



The Use of English at AUI

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## Abstract

The main purpose of this research is to investigate the reasons behind the lack of the use of English at Alakhawayn University even though it is an English-speaking university and that English is the language of instruction. The literature review revealed that the lack of the use of English is found in similar universities, such as the case of Egyptian and Jordanian Universities. To approach this topic both quantitative and qualitative methods were used. The tools used in this research were 100 surveys handed out to Moroccan AUI students and 16 surveys to Moroccan AUI faculty. The motivation behind conducting the surveys either for Moroccan students or faculty is to find specific reasons why students within the university do not use English outside classes. Furthermore, an interview was conducted with an expert in the domain of the languages center in order to have credible data that can not be gathered from the surveys. The results showed that among the reasons that may push AUI students to not use English within the university are more opportunities to communicate in their usual languages, like Arabic and French. Also it has been found that AUI students are not motivated and practice English only when they are compelled to do so. This study could be used by AUI administration while considering the lack of the use of English as an issue. Also, the results could be used for a further study.

## Introduction

Language is the common way of communication among humans that contributed to the development of humanity in many domains such as science. No one knows exactly how many languages exist in the world today, but according to the Open Language Archives, there are around 6800 languages (Bird, 2001). As there are a lot of cultures with different languages, people tend to learn other elective languages in order to interact with others in different parts of the world. Also, since the world became smaller with the development of communication and globalization, people looked for a common language to communicate and share knowledge.

Indeed, the conception of illiteracy has changed; some people think that a person who speaks no more than two languages is viewed as ignorant. English is the most widely used language in the world even if there are other historically important languages like Chinese, Latin, Greek, Spanish, French, and Arabic. According to Mark Glaser a journalist, critic, facilitator, English was favored by people who want to learn a second or a foreign language because it was the dominant international language in communication, science, business, entertainment, diplomacy and the Internet (2006). The Foundation for Endangered Languages gave an approximation of 1.9 billion people, nearly a third of the world's population, who had a basic proficiency in English. In fact, those people have a native language, and they use foreign language for specific purposes such as doing business or learning. How often these people use English or their native language differs depending on the situations. For many students who have English as a foreign language, the latter does not exceed the limits of the field of education; it is just a language of instruction. In fact, the students who are studying in English in a non English-speaking

country use English only in their studies, especially inside classrooms. However, most students studying in English are doing so in an English-speaking country. So, even it is a foreign language for them, they are compelled to communicate with it outside the classroom.

Taking the case of Alakhawayn University which is located in a non English-speaking country, Morocco, and which is modeled in its administrative, pedagogical and academic organization on the American university system, English is the language of instruction. Because of the importance of English, the Moroccan government made the exception of the other national universities, and put English as a language of instruction; all courses are given in that language. Most of the students are Moroccan, except some international and exchange students. Besides, the majority of the staff is Moroccan. Furthermore, the faculty is both Moroccan and international.

Since the lack of the use of English between students within Alakhawayn University was a fact, and all students were aware of its presence, the reason to investigate that issue was to show audience what were the causes behind it. The project focused on the causes and effects behind this lack of English use.

The lack of the use of English outside the classroom at Alakhawayn University might be due to many factors such as the Moroccan culture, historical events, or complexity of the English as a foreign language. Also, among the assumptions of the team was that a minority of students might feel comfortable using English and a minority of them might express themselves well using it. Besides, the team thought that students might use English only when they were obliged.

Some students believe that they might keep their identity by using their mother tongue which might be Arabic, and would not lose their identity. Others thought that they had to use English everywhere in order to develop their skills, and to communicate efficiently.

The paper explored what causes were behind this lack, and what effects the latter generated on student's academic career, and the university's reputation. From that main research question, some sub-questions could be deducted such as what the effects of the lack of the use are of English at AUI on students especially the graduate? Do students face any difficulties to combine between their mother tongue, second language and English? Moreover, when and with whom students use English the most? And comparing to some universities where English is the language of instruction, what is the common problem related to the use of English?

Finally, if we do not foster this aspect that separates AUI and its students from many other institutions both here and abroad, why bother studying in English at all?

### Literature Review

Morocco is located at the crossroads of Greater Maghreb, Europe, and the rest of the African continent. Throughout its history, Morocco has been the target of different countries and conquests like Phoenicians, Greeks, Arab, and more recently western Europeans (Redouane, 1998). In fact, all these civilizations contributed in the diversity of cultures and languages in Morocco. Arabic is the principal language of the kingdom; it is the most used by the local population. It was introduced to Morocco in the seventh century. Two varieties are used, Classical Arabic or Standard Arabic, and Moroccan Arabic (Redouane, 1998). Besides, French is the second language of Morocco, which

was introduced during the French occupation in 1912 through colonization; it is the most dominant. According to Rabia Redouane, professor in The Ontario Institute for Studies in Education, Spanish played an important role only in the Northern region of Morocco, which is now marginally used by citizens. Finally, other languages are spoken by Moroccans; English is the third language even if it is more commonly taught as foreign language in the public and private schools.

Since there is a vast amount of information currently available in English and to have access to this knowledge base, many countries find themselves obliged to learn and use English (Othman, 2005). Also, since English is viewed as vital for the nations' growth, promoting English as a language of instruction takes place in different countries in the world. The number of universities based on the American system increases all over the world, and most of these universities face problems related to the language of instruction. Taking the case of Jordanian state universities, mainly Yarmouk University and Jordan University of Science and Technology, the cultural obstacles hinder and affect the learning process with English as a language of instruction. One of the cultural causes that ceases the English spread is the Islamic culture, and since Islam is the dominant religion in most Arab countries, and the latter use English as a foreign language; consequently, the religion impedes the spread of English and its development (Khuwaileh, 1999).

Concerning the Egyptian case where English is the language of instruction in most of universities, Egyptian colloquial Arabic is overwhelmingly the language of choice for most Egyptians students as they speak it in their everyday lives to classmates, family members, and friends. A study that was made in University Of Cairo, about which

language is most used, showed that students trying to communicate in English slipped usually into Arabic (Schaub, 2000, p227). Egypt has undergone tremendous changes in the past century. One of these changes is the increase in the use of English by Egyptian citizens and institutions; in fact, the development of English parallels, in many ways, the development of Egypt's identity as a modern nation" (Schaub, 2000, p230).

Concerning the case of Al Akhawayn University, Dr Lynne Dahmen who is a professor in comparative literature, wrote an article in the school newspaper of February 2004, about the issue seldom talked about, which is the lack of use of English within the university. She said "I was told by a student that, in addition to being 'harder' than speaking one's native languages, speaking English was often discouraged by one's peers. Students told me that they often perceived Moroccans speaking English outside of class as 'pretentious' or 'snobby'". She also added "Still others said they would like to speak more English outside of classes, but that there was little opportunity or support". Moreover, many students pretend that they will work in a purely Moroccan context; thus, they consider English not really useful. (Dahmen, 2004)

Related to the research that the team made, it was found that the universities that have English only as the language of instruction suffer from the same issue which is the lack of the use of English outside the academic context. However, the team was motivated to know the different reasons behind this matter especially concerning the case of Alakhawayn University.

### Design

This research paper used both quantitative and qualitative methods in order to look clearly at the matter of using English at Alakawayn University and to find answers

for research questions. This issue was investigated through a combination of quantitative and qualitative methods. The quantitative methods are usually experiments and surveys. These methods reduce the data gathered to a numerical form that was analyzed and studied. The qualitative methods are usually based on interviews. The data gathered was from both closed and open-ended questions, which provided different points of view from the informants. This mixed method research was more helpful to come up with a complete picture by comparing the results of the quantitative and the qualitative method.

As the issue concerns the Alakawayn community, different groups of people was investigated, and with each group there is an appropriate tool. For students and faculties, surveys were the best way to collect the proper data by using yes/no questions or multiple choice questions. The information coming from this tool was converted into statistics and displayed in charts and tables so that facilitate the analysis of the issue. However, interview, which is one of the tools that can be supportive in order to get credible data for this issue was also used, Dr. Mekaoui, which is an expert in the domain of languages, was interviewed.

Each one of the team was in charge of a specific type of sample, to collect the surveys faster and easily. The sample was not chosen randomly because there was a specific population concerned about the issue. Consequently, surveys were distributed at AUI to only Moroccan faculty and students. Based on the population which is around 2000 people, we investigated 100 students and 16 faculties. We have chosen only the Moroccan students and faculties because they are the most concerned about this issue. English is the third language for this sample because they have Arabic as the first language and French as the second one. The survey emphasized specially on Moroccan

students because they represent the majority of the population at AUI. For the Moroccan faculties, the team has chosen them because they may use another language rather than English with their students; so they are involved in the frequency of the use of English at AUI. The surveys were distributed to only professors because they are in everyday touch with students.

Concerning the interview, Dr. Mekaoui who is English at the language center, was chosen because he has long experience in teaching English. Specific open-questions was prepared for this interview. By asking these questions to Dr Mekaoui, convincing data was gathered about the issue concerning the lack of using English on campus. Two members of the team arrange an appropriate time in order to meet with Dr Mekaoui, so he answered our specific questions with comfort.

#### Data Gathering

Concerning the student survey, fifteen questions was asked. The survey consists of different kinds of questions, starting by general questions about gender, major and status in order to have more details and background information about the sample chosen. Also, the survey contained other closed and multiple choice questions in order to determine which language is most used; how many languages are spoken by the sample and the level of each one. In addition, the survey includes an open-ended question in order to give the sample the freedom to express itself, and give qualitative answers. The open question is basically about the reason behind using or not English outside classes.

For the faculty survey, four open questions and five closed questions was included. Some question for the faculties were similar to the ones for students but stated differently. Other questions were more direct about the issue. Giving out the surveys was

one of challenging parts in the research project. There are many things to consider, such as choosing the right time to talk to people, or finding the right way to have their cooperation.

### Result

In this section, after gathering data concerning the issue of the Use of English at AUI, results are presented in the form of graphs and charts, also in some cases, in tables. This section provides data intending to answer the following questions:

1. What are the reasons behind using other languages rather than English, in other words, what are the causes of the lack of the use of English?
2. With whom students use English the most?
3. What are the effects of the lack of the use of English at Alakhawayn University?

In this section, the data collected examined the team's assumptions, specifically:

- The lack of the use of English outside the classroom at Al- Akhawayn University is due to many factors such as the Moroccan culture, historical events, or complexity of the English as a foreign language.
- The mother tongue of most of the students at Al- Akhawayn University may be Arabic.
- Students may use English only when they are obliged.
- A minority of students may feel comfortable using English.
- A minority of students may express themselves well using English.

The first survey was prepared for Alakhawayn students. It was distributed to one hundred Moroccan AUI students who were randomly selected to complete the survey. It

aims to collect data about the use of English at AUI, its frequency between students, where and with whom it is spoken, and also the reasons of not using it.

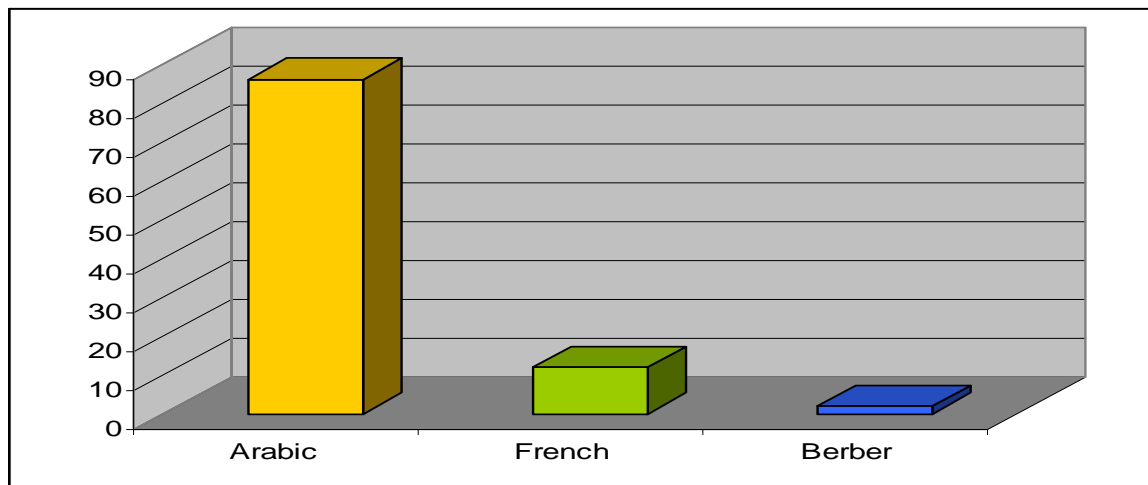
The first thing the team investigated in the student's survey is the gender, the school and the status. Of those who completed the survey, 56% were males and 44% females. Concerning their schools, 68% were from the School of Business Administration, 21% from the School of Humanities and Social Sciences, and the rest which represents 11% were from the School of Science and Engineering. This information is illustrated in the following table:

Table 1: The status of students answering the survey

Freshman	Sophomore	Junior	Senior	Master
41%	25%	6%	20%	8%

From the data collected, it was found that the mother tongue of most of the students was Arabic, more precisely; 86% of them have Arabic as native language. On the other hand, 12% of the respondents have French as the first language, and finally for 2% of them, Berber is the mother tongue. Based on this answer, the team's assumption concerning the mother tongue of most of students at Alakhawayn University was somewhat true, since the majority of the subjects (86%) have answered that Arabic is their mother tongue. The following figure shows the percentage of the mother tongues of the students asked in the survey.

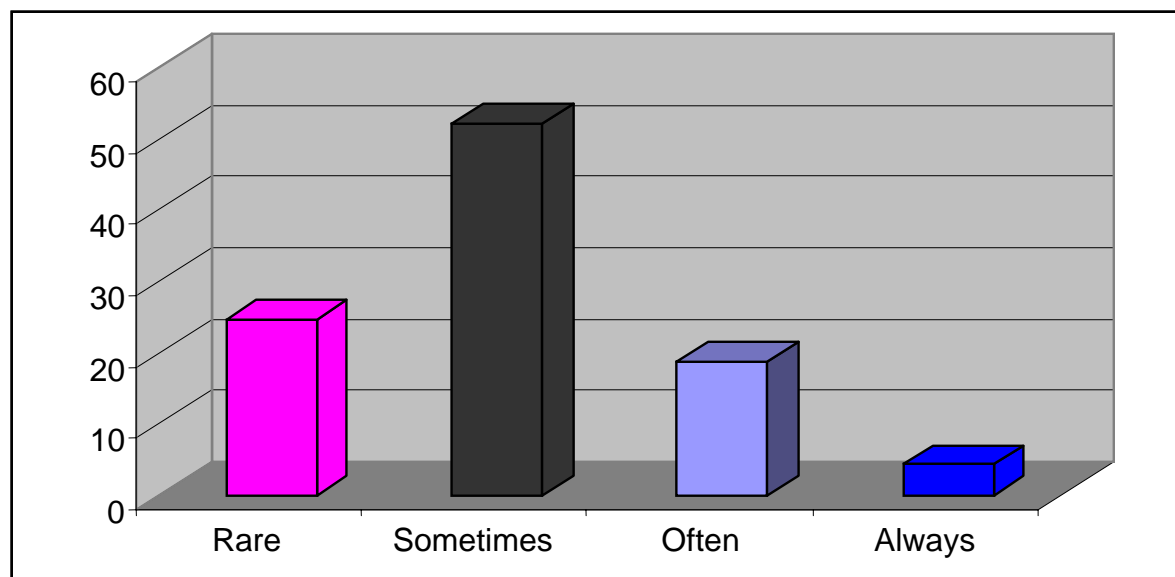
Figure 1: Mother tongue of the subjects.



In the survey, the subjects were asked if they speak English or not outside classes. The result was that 69% of the students speak English outside classes, but 31% of them do not.

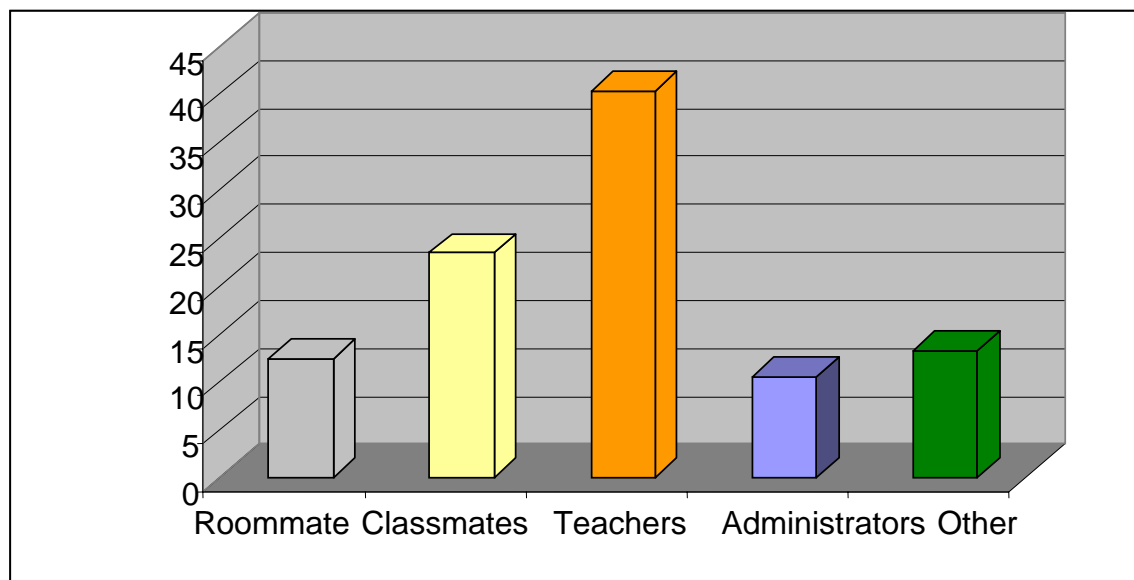
The following question was related to the previous one; the students, who answered “Yes” for speaking English outside classes, were asked in this question to give the frequency. In fact, 67% of them said that they speak English outside classroom, 17% answered rare, 13% said often, and finally 3% of the students asked said that they always speak English outside classes. The following graph represents what was mentioned before.

Figure2: Frequency of English use by students outside classes.



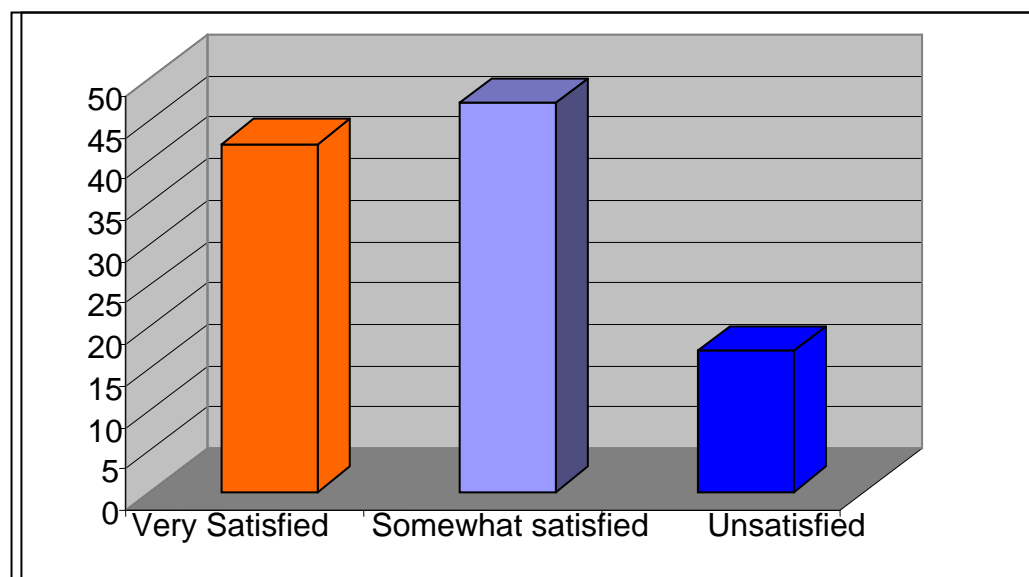
The next interesting question and which answered one of the research questions was to determine with whom students speak English. The subjects had the choice of roommates, classmates, teachers, restaurant staff, security agents, administrators, and they had also the choice to mention other people. As a result, the majority of the students (23.3%) use English especially with teachers, and also a few of them answered that they use it with classmates. Almost the same number of students said that they use English with roommates and administrators. Besides, 13% of the students use English with other persons rather than those listed before; for instance, they use it with exchange students, family, or friends.

Figure 3: With whom students speak English.



In response to the question which asked the students if they feel comfortable using English or not, 82% of them said “Yes” and 18% answered “No”. Indeed, almost the same result was found for the following question which asked the students if they express themselves well using English. As a result, 75% of them answered by “Yes” and 25% “No”. Furthermore, from the survey, we knew that 79% of the students investigated began in the Language Center, and 21% went directly into regular courses, when they first entered AUI. The following question was directed specifically to students who began in the Language Center. The team aimed to know exactly how many students began with the first level, the second level, or with both. As a result, 44% answered 1<sup>st</sup> level, 31% 2<sup>nd</sup> level, and finally 4% of them answered that they combine the two levels.

Figure 4: Satisfaction about improvement in English of the students

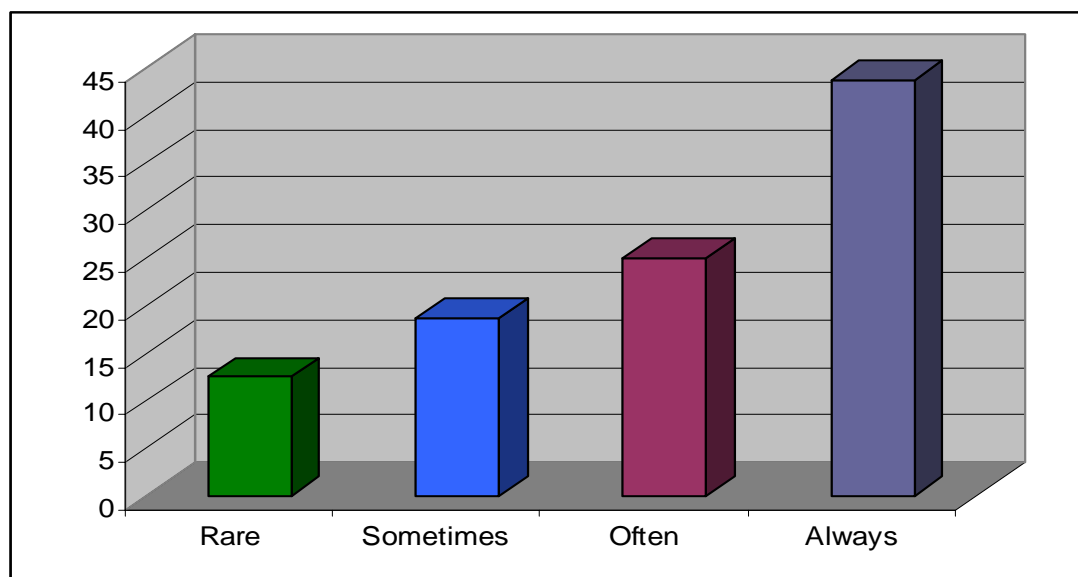


Based on Figure 4, 42% of the students investigated are very satisfied about their improvement of English since it began at Al Akhawayn. Indeed, 47% of the students are somewhat satisfied, and finally 11%, as showed in the graph, are unsatisfied about their improvement of English.

The second survey was administered to Moroccan faculty members as professors. This survey looked for the reasons behind the lack of the use of English within the university. We have randomly selected 16 professors from AUI faculties. Most of the faculties asked have spent less than four years at AUI.

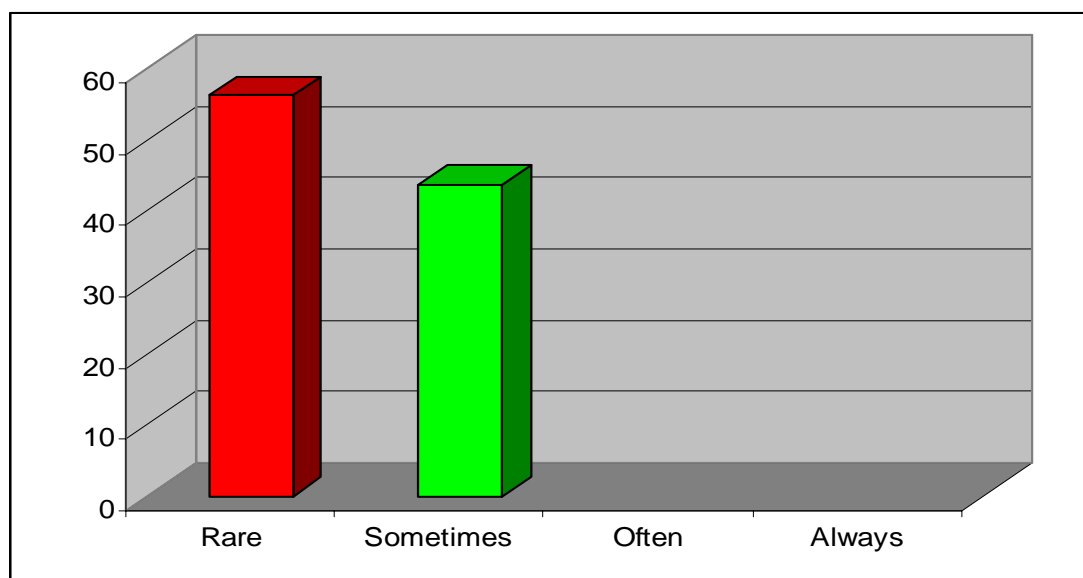
For the first question, faculties were asked about the frequency of the use of English by students inside classrooms, and as shown in the graph, the rate was very strong.

Figure 5: The use of English by the students “inside” classrooms



For the next question, which asked about the rate of use of English outside classes, the faculties mentioned that students almost never use English outside classes.

Figure 6: the use of English by the students “outside” classrooms.



The next question was an open question that asks faculties about the main reasons behind using other languages, rather than English, by students. Their answers were almost similar. They can be summarized as follow:

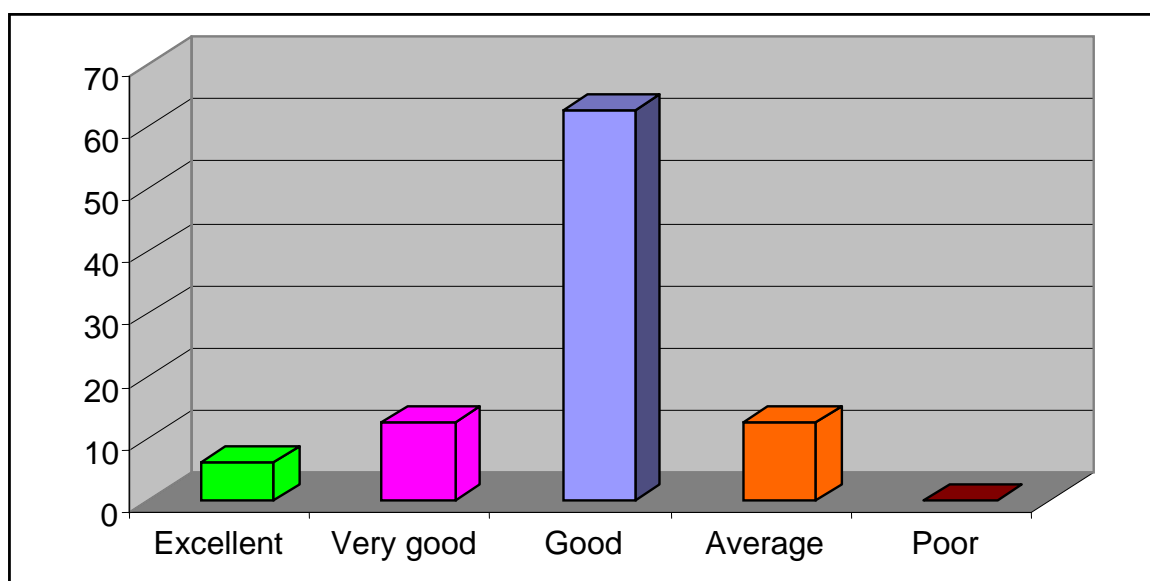
- Arabic and French are dominant because they are the 1<sup>st</sup> and 2<sup>nd</sup> mother language in Morocco whereas English is a foreign language.
- Limited ability to communicate in English.
- For most students Arabic or French has been used for more than 18years, they all come from Moroccan or French high schools.
- Moroccan tradition and environment.
- Laziness, careless about learning.
- Fear of making mistakes.

All faculties surveyed agreed on the fact that the use of English outside classes can help students. In fact, the following are some of their specific responses:

- Practice makes perfect
- Learn new vocabulary and expression
- Interact in English at the personal level
- Express their knowledge and what they learn inside class fluently,
- Develop communication skills, and encourage to read in English,
- Adopt English as 2<sup>nd</sup> or 3<sup>rd</sup> mother language
- Speak English in an other context part from studies
- Gain confidence expressing themselves in English
- Help students to think in English rather than French or Arabic and so avoiding mistakes.

One of the faculties compared language to music, if it is not used, it eventually dies out. Another question asked the faculties for their evaluation of the use of English between students and faculty. The faculties give the evaluation as good in general.

7: the evaluation of the use of English between faculties and students.



For the last open question, only 7% of the faculty surveyed said that they do not mind talking to students in Arabic or French if they are dealing with an administrative issue. They require English if they are discussing course matters.

Concerning the interview, Wednesday November 16th, Dr. Mekaoui, who spent more than 11 years in Al Akhawayn University, was the interviewee. He was chosen according to his long years teaching at AUI and his experience with students and staff. Additionally, he taught abroad in Norway, and also in a university in Fes.

Our first question was “according to your long experience, how can you rate the use of English in the University among students and between students and faculty”. His answer was clear, concerning the faculty, their use is highly described. However, regarding students their use is limited to inside classrooms. Sometimes even inside the

class, some French or Arabic words are heard, and this phenomenon depends on the strength of the teachers. This can be considered as an issue inside class, a change should be done. In addition, teachers should be evaluated, in other words, if English is not used at 100% in the class the situation must be taken into consideration. Professors do not have to think only about the content, but also about the mastering of English as a language. Actually, some graduate students do not master English and still they forget their French and Arabic.

The second question was “what are the main reasons behind neglecting English outside classrooms and using it inside classes”. He replied that the university offers to its students a lot of facilities and infrastructures such as the Language Centre, the Multimedia Lab, the Talking Meetings, the office hours... to encourage students to use and practice English frequently in a good way to master it. But the responsibility is the student's, because they first have to help themselves and must have a strong will to succeed. Unfortunately, it is not always the case, especially concerning the students in the Language Centre, since they don't take their studies seriously; they behave just like in high school. Regarding the reasons, they are numerous. First, the culture is the main reason behind the lack of the use of English, since the majority of the students come from a Moroccan family; they have their own cultures and traditions. In addition, they are used to expressing themselves in Arabic or French: these two languages are the most commonly used. Second, the lack of reading can be considered as a major reason that prevents the students to develop their communication skills and their vocabularies and expressions. The third important cause is that some of the students are here, in the university, just because they are obliged to. In other words, they are obliged to come to

the university because their parents decided it. In opposition, abroad, universities are considered to be a place for the elite and the intellectuals. In the opinion of the Doctor, one semester or two are very short for the language centre students, especially for those who have a lot of problems with the language. In addition, this period will be more profitable if the students help themselves.

The third question was “what are the causes and the effects of the lack of using English”. The doctor replied that it is not easy but not impossible to study in English. The effects of the lack of English can be viewed as a need of confidence and poor communication skills. Actually, people are comfortable when they use the language they are mastering. He said that the professors agreed on the fact that they notice a strong and good will inside class from the students to learn and to increase their communication abilities. However, outside class, the laziness and the bad organization make it impossible. In fact, he described the students to be unconcerned, they forgot why they are here, they just want to have fun and spend a good time with their friends, especially far from the regard of their parents. Nowadays, the world became more difficult and more tempting and especially because of the new technologies. In his époque some words didn't exist such as chat, MP3, MP4, Play Station ... Now, if students don't manage effectively their time, it will lead them to troubles. Besides, this leisure took the place of the readings, the theatres, etc...

Dr Mekaoui concluded by saying AUI students must benefit from this opportunity, because nowadays owning only two languages is considered as illiteracy. They must be aware from that, because language is a part of communication. As an example for that, several former university students became teachers at AUI.

## Discussion and Conclusion

The main goals of this research were to investigate whether English is used by students within Alakhawayn University, at which frequency and with whom. The result confirmed some of the assumptions, but other assumptions were not met. The data needed was collected through different data gathering tools. First, Moroccan student were asked to complete surveys, and in this parts, the assumption were not confirmed because students' responses were not what the team was expecting. For example, when students were asked if they feel comfortable using English, the majority answer by "yes". In contrast, when they were asked about the rate at which they use English outside classes, the majority response was "rarely". One explanation for these results is that when people are asked about a skill, they always believe that they master it. For the question that answers one of the research questions, its purpose was to determine with whom students speak English; the subjects had the choice between roommates, classmates, teachers, restaurant staff, security agents, and administrators. They also had the choice to mention other people. As a result, the majority of the students (23.3%) use English especially with teachers, and also a few of them answered that they use it with classmates. Almost the same number of students said that they use English with roommates and administrators. Besides, 13% of the students use English with other persons, rather than those listed before; for instance, they use it with exchange students, family, or friends. This result confirms the fact that students use English particularly when they are somehow obliged to do so, since they use English most of the time with teachers. Concerning the research question about the reasons behind using other

languages, rather than English, at Alakhawayn University, the first question of the student's survey answers our first research question because we got Arabic as the mother tongue of almost all subjects (86%), and this also confirms one of the assumptions "The mother tongue of most of the students at Alakhawayn University may be Arabic". Based on previously known factors stated in the literature review, the team can consider the previous answer as a reason for not using English by students because Arabic is the official language of Morocco. Comparing to the Egyptian case where English is the language of instruction in most universities, the colloquial Arabic in both countries, Morocco and Egypt is overwhelmingly the language of choice for most students as they speak it in their everyday lives to classmates, family members, and friends. A study that was made in University Of Cairo, about which language is most used, showed that students trying to communicate in English slipped usually into Arabic. Consequently, the students prefer using Arabic which is their mother tongue, and do not make the communication more difficult by using a foreign language as English.

On the other hand, in the survey of faculty, they were asked to give the reasons behind the lack of the use of English within the university. Some of the assumptions were confirmed; for instance, the faculty said that, because of the dominance of Arabic and French which are the 1<sup>st</sup> and 2<sup>nd</sup> most common mother language in Morocco, whereas English is a foreign language, we can notice a lack of use of English. Indeed, the faculty wrote that for most students, Arabic or French has been used for more than eighteen years; they all come from Moroccan or French high schools; students are used to communicate with those two languages, so they do not look for using a language that they do not master, and that they are not used to communicate with. And by analyzing

this, the assumption which says: “The lack of the use of English outside the classroom at Al- Akhawayn University is due to many factors such as the Moroccan culture, historical events, or complexity of the English as a foreign language”, is confirmed, in a way that since English is a complex and foreign language for students from Moroccan and French high-schools, they do not use it outside classes.

After surveying the AUI students and professors, the team wanted to get more clarification from someone who is an expert in this domain. The team decided to interview Dr Mekaoui because of his long years at AUI and his experience with students and staff. He agreed with the fact that the use of English between staff is highly qualified contrarily to the one between students. In addition, he confirmed that students seemed to use English by obligation, and this confirmation was also retrieved from the student survey results. Also, he confirmed that English is mainly used for study purposes, since it is not their mother tongue, so students feel more comfortable to express themselves in French or Arabic, which are the languages that they have used for more than 16years. In fact, this explains the use of mother languages even inside the classrooms. There is no denying that Professors are somewhat responsible for this phenomenon, however, students are the ones to blame. Actually, the university offers to them a lot of facilities and support such as the Language Centre, the Multimedia Lab, the Talking Meetings, and the office hour to encourage them to use and practise English frequently in order to master it. And the majority of the time, they prefer to have fun in front of the cafeteria or just chatting around. Moreover, the professor stated that students mainly use English when they are compelled to, for example with their professors, the administration, and

exchange students. Unless, students utilise French or Arabic since the majority come from Moroccan traditional families.

The effects of the lack of the use of English at AUI can be stated according to Dr Makaoui as follow. First, students learn the language at a low rate; they have lack of confidence and poor communication skills in English. So, Dr. Mekaoui added more effects that were not expected in the assumptions when he talks about laziness that impede the improvement of learning English so it is an obstacle that ceases the use of the language.

According to faculties, there are some professors that consider the lack of the use of English as a common issue and others consider it as a problem that must be taking into consideration. For example, there are many similarities concerning this issue when taking the case of other universities that have English as language of instruction, and at the same time students have different mother tongue, comparing with AUI. However, using English outside classes is very important for students. As it is the language of instruction at AUI, having a good level in this language helps student to perform better in their classes. Furthermore, as an English-speaking university, graduates from AUI are expected to have very good English otherwise the reputation of the university, which consist on the American system, can be endangered. Also, graduates from Alakhawayn University have English as a comparative advantage relative to graduates form other universities in Morocco, so they must take advantage and have excellent English. As a result, having good English is very beneficial for students in their future career. The goal of this research is first to find the reasons behind the lack of the use of English among Moroccan student before looking at the solutions. Some of the reasons were obvious

such as, the fact that English is the third language and the influence of other cultures. Other reasons emerged such as, laziness of students and lack of practice. If we take this subject as an issue or problem, many solutions can be made in order to solve it. On one side, as emphasized by Dr, Mekoui, during the interview, students are the first to blame because they do not take learning and practicing English seriously. Even if it is the third language for Moroccan students, they have to put effort into learning and practicing it because it is a fundamental language used all over the world. On the other side, Alakhawayn University must be aware of this issue and consider it in order to make improvement. From the surveys, most of the students use English with exchange students, so it would be a good idea to encourage more students from different parts of the world to come to AUI. This research was made in order to provide the AUI community with clarification needed concerning this issue. Finally, the team looks forward that this project contributes to the success of the students and the university.

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## Appendix A



## Survey for Moroccan Faculty

**The Use of English at AUI**

This survey is a part of a SSK 1202 project. Your input will be very important to the success of this study. Your answers will be kept confidential. Thank you for your time.

1. How long have you been at AUI? .....

2. From your experience, how do you rate the use of English by the students “inside” classrooms?

Rare    Sometimes    Often    Always

3. From your experience, how do you rate the use of English by the students “outside” classrooms?

Rare    Sometimes    Often    Always

4. Do students speak English with you outside class?

Yes    Sometimes    No

5. From your experience, what are the main reasons behind using languages rather than English by students?

.....

.....  
.....

6. In your opinion, how does using English outside class help/benefit students?

.....  
.....  
.....  
.....

7. How would you evaluate the use of English between students and faculty in the university?

- Excellent
- Very good
- Good
- Average
- Poor

8. When you meet with students in your office, do you speak English with them?

- Yes
- No
- Sometimes

9. If not, why?

.....  
.....  
.....

## Appendix B



## Survey for Students

**The Use of English at AUI**

This survey is a part of a SSK 1202 project. Your input will be very important to the success of this study. Your answers will be kept confidential. Thank you for your time.

Gender:  Male  female

School:  SSE  SBA  SHSS

Status:  Freshman  Sophomore  Junior  Senior

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1. What is your mother tongue?

Arabic  French  Berber  Other: .....

2. Do you speak English outside classes?

Yes  No

3. If yes, at which frequency?

Rare  Sometimes  Often  Always

4. If not, which language do you use outside of class? .....

5. With whom do you speak English? (Choose as many as apply)

Roommate  Classmates  Teachers  Restaurant staff

Security Agents     Administrators     Other:.....

6. Do you feel comfortable using English?

Yes     No

7. Do you express yourself well using English?

Yes     No

8. When you first entered to AUI, you began:

Language center     Regular

9. If you began Language Center, at which level?

1<sup>st</sup> level     2<sup>nd</sup> level

10. Rate your satisfaction about your improvement in English since you began at AUI:

Very satisfied     Somewhat satisfied     Unsatisfied

11. Do you think that it is useful to speak English outside classes?

Yes     No

12. If so, why?

.....  
.....  
.....  
.....  
.....

13. Have you ever been an exchange student before?

Yes     No

14. If yes, do you feel that it improves your English?

Yes     No

15. If no, do you plan to spend a semester in a host school?

Yes     No

## Appendix C

Interview: Dr. Mekaoui: Professor of English at AUI.

*This interview will help this team have more information about the issue of the lack of the use of English within the Alakhawayn University.*

1. Our research is about the use of English within the university, can we consider the lack of the use of English as an issue?
2. In your opinion and from your long experience, how do you rate the use of English at AUI, on one hand, between students, and on the other hand, between students and faculty?
3. What are the main reasons behind neglecting English outside classes and using it only inside classrooms?
4. How do we can cope with this issue?
5. Is the language center involved in this issue?

Date: 11/16/06