great extent to which these total mean scores are similar to each other (the 9<sup>th</sup> grade group with 0.81 (3.19), the 10<sup>th</sup> grade group with 0.85 (3.15), and the 12<sup>th</sup> grade group with 0.83 (3.17)). As it is clearly indicated in Figure 3, the three groups rated their agreement with the 7 items that reflect negative views

about English with very low total mean scores and their disagreement with the same items with high total mean scores. In addition to that, the difference between these scores is very trivial. This implies the fact that the attitudes of the informants towards the 7 items that are unfavorable for English are very negative and with almost the same extent irrespective of their different amounts of English instruction.



Note. \* Reverse scoring

**Figure 3:** Total Mean Scores of the Informants' Agreement and Disagreement with Items Reflecting Negative Views about English

On the basis of the findings analyzed in this sub-section, it is obvious that the informants' level of agreement and disagreement with the positive and negative views about English, respectively, is almost identical amongst the three groups. This suggests that the informants hold positive attitudes in approximately the same way towards English irrespective of their different amounts of English instruction.

**4.1.1.3 Learners' Attitudes towards the Characteristics of English**

Table 6 shows the individual mean scores of the informants' agreement with various features about English reported by the three groups. In accordance with the findings reported in Table 6, the individual mean scores that correspond to each of the 10 items about English are very high among the three groups that 9 out of 10 items scored higher than 3 out 4 (2 is the average score), apart from one item with a score closer to 3. In addition, the individual mean scores along with the total mean scores reported by the three groups are also in close proximity with each other with minor differences.

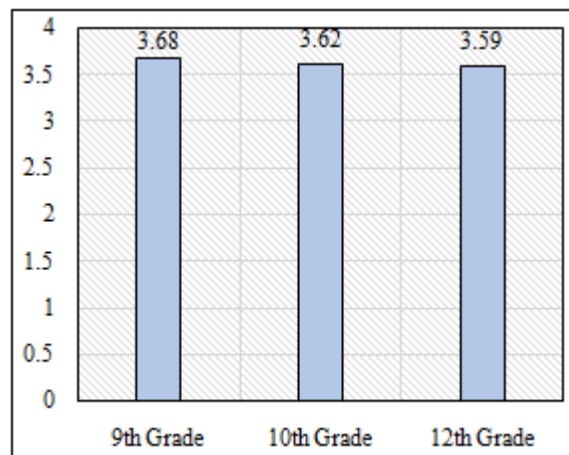
**Table 6:** Mean Scores of the Informants Agreement with Characteristics of English

Items	Mean scores*		
	9th Grade	10th Grade	12th Grade
Statement 1: English is a useful and practical language.	3, 79	3, 71	3, 76
Statement 2: English is a sophisticated language.	3, 81	3, 84	3, 73
Statement 3: English is an esteemed (prestigious) and valuable language.	3, 79	3, 81	3, 78
Statement 4: English is an important language to learn.	3, 77	3, 76	3, 71
Statement 5: English is a modern language.	3, 75	3, 71	3, 71
Statement 6: English is a rich language.	3, 73	3, 56	3, 57
Statement 7: English is an easy language to learn.	2, 93	2, 90	2, 89
Statement 8: English is a distinguished (special and unique) language.	3, 72	3, 58	3, 45
Statement 9: English is an interesting language.	3, 72	3, 61	3, 61
Statement 10: English is a beautiful and fascinating (attractive) language.	3, 77	3, 76	3, 71
Total mean score*	3, 68	3, 62	3, 59

Note. \*Maximum = 4

As Figure 4 illustrates, the individual mean scores of the participants' agreement with the 10 attributes of English yielded a total mean score of 3.68, 3.62, and 3.59 out of 4 for the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups, respectively-with

higher scores indicating more agreement. In this regard, it is worth mentioning that the total mean scores attributed to each of the three groups are high and the difference between these scores is very small.



**Figure 4:** Total Mean Scores of the Informants' Agreement with Characteristics of English

In summary, the descriptive analysis of the results in this sub-section indicates not only that the participants belonging to the three groups hold positive attitudes towards the attributes of English, but also the fact that the attitudes of each of the three groups are similar to each other and with approximately the same level regardless of the fact that these groups received different amounts of English instruction.

#### 4.1.2 Inferential Analysis

This sub-section presents the findings of the inferential analysis conducted on language attitudes towards English amongst the three groups. In this sub-section, the levels of English-based attitudes of the three groups are compared to one another to find out whether there are any (a) statistically significant differences in the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade informants' levels of attitudes towards English, and whether there is any (b) statistically significant association between the three groups' different amounts of English school instruction and their positive attitudes towards

English. It is worthy of note that the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups received significantly different amounts of English classroom instruction (see the results of the One-way ANOVA analysis of the means of the three groups' amounts of school English instruction in Table 2).

#### 4.1.2.1 Comparison of the Attitudes of Learners in the Three Groups with Different Amounts of English School Instruction towards English

Table 7 presents an overview of the total mean scores (with Standard Deviation) of the attitudes of the informants in the three groups (9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades) towards English: the three groups' levels of agreement with characteristics of English and items reflecting positive and negative views about English. Accordingly, the inferential analysis in this section compares the attitudes of the informants in the three groups towards English by looking into any statistically significant differences in the mean values of the attitudes of the three groups.

**Table 7:** Means and Standard Deviations for the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> Grade Groups' Attitudes Towards English

Descriptive Statistics				
Groups		Mean scores of agreement with the characteristics of English	Mean scores of agreement with items reflecting positive views about English	Mean scores of agreement with items reflecting negative views about English
9th Grade	Mean*	3, 68	3, 57	0, 81
	N	135	135	135
	Std. Deviation	0, 47	0, 58	0, 60
10th Grade	Mean*	3, 62	3, 54	0, 85
	N	127	127	127
	Std. Deviation	0, 46	0, 41	0, 53
12th Grade	Mean*	3, 59	3, 55	0, 83
	N	82	82	82
	Std. Deviation	0, 53	0, 42	0, 66
Total	Mean*	3, 64	3, 55	0, 83
	N	344	344	344
	Std. Deviation	0, 48	0, 48	0, 59

Note. \*Maximum = 4

The one-way between groups ANOVA test was conducted to see whether there are any statistically significant differences between the mean scores of attitudes towards English of the informants belonging to the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups. As determined by the one-way between groups ANOVA, it was concluded that there were no

statistically significant differences between group means of (a) agreement with characteristics of English ( $F(2, 341) = 0.913, p=.402$ ), (b) agreement with items reflecting positive views about English ( $F(2, 341) = 0.102, p=.903$ ), and (c) agreement with items reflecting negative views about English ( $F(2, 341) = 0.099, p=.906$ ) (see Table 8).



**Table 8:** One-way ANOVA Analysis of Means of the Three Groups' Attitudes towards English

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Mean scores of agreement with characteristics of English	Between Groups	,423	2	,211	,913	,402
	Within Groups	78,926	341	,231		
	Total	79,349	343			
Mean scores of agreement with items reflecting positive views about English	Between Groups	,048	2	,024	,102	,903
	Within Groups	79,854	341	,234		
	Total	79,902	343			
Mean scores of agreement with items reflecting negative views about English	Between Groups	,069	2	,034	,099	,906
	Within Groups	118,861	341	,349		
	Total	118,929	343			

On the basis of the analysis conducted in this sub-section in relation to the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade informants' attitudes towards English, it can be concluded that there were no statistically significant differences between the levels of attitudes towards English of the three groups with significantly different amounts of English instruction.

**4.1.2.2 Correlation between the Learners' Amounts of English Instruction and their Attitudes towards English**

In this study, the Spearman's rank correlation coefficient (Spearman's rho, for short) was run to determine whether

there is any significant relationship between the informants' different amounts of English instruction and their attitudes towards English. In other words, the Spearman's rho correlation coefficient was conducted to measure the strength and direction of association that might exist between the two variables aforementioned. Table 9 offers a detailed description of the means and standard deviation of both the informants' amounts of English school instruction and their mean scores of agreement with characteristics of English.

**Table 9:** Descriptive Statistics (Means and Standard Deviations) of the Informants' Amounts of English Instruction and Mean Scores of Agreement with Characteristics of English

	Mean	Std. Deviation	N
The informants' years of English school instruction	6,54	3,829	344
The informants' mean scores of agreement with characteristics of English	3,6378	,48098	344

According to Table 10, there was almost a no/negligible correlation ( $r_s = 0.064$ ) between the informants' amounts of English school instruction ( $M = 6.54$ ,  $SD = 3.829$ ) and their mean scores of agreement with the attributes (characteristics) of English ( $M = 3.6378$ ,  $SD = 0.48098$ ) which was statistically insignificant ( $r_s = 0.064$ ,  $n = 344$ ,  $p = 0.239$ ). The Spearman's rank correlation coefficient ( $r_s$ ) is 0.064 and it is not statistically significant since the significance value 0.239 is greater than the level of

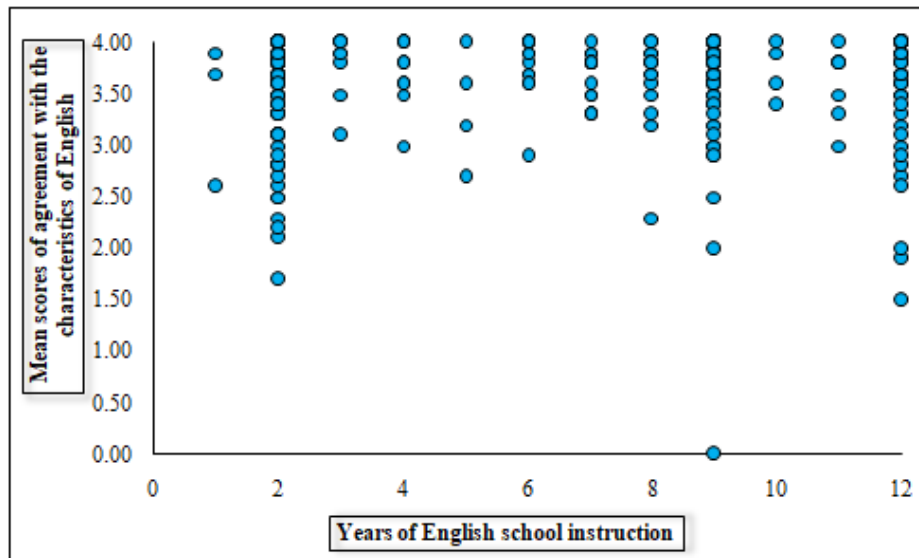
significance ( $p$ -value,  $P = .01$ ) which is at the level of 0.01 ( $P > .01$ ). Therefore, it is not significantly different from zero. Based on these findings, we can conclude that almost a no/negligible correlation was observed between the informants' amounts of English instruction and their mean scores of agreement with the characteristics of English, and that it is not statistically significant. Accordingly, there is not enough evidence to say that neither this correlation exists in the sample, nor this correlation is significant.

**Table 10:** Correlations (Spearman's rho) Between the Informants' Amounts of English Instruction and Mean Scores of Agreement with Characteristics of English

Correlations				
			Years of English school instruction	Mean scores of agreement with characteristics of English
Spearman's rho	Years of English school instruction	Correlation Coefficient	1,000	,064
		Sig. (2-tailed)	.	,239
		N	344	344
	Mean scores of agreement with characteristics of English	Correlation Coefficient	,064	1,000
		Sig. (2-tailed)	,239	.
		N	344	344

Figure 5 displays the scatter plot of the informants' mean scores of agreement with the characteristics of English by years of English school instruction. As Figure 5 clearly displays, the dots neither seem to be a particular pattern (it is neither linear nor non-linear) nor follow a specific direction (it is neither positive nor negative). This does not

indicate that these dots are related to each other since they seem to have absolutely no correlation. Accordingly, these findings indicate that there is no association between these variables: the informants' amounts of English school instruction and their mean scores of agreement with the attributes of English.



**Figure 5:** Scatter Plot of the Informants' Mean Scores of Agreement with Characteristics of English by Years of English Instruction

Table 11 presents a detailed description of the means and standard deviation of both the informants' years of English school instruction and their mean scores of agreement and

disagreement with items reflecting positive and negative views about English.

**Table 11:** Descriptive Statistics (Means and Standard Deviations) of the Informants' Amounts of English Instruction and Mean Scores of Agreement and Disagreement with Items Reflecting Positive and Negative Views about English

	Mean	Std. Deviation	N
The informants' years of English school instruction.	6, 54	3, 829	344
The informants' mean scores of agreement and disagreement with items reflecting positive and negative views about English.	3, 4179	, 43938	344

In accordance with Table 12, almost a no/negligible correlation ( $r_s = 0, 034$ ) was observed between the participants' amounts of English school instruction ( $M = 6.54, SD = 3.829$ ) and their mean scores of agreement and disagreement with items reflecting positive and negative views about English ( $M = 3.4179, SD = 0.43938$ ). The correlation between these two variables was not statistically significant ( $r_s = 0, 034, n = 344, p = 0.525$ ). The Spearman's rank correlation coefficient ( $r_s$ ) which is 0.034 is not statistically significant since the significance value 0.525 is greater than the level of significance ( $p$ -

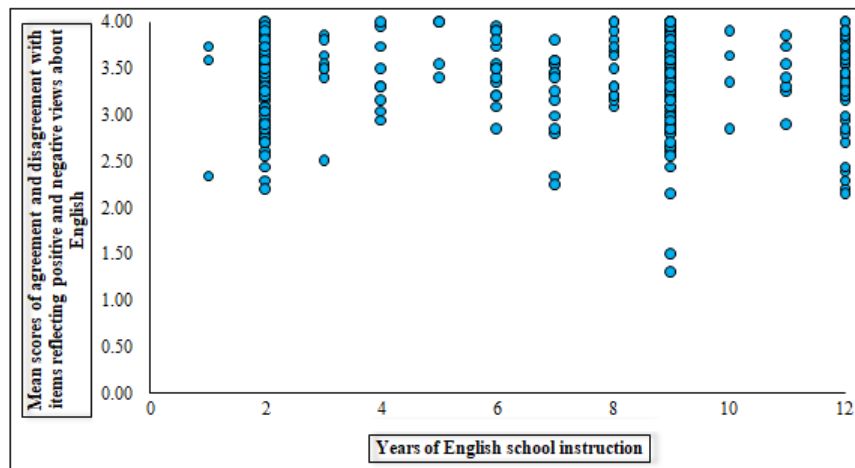
value,  $P=.01$ ) which is at the level of 0.01 ( $p>.01$ ). Accordingly, it is not significantly different from zero. Taking these findings into account, we can conclude that there is almost a no/negligible correlation between the informants' amounts of English school instruction and their mean scores of agreement and disagreement with items reflecting positive and negative views about English, and that it is not statistically significant. On account of this, we can say that there is not enough evidence to suggest that the correlation we observed is statistically significant and exists in the sample.

**Table 12:** Correlations (Spearman's rho) Between the Informants' Amounts of English Instruction and Mean Scores of Agreement and Disagreement with Items Reflecting Positive and Negative Views about English

Correlations				
			Years of English school instruction	Mean scores of agreement and disagreement with items reflecting positive and negative views about English
Spearman's rho	Years of English school instruction	Correlation Coefficient	1, 000	, 034
		Sig. (2-tailed)	.	, 525
		N	344	344
	Mean scores of agreement and disagreement with items reflecting positive and negative views about English	Correlation Coefficient	, 034	1, 000
		Sig. (2-tailed)	, 525	.
		N	344	344

Figure 6 demonstrates the scatter plot of the informants' mean scores of agreement and disagreement with items reflecting positive and negative views about English by years of English school instruction. As Figure 6 clearly illustrates, the dots seem neither to take a particular pattern (it is neither linear nor non-linear) nor follow a specific direction (it is neither positive nor negative). This suggests

that these dots are not related to each other as it does not seem that they have a certain correlation. On account of this, these results indicate that there exists no relationship between these variables: the informants' amounts of English school instruction and their mean scores of agreement and disagreement with items reflecting positive and negative views about English.



**Figure 6:** Scatter Plot of the Informants' Mean Scores of Agreement and Disagreement with Items Reflecting Positive and Negative Views about English by Years of English School Instruction

Taking the findings in this section into account, the inferential analysis conducted herein provided enough evidence that there were no statistically significant differences in the levels of attitudes of the informants towards English regardless of their significantly different amounts of English school instruction. Furthermore, according to the findings in this section, there is clear evidence that there is no correlation between the informants' different amounts of English school instruction and their similarly high level of positive attitudes towards English.

#### 4.1.3 Summary of the Quantitative Findings

To sum up and in light of the results demonstrated in the descriptive and inferential analyses, the three groups of informants hold very positive attitudes towards English in a very similar way irrespective of their different amounts of English school instruction. Interestingly, the results aforementioned revealed that the 10<sup>th</sup> grade group which is the group with the minimum amount of English school instruction ranked second after the 9<sup>th</sup> grade group and before the 12<sup>th</sup> grade group in terms of the informants' positive attitudes towards the characteristics of English. As for the participants' attitudes towards the items that are favorable and unfavorable for English, the 10<sup>th</sup> grade group scored high and almost the same as the 9<sup>th</sup> and 12<sup>th</sup> group both on the scores of agreement and disagreement with the items that reflect positive and negative views of English, respectively. Finally, the findings from both the *one-way between groups ANOVA test* and *Spearman's rank correlation coefficient* provided enough evidence that (a) there is no statistically significant differences in the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade informants' levels of attitudes towards English although their amounts of English school instruction are significantly different, and that (b) there is no statistically significant correlation between the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade groups' different amounts of English school instruction and their similar high level of positive attitudes towards English.

#### 4.2 Qualitative Analysis of the Interview Findings

This sub-section presents the qualitative analysis of the findings from the interview responses regarding the

attitudes of the interviewees with different amounts of English school instruction towards English.

##### 4.2.1 Learners' Perceptions of English

In response to the question: 'how can you describe English? and whether it is worth learning or not?', all the interview participants belonging to the three groups perceived English in a similarly positive way. A common view amongst all those interviewed alluded to the instrumentality and functionality attributes of English such as being the language of international communication, the most widely used language in science, technology, internet, commerce, and business, and the working language in employment internationally. According to the responses from the three groups, these attributes present English as a useful, practical, and indispensable language for the interviewees, all of whom agreed that it is worth learning. The following excerpts illustrate some of the responses from the three groups. A 9<sup>th</sup> grade interviewee said: "English is one of the most important languages if not the most important of all that everyone must learn because it is the language of communication and contact between the countries". A 10<sup>th</sup> grade interviewee stated: "English is an international language. It is also modern and well developed. It is the language of science. It is worth learning". A 12<sup>th</sup> grade interviewee indicated that "English is very important because it is an international language", he continued saying: "through English I can discover a lot of new things online...and thanks to English I can have more opportunities to study and work abroad. It must be learned".

##### 4.2.2 Learners' Perceived Importance of English at the Present and in the Future of Morocco

The overall responses to the questions that targeted the interviewees' perceived importance of English were similarly very positive amongst the respondents in the three groups. When the respondents were asked to indicate the most important language for them, their responses came up similar in that English was the most important language for all the three groups. Furthermore, the majority of the respondents in each group who responded to the question 'which language do you think is currently

important in Morocco and why?’ similarly felt that English is an important language at the present time in the country due to its instrumental benefits for education, employment, and economy, to name but a few. One participant from the 9<sup>th</sup> grade group commented: “English is currently important in Morocco because it is demanded in various domains such as education and employment”. Another interviewee from the 10<sup>th</sup> grade alluded to the fact that “English has now become a prerequisite for many jobs in the country”. Another respondent from the 12<sup>th</sup> grade group stated that “nowadays English is an important language for Moroccans especially students and job seekers, and for the development of the whole country in general in terms of economy, tourism, and industry”.

In response to the question ‘which language do you think will be important in the future of Morocco and why?’, all the respondents from the three groups without exception projected English to be the most important language in the future in Morocco. In all cases, the interviewees exhibited common awareness of the instrumentality and functionality attributes of English which, according to the interviewees from the three groups, would make it become the most influential language in the future of the country in a number of spheres, for instance, higher education, employment, and business. For example, one interviewee from the 9<sup>th</sup> grade group said: “English is already important in Morocco and will be of more importance in the future because everyone now is aware of its importance that surpasses French. The country needs to keep up with the world that speaks English”. In one case, a 10<sup>th</sup> grade interview participant commented: “English will be the most important language in the future because it is the language of sciences. Education will be developed with more use of English. Morocco’s economy and businesses will also be developed with the use of English”. Another respondent from the 12<sup>th</sup> grade group stated: “English will be more important in the future because a lot of growing businesses in Morocco depend on English which will help Morocco work with other English-speaking countries. English will help Morocco open up more to the world economically”.

#### **4.2.3 Learners’ Attitudes towards English Learning**

The interview respondents from the three groups were asked three questions in relation to the importance of English learning. In response to the first question ‘which language do you think is the most important to learn and why?’, English seems to be the most important language to learn amongst the respondents in each group. When asked about their most preferred language to learn or study at school (which language do you prefer to learn more frequently at school and why?), all the three groups displayed similar preferences for receiving maximized amount of English classroom instruction. In response to the third question ‘which language do you think its learning is useful, beneficial, and practical for your academic and professional future life?’, similar responses were elicited which echoed a common positive view, amongst the three groups, on the usefulness and importance of English learning for the interviewees’ academic and professional future. Accordingly, learning

English is equally believed and projected by the three groups to have significant positive impact on their future academic and professional achievements.

There was a sense of similar instrumental orientations amongst the three groups towards English learning while responding to each of the three questions above-mentioned. In this regard, similar reasons were recurrently given by the three groups in which the interview participants on the whole demonstrated an instrumental motivation for learning English which is aimed at bringing about rewarding results academically and professionally, for instance in higher education and employment. To illustrate, responses to the three questions included:

A 9<sup>th</sup> grade interviewee said:

for me, learning English is considered more important than any other language because it is the language of the future in Morocco. Most of the countries in the world, especially the developed ones speak English...Thus, I prefer to study English more frequently to master it and use it in my future studies...I also think learning English is necessary and will be beneficial for my professional life in the future. It is the number one language of science, technology, and business in the world.

A 10<sup>th</sup> grade interview participant stated:

I think the most important and useful language to learn for my future studies is English simply because it is the language of science and to study scientific subjects properly, I need to learn English. Learning English will be also useful for my future job because it will be widely used in the Moroccan job market in the future. That is why learning English is considered the most important amongst all other languages because it is a universal language and the most widely spoken in the world.

A 12<sup>th</sup> grade interviewee commented:

Unfortunately, the number of English classes we have at school is not enough! That is why I would like to have more and more English classes per week. I want to master English because it is an important language especially in higher education and employment, and it will be the most important language in the future. English is an international language, therefore speaking it fluently will help me find a job anywhere in the world not just in Morocco.

#### **4.2.4 Learners’ Attitudes towards English as a Potential Language of Instruction**

The interviewees in the three groups were asked the following question: ‘which language do you prefer to be the language of instruction in Moroccan education and why?’. English seems to be one of the most preferred languages amongst the languages opted for as potential mediums of instruction by the three groups. Furthermore, the respondents in each group exhibited similar positive views on the usefulness of integrating English in teaching content subjects notably the scientific and technical ones. Additionally, the three groups equally alluded to the instrumental and functional attributes of English which makes its use as a means of instruction in education



significantly indispensable, especially in higher education. Using English in teaching was also viewed by the three groups as professionally and economically rewarding in the future. One of the 9<sup>th</sup> grade interviewees said: "English should serve as the language of classroom instruction because we will need it in higher education anyway! Many schools in higher education use English in teaching. So, why not using it in secondary and primary education, too?". A respondent from the 10<sup>th</sup> grade group commented: "I prefer English to be used as a medium of instruction in Moroccan schools and at all levels. It will be beneficial for us in the future; academically in post-baccalaureate studies and professionally when seeking jobs nationwide or abroad". A 12<sup>th</sup> grade interviewee stated: "I am for using English as a language of instruction in the Moroccan educational system. Switching to English will contribute to the development of Morocco's education, employment, and economy as is the case with some African countries".

#### 4.2.5 Summary of the Qualitative Findings

The attitudes of the interview participants belonging to the three groups with different amounts of English school instruction appear to be similarly positive towards English. The similarity between the attitudes of the three groups is manifested in terms of their positive perceptions and perceived importance of English and positive views on English learning and English as a potential language of instruction. The attitude similarity between the three groups which recurred throughout the qualitative dataset from the interviews confirm the quantitative findings which found no statistically significant differences in the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> groups' attitudes towards English and no statistically significant association between the three groups' different amounts of English school instruction and their similarly positive attitudes towards English.

### 5. Discussion

To the researchers' best knowledge, this is the first study to investigate the relationship between students' English-based language attitudes and their amounts of English-based school instruction in Morocco. Hence, this research presents a novel view of the correlation between these two variables as far as language attitudes in the Moroccan context are concerned. Interestingly in this regard, the originality of the current study lies in the fact that one of its most striking findings to emerge from the data comparison is that there were no statistically significant differences in the levels of the informants' positive attitudes towards English despite the fact that their amounts of English school instruction were significantly different as it is shown by the one-way between groups ANOVA test that was conducted in this regard. Furthermore, the second most intriguing observation to emerge from the data analysis is that no statistically significant correlation was found between the informants' significantly different amounts of English-based school instruction and their English-based positive language attitudes whose values are similarly high as it is revealed by the Spearman's rho correlation coefficient that was run in this respect.

Taken as a whole, the findings from the current study show that the informants' amounts of English-based school instruction did not affect their attitudes towards English. The current study does not support previous research in this area. In fact, these findings refute previous results reported by Dewaele and Pena Diaz (2018) whose study investigated sources of variation in Galician multilinguals' attitudes towards multiple languages including English. The researchers concluded that the student informants in their study "who had more exposure to English through television and film had significantly more positive attitudes towards that language. . . The same pattern emerged for French" (p.49).

In fact, contrary to what is reported by the current study, Dewaele and Pena Diaz (2018) argue that the quantity of exposure to English, as one of the foreign languages explored, through film and television among the informants in their study was linked to more positive attitudes towards the language. However, it is important to highlight the fact that it remains unclear whether the quantity of exposure is the direct cause for the positive attitudes towards English in Dewaele and Pena Diaz's study as admitted by the researchers who clearly stated that "This is obviously not a direct cause-effect relationship, as more positive attitudes towards French or English might be the reason why participants would tune in to these channels rather than channels in the local languages" (p.53). In this regard, they further clarified this point noting that "Those who had stayed in English speaking countries displayed more positive attitudes towards the language, but that was not the case for French" (p.53). This interpretation in fact concurs with and confirms, though partially, the findings from the current study on this matter that were referred to earlier.

Tragant and Muñoz (2000) noted that the learners, in their study, who had more hours of exposure to English also held more positive attitudes towards the language. The results from the current study obviously do not support their observation. In fact, a closer look at the three groups of informants in the present study reveals that their language attitudes towards English are equally very favorable without any statistically significant differences in their similarly high values despite their significantly different amounts of English-based school instruction, as it is shown in the inferential analysis of this study.

Since the inferential analysis of the current study did not identify any statistically significant differences between the three groups' language attitudes towards English and the fact that no correlation was detected between the three groups' language attitudes towards English and their significantly different amounts of English-based school instruction, these results imply that the three groups' positive attitudes towards English could have been influenced by other factors rather than the amount or length of English instruction. There are several possible explanations for this apparent lack of correlation between the informants' English-based language attitudes and their different amounts of English-based school instruction. A reasonable explanation for this may be that the informants' high awareness of the instrumental and pragmatic aspects

or benefits of English, that they demonstrated in this study, played a significant role in equally shaping their positive language attitudes towards English more than did their amounts of English instruction. In fact, data yielded by the qualitative analysis of the interviews support evidence provided by the descriptive and inferential analyses of the questionnaire data. In this regard, it is interesting to note that the qualitative dataset from the interviews showed a similarity in the attitude of the interviewees belonging to the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> groups towards English in terms of a number of aspects. More precisely, based on the interview data, the attitude qualitative similarity between the three groups is demonstrated in respect to their:

- a) Positive perceptions of English.
- b) Perceived importance of English.
- c) Positive views on English learning.
- d) Positive views on English as a potential language of instruction.

Additionally, it is worthy of note that there was a similar awareness of the instrumental/functional attributes of English amongst the 9<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade interviewees. The interviewees' instrumental motivation for English is believed to be driven by their similar perceived instrumentality of the language. Accordingly, the role of the interviewees' instrumental orientations towards English further supports the idea that the lack of correlation between the informants' positive attitudes towards English and their significantly different amounts of English-based school instruction is attributed to the motivational effect of the informants' similar perceived instrumentality of English.

It can thus be suggested, as it is shown by the current study, that the impact of the length or amount of English instruction on the informants' language attitudes towards English is diminished in comparison to the awareness of the instrumental and pragmatic aspects of the English language, which seems to have the most significant effect on their English-based language attitudes. On account of this, educational policy makers should be aware of the fact that Moroccan students hold higher awareness of the importance of English for their academic and educational paths and future careers irrespective of the amount of English school instruction they receive.

Therefore, this high awareness of the potential usefulness of English in Morocco which the informants in this study exhibited is highly likely to reflect the general trend of Moroccan students' positive attitudes towards English regardless of their level of English or amounts of English school instruction. Based on these findings, there is evidence that Moroccan students have an apparent predisposition towards learning English which is reflected by their highly positive language attitudes towards this language. Accordingly, it is recommended that the policy of education adopted in Morocco be more favorable to English by embracing Moroccan students' predisposition towards learning English. This could be achieved by adopting promising English curricula and syllabi that tally with the requirements of the globalized job market, and which should provide Moroccan students with the

necessary linguistic skills that would benefit their English learning in a way that would encourage them to not only learn English, but to master it as well. This step, if taken seriously by decisions-makers and education stakeholders would certainly help, though partially, in successfully facing the foreign-language learning dilemma the Moroccan education sector is suffering from.

## 6. Conclusion

The main finding of the study is that the informants similarly hold positive attitudes towards English regardless of their different amounts of English school instruction. In addition, the study concluded that the informants' positive language attitudes towards English appear to be influenced by instrumental/pragmatical factors rather than the amount of school instruction they received in English. In response to the fact that a growing acceptance of and a welcoming language behavior for English are being witnessed amongst Moroccan learners in this study, the findings suggest that English should be granted a higher status than the one it currently holds. On account of this, it is recommended that Morocco's foreign language policy and planning take into consideration the current changes in language attitudes towards English in Morocco and revisit its status accordingly. In this regard, the current study suggests that the status and place of English in Morocco should be revisited at the level of the state. Morocco's language policy and language planning should open up more to English and boost its role in education, business, and employment.

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Appendices

Appendix A: The Questionnaire

**Student Questionnaire**

**SECTION 1: PERSONAL BACKGROUND**

1/. Age: .....

2/. Languages spoken:

<input type="checkbox"/> Amazigh	<input type="checkbox"/> French
<input type="checkbox"/> Moroccan Arabic	<input type="checkbox"/> English
<input type="checkbox"/> Standard Arabic	<input type="checkbox"/> Other: .....
<input type="checkbox"/> Spanish	

3/. Institution (optional): .....

4/. Grade: .....

5/. When did you start learning English at school?

<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 7
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 8
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 9

6/. How many English classes (hours) do you currently study per week?

<input type="checkbox"/> 1 Hour	<input type="checkbox"/> 3 Hours	<input type="checkbox"/> Other: .....
<input type="checkbox"/> 2 Hours	<input type="checkbox"/> 4 Hours	

7/A. Do you currently learn English at a language center?

Yes  No

7/B. If "yes", how many years have you been learning English at the language center?

<input type="checkbox"/> 1 year	<input type="checkbox"/> 5 years	<input type="checkbox"/> 9 years
<input type="checkbox"/> 2 years	<input type="checkbox"/> 6 years	<input type="checkbox"/> Other: .....
<input type="checkbox"/> 3 years	<input type="checkbox"/> 7 years	
<input type="checkbox"/> 4 years	<input type="checkbox"/> 8 years	

7/C. If "yes", how many English hours do you currently study at the language center per week?

<input type="checkbox"/> 2 Hours	<input type="checkbox"/> 6 Hours
<input type="checkbox"/> 3 Hours	<input type="checkbox"/> Other: .....
<input type="checkbox"/> 4 Hours	

8/A. Did you use to learn English at a language center before you stopped?

Yes  No

8/B. If "yes", indicate how many years you spent learning English at the language center: ..... Year(s).

8/C. If "yes", indicate the number of weekly English hours you had at the language center: ..... hour(s).

**SECTION 2: ATTITUDES TOWARDS THE CHARACTERISTICS / ATTRIBUTES OF ENGLISH**

Please use the scale below to rate how much you think each attribute in the list in the table applies to English:

- Extremely = 4
- Very = 3
- Moderately = 2
- Slightly = 1
- Not at all = 0

Scale for evaluating attitudes towards the attributes of English																									
Attributes	Evaluation Scale																								
	(0) = Not at all → (1) = Slightly → (2) = Moderately → (3) = Very → (4) = Extremely																								
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1. English is a useful and practical language.																									
2. English is a sophisticated language.																									
3. English is an esteemed (prestigious) and valuable language.																									
4. English is an important language to learn.																									
5. English is a modern language.																									
6. English is a rich language.																									
7. English is an easy language to learn.																									
8. English is a distinguished (special and unique) language.																									
9. English is an interesting language.																									
10. English is a beautiful and fascinating (attractive) language.																									

**SECTION 3: ATTITUDES TOWARDS ENGLISH**

To what extent do you agree with the following statements?

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Statement 1: English is a language worth learning.					
Statement 2: Learning English is beneficial and necessary at the present time.					
Statement 3: English language teaching and learning in Morocco contribute in the development of the country.					
Statement 4: Speaking English helps people get more job opportunities.					
Statement 5: I like speaking English.					
Statement 6: I like to hear English spoken.					
Statement 7: I like watching and listening to TV and radio programs in English.					
Statement 8: I enjoy learning English.					
Statement 9: I would like to learn as much English as possible.					
Statement 10: I would like to be able to speak and read in English.					
Statement 11: I would like English to be the language of instruction in the Moroccan schools especially for scientific subjects.					
Statement 12: English should be learned at an early age.					
Statement 13: English should be taught at all levels in all Moroccan schools without exception.					
Statement 14: I am learning English because my family wants to.					
Statement 15: English is a difficult language to learn.					
Statement 16: Learning English is a waste of time.					
Statement 17: There are far more important languages to learn than English.					
Statement 18: There are far more beneficial, more useful and more necessary languages to learn than English.					
Statement 19: I do not want to learn English as I am not likely to need it or ever use it.					

**Appendix B: The Semi-structured Interview**

1. How do you describe English? Do you think it is worth learning or it is a waste of time? Why?
2. Which language among the languages spoken and used in Morocco do you think is important in Morocco at the present time? Why?
3. Which language among the languages spoken and used in Morocco do you think is important in the future of Morocco? Why?
4. Can you rank the languages spoken and used in Morocco from the most important to the least important according to you? Justify your answer.
5. Which language among the languages spoken and used in Morocco do you think is the most important to learn/study? And why?
6. Which language among the languages spoken and used in Morocco do you prefer to study and learn more at school? And why?
7. Which language among the languages spoken and used in Morocco do you think will be necessary, useful, and practical for you in your future life, higher education, and career? Why?
8. Which language among the languages spoken and used in Morocco do you prefer to be the language of instruction? And why?