


ARTICLE

Bilingualism in Training and in the Professional Environment among Moroccan Laureates in Private Law

Abdelghani Brija¹, Assia Marfouq^{2*} 

¹Faculty of Legal, Economic, and Social Sciences, University Mohammed V of Rabat, Rabat, Morocco

²Laboratoire Ingénierie Didactique, Entrepreneuriat, Arts, Littérature et Langues (LIDEAL), Hassan First University of Settat, Settat, Morocco

ABSTRACT

The linguistic landscape of Morocco is characterized by its complexity and diversity, the result of a rich history and a unique cultural blend. Several languages coexist, each playing a specific role in society: Arabic, Amazigh, French, and English. French, a legacy of the colonial period, occupies a prominent place in business, diplomacy, media, and particularly in the educational system, especially in higher education. This bilingualism, or even trilingualism, creates a significant linguistic gap when students transition from secondary education in Arabic to higher education predominantly in French, posing a major challenge for many students, particularly those from disadvantaged backgrounds or rural areas. This abrupt transition leads to adaptation difficulties at the university level, affecting students' academic performance. They have to master both academic concepts and be fluent in the French language as well. As French language instructors at the Faculty of Legal, Economic, and Social Sciences-Souissi in Rabat, we feel the need to study the Arabic/French bilingual practice among students in private law. This article presents the linguistic situation in Morocco, then moves on to analyze the bilingual specificities of students in training and professional settings through a semi-structured interview survey. The latter is supposed to suggest practical recommendations for better adaptation of language courses to this professional training.

Keywords: Bilingualism; Training; Professional Environment; Moroccan Laureates; Private Law

*CORRESPONDING AUTHOR:

Assia Marfouq, Laboratoire Ingénierie Didactique, Entrepreneuriat, Arts, Littérature et Langues (LIDEAL), Hassan First University of Settat, Settat, Morocco; Email: assia.marfouq@uhp.ac.ma

ARTICLE INFO

Received: 3 July 2024 | Revised: 16 August 2024 | Accepted: 30 August 2024 | Published Online: 15 November 2024

DOI: <https://doi.org/10.30564/fls.v6i5.6829>

CITATION

Brija, A., Marfouq, A., 2024. Bilingualism in Training and in the Professional Environment among Moroccan Laureates in Private Law. Forum for Linguistic Studies. 6(5): 783–792. DOI: <https://doi.org/10.30564/fls.v6i5.6829>

COPYRIGHT

Copyright © 2024 by the author(s). Published by Bilingual Publishing Co. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

1. Introduction

The linguistic landscape in Morocco is complex and diverse, as it mirrors a rich history and a unique cultural heritage. Morocco is a country where several languages coexist, each playing a specific role in the Moroccan society. The official language of the country is Classical Arabic, used primarily in formal and administrative contexts. However, the most widely spoken language in daily life is Darija, a Moroccan Arabic dialect that varies slightly by region. Moreover, Morocco is significantly marked by the presence of the Amazigh language, which was recognized in 2011 as an official language. Amazigh is spoken by a substantial portion of the population, particularly in rural and mountainous areas.

The French language, as a legacy of the colonial period, also holds a prominent place in the Moroccan linguistic landscape. It is widely used in business, diplomacy, media, and especially in the educational system, notably in higher education. French is often perceived as a language of prestige and economic opportunity.

The Moroccan educational system is bilingual, or even trilingual in some regions. In primary school, instruction is mainly in Arabic, with the introduction of French from the first grade. This situation continues in middle and high school, where scientific subjects are often taught in Arabic. However, this creates a significant linguistic divide when students succeed at university level. Indeed, Moroccan higher education is predominantly delivered in French, particularly in scientific, economic, and technical fields. This abrupt transition from Arabic to French poses a major challenge for many students, especially those from disadvantaged backgrounds or rural areas where exposure to French is limited.

This linguistic divide results in difficulties adapting and integrating into university life, affecting students' academic performance. Students must not only master academic concepts, but also acquire fluency in French to follow courses, understand educational materials, and produce academic work. This dual cognitive load can lead to overload and academic dropout for some. The Moroccan government and educational institutions have attempted to address this situation through various initiatives, but these measures remain insufficient to fully bridge the linguistic gap.

Our experience as French language instructors at the Faculty of Legal, Economic, and Social Sciences-Souissi in Rabat has made us aware of the need to study the specifics

of Arabic/French bilingual practice among students pursuing a bachelor's degree in private law, both in training and in professional settings. Our article first aims to present the linguistic situation in Morocco to understand its complexity and link it to the various results of this study. Then, through a semi-structured interview survey, we will study the bilingual specificities of our samples of interviewed students in the aforementioned majors at our faculty in training and at the end of their graduate studies, with the aim of suggesting recommendations for better adaptation of the language course to meet the requirements of this professional training.

For this study, sociolinguistic theory is particularly relevant. The theory of linguistic variation underpins the analysis as it explores how and why individuals vary their language use based on social factors such as the interlocutor, context, or geographical location. This theory would help to understand the students' language choices better, including switching between French and Arabic, in relation to contextual and relational factors.

1.1. The Linguistic Situation in Morocco

The linguistic issue in Morocco is one of the most debatable topics that continues to ignite debates to this day. This critical matter is at the heart of the political and socio-economic stakes. Morocco is a multilingual country where several languages coexist: Arabic with its two variants (Standard and Moroccan), Amazigh, French, English, and Spanish. However, the only official languages are Arabic and Amazigh.

Arabic in Morocco exists in two main forms: Classical Arabic, which is used in formal, administrative, and religious contexts, and Darija, or Moroccan Arabic, which is the language of everyday life. According to Benítez-Fernández, de Ruiter, and Tamer^[1], Moroccan Arabic is the natural and mother tongue of Moroccan Arabic speakers. This claim highlights the linguistic reality of the country, where Darija dominates daily interactions, while Standard Arabic remains limited to specific uses.

Amazigh, which was recognized as an official language in 2011, is also spoken by a large part of the population. It exists in several regional variants: Tamazight, Tachelhit, and Tarifit. This official recognition aims to protect and promote the Amazigh language and culture, which are an essential part of the Moroccan identity.

The French language was introduced in Morocco during the French colonization in 1912, and occupies a special place in the linguistic landscape. It has been present since that time and enjoys an elite and utilitarian status^[2]. The overwhelming presence of French in education, business, and media makes it an indispensable language for social and professional advancement. Youssi^[3] also asserts that, in Morocco, French is the only language “spoken, read, and written” systematically in influential spheres.

Unlike French and Spanish, which are legacies of colonization, English is perceived as a neutral language^[4]. It is associated with science, technology, and modernity, and fits into the policy of encouraging foreign languages in Morocco to open up to the international community. The learning of English is rapidly growing, especially among the younger generations, who are seeking better professional opportunities and global exposure.

Despite this linguistic diversity, Aboukacem^[5] notes that Morocco is in a paradoxical situation where “the natural language of no Moroccan” can fully meet the demands of modernity and globalization. This situation reflects the tensions and challenges posed by the coexistence of several languages in the same geographical and cultural space.

These linguistic issues are at the core of political and socio-economic debates in Morocco. The question of the language of instruction, for example, is a major point of contention. While some advocate for strengthening education in Arabic and Amazigh to preserve national identity, others emphasize the importance of French and English to ensure access to knowledge and international opportunities.

1.2. Presentation of the Training Context and Career Opportunities

The Faculty of Legal, Economic, and Social Sciences - Souissi was established on August 27, 1993, and began its missions during the 1994–1995 academic year.

The courses provided at the faculty are as follows: “Private Law” course with a focus on “Financial and Business Law”. The latter aims to offer students an in-depth knowledge of business law, particularly in banking law and payment instruments, insurance law, and corporate law. It also introduces students to financial law and corporate accounting. The curriculum includes teaching market law, namely competition law, which will enable students to master market

regulation rules. succeeding each of these courses over three years and six academic terms, students get their bachelor’s degree. Graduates of this program can pursue professional careers in banking, legal consulting for businesses and the financial market, and legal professions. This program accepts students from all majors in high school, whether literary or scientific majors.

Language courses in this program are taught within the framework of foreign language modules consisting of French and English. The course is taught in French.

1.3. Profile of Language Teachers and Students

It should be noted that all the reforms of the education system that have taken place until today in Morocco have revolved around language teaching. To this end, Nifaoui states that “since Morocco’s independence in 1956, the State has undertaken a series of linguistic reforms to address the challenges facing the various key areas of society, of which the education system represents the priority of education of officials.”^[6] . Also, Marfouq^[7] notes that: “Before arriving at university, the Moroccan student goes through a long journey of learning French: from primary to secondary school, he spends 12 years in the benches of French classrooms. At university, the student continues to take French courses as part of complementary modules such as language, communication, expression techniques and terminology modules.”

To get the Bachelor’s degree in Private Law, all high school diplomas are accepted, provided that they have a good grade in the French language. Final admission is granted after pre-selection and, if applicable, an oral interview. Students applying for this program come from various regions of Morocco. Most of them started learning French, their first foreign language, from the 2nd grade of primary school.

A significant heterogeneity is observed among these students regarding their proficiency level in French. Thus, students from what is referred to as Biof major: International Baccalaureate French Option tend to express themselves in French much better than students with an Arabic-language baccalaureate, according to students from public as well as private schools. Students from private schools benefit from enhanced French language education, and their mastery of the language is good. Students’ socio-economic background is also a determining factor in identifying their mastery and expression in the French language. We notice that students

from affluent or middle-class families are less susceptible to what is called “linguistic fracture” compared to students from disadvantaged families. This linguistic fracture is defined as the gap between the school system based on Arabic and written competence, and the university system where scientific and technical training is entirely conducted in French and where communication and production skills in French are very important. Thus, students from private schools receive some support during their schooling to learn foreign languages, particularly French and English.

Regarding the profile of language teachers at the Faculty of Legal, Economic, and Social Sciences-Souissi in Rabat, the institution has 8 adjunct and assistant professors who are particularly specialized in French literature and discourse analysis. It should be noted that Moroccan professors do not receive any training related to the curriculum to be taught as in economic French, legal French, etc.^[8]. This situation is due to the recent introduction of language modules in higher educational institutions in Morocco, which raises questions about the profile of language trainers. There is a difficulty in determining whether the legal language course is primarily a language course and not a specialty course. Teachers are required to be trained in the specialty course closely with teachers of major specialty modules.

1.4. Linguistic Specificities of Private Law Courses

Students who get accepted in Private Law courses, struggle to acquire certain aspects of the French grammar and syntax. Technical language and its lexical specificities are not the only difficulties encountered by students. Indeed, oral academic communication skills have their own peculiarities. It is characterized by the complexity and interweaving of different specialized lexical fields – that students find challenging, proving that these courses are taught in the form of lectures. Mangiante underscores this point, stating that “the lecture is a more complex discourse than one might imagine at first glance: it combines disciplinary discourse with pedagogical support discourse, planned discourse with spontaneous discourse, objective data with cultural background, etc.”^[9]. The density of scientific terms in a lecture and the speed of the teacher’s oral delivery poses obstacles to students’ understanding, especially in the absence of a written support.

The new reform related to the teaching of foreign languages in higher education in Morocco, initiated at the beginning of 2023, aims to improve students’ language skills to better prepare them for academic and professional requirements. This reform emphasizes the mastery of French, due to its predominant role in higher education and professional sectors.

The main objective of this reform is to enhance students’ general French proficiency by offering them intensive in-person and online language courses throughout their curriculum. However, this focus on general French proficiency has significant shortcomings, particularly regarding the mastery of specialized language, such as legal terminology.

One of the reform’s objectives is to ensure that all students acquire an intermediate level in French, which will enable them to understand educational materials, and interact in a predominantly francophone academic environment. The reform also aims to standardize French proficiency levels among students from various socio-economic backgrounds and regions, where exposure to French may vary widely.

Although the reform stresses French proficiency, it is insufficient for disciplines which require an in-depth knowledge of specialized terminology. For example, law students have to master the legal vocabulary and concepts not covered by general French courses. French courses in Moroccan universities focus mainly on general communication skills. However, they do not include comprehensive training in specialized language, leaving students unprepared for subject-specific classes and readings.

Law students are particularly affected by this deficiency in training. Legal terminology is essential for comprehending legal texts, jurisprudence, and doctrines. Without adequate training in legal terminology, students may struggle to follow classes, understand reading materials, and produce quality academic work.

This situation results in a partial or incorrect understanding of legal concepts because of the inability to fully grasp the nuances of legal terminology. Drafting legal documents requires lexical precision and terminological rigor, which general French courses do not provide. This can lead to significant errors in assignments, exams, and research papers. Mastery of specialized terminology is a major asset in the job market. Graduates who do not possess these skills may be disadvantaged compared to their peers.

2. Materials and Methods

In our study, we propose investigating the bilingual practice of French and Arabic in both academic and professional contexts among third-year students who are enrolled in the Private Law program at the Faculty of Legal, Economic, and Social Sciences - Souissi in Rabat during the academic year 2023–2024. In the Moroccan academic context, Arabic is considered as the native language, yet the Private Law program is entirely conducted in French. Therefore, we administered a questionnaire to all third-year students in the program to identify their French language needs. The questionnaire was distributed to students at the beginning of the year. It consisted of 20 multiple-choice questions and focused on the difficulties encountered by students in courses taught in French in terms of the four skills: reception and production of writing, and reception and production of speaking. Other questions focused on their needs to improve their level in French.

Subsequently, we conducted semi-structured interviews with the same students after internships to identify the linguistic specificities of their professional practice. Our sample consists exclusively of students who completed their internships in banks and the insurance sector. These internships were primarily in the following Moroccan cities: Casablanca, Settat, Rabat, Béni Mellal, Kenitra, Benslimane, El Jadida, Tangier, Errachidia, and Guelmim.

We started with three hypotheses:

- Students encounter difficulties in comprehending and producing written and oral language due to their varying levels of French acquisition during their school years.
- During internships, student interns use code-switching between French and Arabic to communicate with colleagues and clients.
- The choice between French and Arabic usage depends on relationships and location (such as outskirts versus downtown, or large versus small cities), with French being especially used for technical terms.

To measure French acquisition and the use of French and Arabic code-switching among these students, both in academic and professional settings, we adopted a mixed-methods approach to enhance the validity of the results. A total of 64 student interns, representing more than two-thirds of third-year students (average age: 21), voluntarily partici-

pated in this research. They were selected because they chose to do their internship in a professional environment, unlike others who chose to work on reflective topics or a literature review. These students are all from Morocco and bilingual in French and Arabic. Some students are also Amazigh speakers, but they all master Arabic because they grew up in big cities or started learning Arabic in preschool. To minimize subjectivity in responses, most questions were factual and rarely solicited the respondent's opinion.

The proposed semi-structured interview consists of nine questions, each designed to explore different aspects of the research hypotheses. The first three questions focus on the first hypothesis, which posits that students face difficulties understanding and producing written and oral language in French due to their varying levels of language acquisition. These questions aim to assess students' comfort with using French in a professional context, the specific challenges they may encounter, and the strategies they adopt to overcome these obstacles.

The next three questions explore the second hypothesis, which suggests that students engage in code-switching between French and Arabic to communicate with colleagues and clients during their internships. These questions seek to identify the situations in which students choose one language over the other, the frequency and circumstances of switching between languages, and the reactions of interlocutors to this phenomenon.

The final three questions examine the third hypothesis, which suggests that the choice between French and Arabic depends on interpersonal relationships and the geographical location of the workplace. These questions explore how the context (such as the location of the internship) influences students' language preference, particularly for technical terms in French, and how relationships with colleagues and supervisors may affect their language choice.

Each group of questions is directly related to the research hypotheses, allowing for an in-depth exploration of students' linguistic practices during their internships, while providing data to confirm or refute the formulated hypotheses. The interview guide, although structured, remains flexible enough to allow students to freely share their experiences and reflections.

To analyze the data collected from the survey, we opted for thematic analysis because this method allows us to iden-

tify, group, and examine recurring patterns in the participants' responses, directly related to our research hypotheses. Thematic analysis provides a clear structure for interpreting qualitative data by highlighting trends and variations in the students' linguistic practices. To enhance the rigor of this analysis, we used the specialized software NVivo, which facilitates the coding process and extraction of themes while ensuring systematic and consistent management of the collected information.

3. Results

3.1. In Terms of Training

Arabic is among the official languages in Morocco, and Moroccan students master it perfectly, because they have all learned Arabic since preschool, unlike Amazigh, the teaching of which has not yet become widespread. No Arabic courses are provided in the Private Law program. French is the first foreign language in the curriculum during primary, middle, and high school cycles, while the language of instruction is in most scientific and technical university institutions, as well as in some restricted access programs, such as Public Law and Private Law in French. As a result, many students encounter difficulties. To better identify the real needs of students in the French language, we conducted a questionnaire survey among the 64 students who represent our study sample. This survey is part of the empirical-deductive methodological approach aimed at detecting students' difficulties in practicing French in the university environment.

Regarding reading comprehension, more than half of the respondents felt that they had some difficulty understanding specialty courses. Over 20% of them reported similar problems with understanding specialty books and articles. Generally, the difficulty in reading comprehension is related to long, complex, and intertwined discourses. This is supported by the fact that only 9% of students reported they do not understand questions or instructions. Students then understand short or very short specialized texts or speeches and have more difficulty understanding long texts or speeches. In terms of written production, longer and more complex texts, like dissertations, are problematic for students, with a percentage reaching 70%. Students seem to have less difficulty writing emails, short messages, or reports.

In terms of listening comprehension, we found that

in a lecture, not understanding all the words used in a lecture is the most commonly reported issue, with a percentage reaching 60%. This difficulty aligns with students' responses regarding comprehension of written courses. This is justified by the characteristics of a lecture, where the discourse is long, resembling a monologue^[10], and intertwined^[11]. This discourse is also characterized by inter-discursive dialogism. Additionally, the fast pace of professors' speech, the novelty of the lecture format for first-year students, and the discursive break between secondary and higher education exacerbate the situation. It appears that specialty courses are not very successful among students, especially in the first year, hence the urgency to study the circumstances of their implementation.

Regarding oral production, 80% of students feel equally challenged in giving a presentation and participating in a discussion. Once again, long and less familiar oral discourses such as presentations, and interactive ones like discussions, pose a challenge. University students are therefore "small speakers" whose oral skills are limited to simple responses or questions in class. Oral learning and its popularization in the university environment need to be reviewed. It is also noteworthy that many written discourses sometimes resemble oral discourses, and the boundary between the two is not always clear, thus intertwines the teaching of these two skills.

Based on our teaching and mentoring experience with the students representing our study sample throughout the three years of the bachelor's degree program, we have noticed that linguistic interference between Arabic and French hampers their French language learning. Indeed, the most common errors in their homework or exam papers are spelling mistakes, followed by semantic errors. The interlanguage is evident in their productions through segmentation gaps, especially involving the amalgamation of two lexical units into one, a lack of knowledge of correct pronunciation leading to phonetic errors, and errors related to the mismatch between graphemes and their phonemes. Additionally, students do not seem to appreciate the French accents that are absent in L2 and L3 (Arabic and English).

3.2. In Terms of Practice in the Internship Environment

The analysis of data from the bilingual practices in the professional environment among students who underwent

internships led us to draw interesting conclusions. Firstly, the participants state that their linguistic identity is formed by dialectal Arabic and Classical Arabic, which are learned from childhood, followed by French and English, taught from primary school in private schools and secondary school in public schools. 60% of the participants completed their internships in the Casablanca-Settat region. Only 40% were distributed in other cities across Morocco. It is important to note a crucial parameter in this study: languages have evolved a lot in recent years due to globalization, and code-switching is a manifestation of this transformation^[12]. This aspect is taken into consideration in our study.

The students report using Arabic and French in their daily communications in the internship host organization, depending on the interlocutor. These interns use both languages simultaneously (code-switching) with colleagues and clients. In oral discussions with administrative staff, they communicate in dialectal Arabic and French, and draft administrative documents in standard French.

Generally, 80% of the student interns report that French is the most commonly used language in the professional environment with colleagues and some clients, but not widely with all clients. It should be noted that the use of French in different regions of Morocco depends on the location and social classes. Thus, companies located in city centers tend to communicate more in French. Additionally, French usage is more significant among clients from middle or upper classes.

The student interns state that briefing sessions conducted by departmental supervisors are oral and in French. Arabic is more commonly used by supervisors and interns to express impressions, feelings, preferences, and wishes. French is preferred for technical vocabulary, while Arabic is used for everyday language.

All students specify that they alternate between French and Arabic (code-switching) when communicating with clients. They mention that using French with clients poses comprehension difficulties. Regarding written communication, interns report writing administrative documents in French for internal use or addressed to clients, and in Classical Arabic for documents intended for public institutions.

4. Discussion

Within the Private Law program at the Faculty of Legal, Economic, and Social Sciences - Souissi, we observed that

the majority of courses are taught in French, leaving little room for Arabic. Students exhibit a varying level of French proficiency, influenced by various factors such as the type of school attended (public or private), the language of instruction in secondary school, socioeconomic background, etc. Furthermore, the complexity of written and oral discourse in higher education, especially in restricted-access programs, poses additional challenges.

All students are native Arabic speakers and have a strong command of the language. However, they encounter several difficulties with French, their second language (L2). We identified phonetic and graphical gaps stemming from linguistic interference between French and Arabic, particularly in spelling. Although their technical vocabulary knowledge is solid, corrective linguistic support sessions are necessary.

Students who completed their internships often engaged in consistent French/Arabic code-switching with some consistency depending on the relationship, location, and socioeconomic milieu. We observed that French is more commonly used in oral communication with superiors and was required for professional writing, whereas Arabic dialect is predominant in conversations with clients and in writings addressed to public institutions. Linguistic capital in Arabic dialect is significant, particularly among clients who use it in their daily conversations, partially if they come from wealthy backgrounds, or totally if they come from working-class or disadvantaged backgrounds.

The data obtained confirm our initial hypothesis that the use of French/Arabic dialect alternates in the professional environment. Code-switching between French and dialectal Arabic is a common linguistic practice in the professional environment, aiding comprehension. Interns emphasize that perfect oral mastery of French is not required, professional competence is the primary concern.

Our study identified three types of language practices: the use of French, the use of Arabic, and alternating between the two languages within the same sentence or discourse. The alternation of both languages occurs through switches from one language to another within the same sentence, utterance, or by changing the interlocutor. Clients express themselves using linguistic borrowing and interference to keep Arabic as the dominant language and adapt French to Arabic through “lexical, grammatical, and phonemic rearrangements”^[13].

The use of French by some interns results from a lack of

skills to express themselves correctly in French, or because clients do not understand the conversation sufficiently when conducted in French. Both generally prefer to use Arabic because it allows them to express themselves more easily.

The level of French proficiency varies among clients. Interns report that clients use French depending on their sociolinguistic environment. Interns use more Arabic with clients from disadvantaged or rural backgrounds. On the other hand, the use of French is favored by clients from middle-class and urban backgrounds.

Interns have noticed that the level of expertise of the clients and their seniority are also important factors. They state that they prefer code-switching with “beginner” level clients or to explain new or rarely practiced operations or procedures. With experienced and accustomed clients, there is a significant increase in the use of French.

Interns interviewed affirm that, cognitively, the use of Arabic and French allows them to focus the clients’ attention and ensure a good understanding of the discourse. They found that code-switching enhances the mental representations required for comprehension. On an emotional level, interns argue that code-switching channels clients’ emotions, as they feel particularly authentic when speaking Arabic, while alternating between Arabic and French alternation fosters a friendly and trusting atmosphere that facilitates customer relations.

Recommendations

The analysis of the data from our survey of students during their education and internship experience regarding bilingual practice prompts us to propose recommendations to adapt the course to the professional requirements of the field: Firstly, the French courses for Private Law students should not focus on rote memorization of specialized terms, but rather prioritize lexical, syntactic, discursive, and cultural approaches. Manufactured materials should be reduced in favor of authentic course materials and audiovisual aids to immerse students in real communication situations. During training, specialty instructors should tolerate “integrated bilingualism”^[14] by encouraging code-switching in practical activities. This will help “remedy the linguistic fracture suffered by a learner who has acquired knowledge in a first language of schooling (L1=Ar) and help them build knowledge in a second language (L2=Fr)”^[14] and address the need “to teach

teachers to take into account the strength and power of the two languages that shape the learning and cultural formation of their students”^[15]. Another study demonstrated the same finding. To this end, Alkhudair states that: “the notion that code-switching is a beneficial strategy that should be used in classrooms when insurmountable barriers to communication and/or understanding occur in the exclusive use of the target language. Also, the findings revealed a range of positive attitudes toward using code-switching in two-way immersion classrooms”^[16]. We also emphasize the importance of integrating literary texts, particularly the realist genre, into professional training programs. In this regard, El Malki and Belhadj argue that: “The literary text has the specificity of accumulating multiple layers of hierarchized meaning. It serves as a vehicular medium conveying the worldview of a writer belonging to a given culture, but above all, it is a linguistic medium combining lexical, syntactic, and textual (discursive) components”^[17].

Language teachers should allocate time for general French, as the opportunities in the field concern the private sector where graduates may encounter a clientele from different social classes and linguistic identities.

5. Conclusions

We conclude that our study provided an opportunity to examine the specificities of bilingual Arabic/French practices in academic and professional settings among third-year students majoring in Private Law at the Faculty of Legal, Economic, and Social Sciences of Mohammed V University, Rabat, Morocco.

Our research, which emphasized the importance of considering and valuing the bilingual linguistic specificities of students in higher education in Morocco prompted us to reflect on the optimal design of course materials and their adaptation according to the real needs of the profession.

We believe our study on the bilingual practices of interns in banks and insurance companies is necessary, as language practices in professional environments in Morocco remain an overlooked aspect of field studies. However, language practices are an essential tool for work, just like material and organizational tools. This article aims to be a starting point in the process of constructing knowledge about bilingual practices among students and future employees.

Naturally, this study does not claim to be exhaustive and should be further explored and periodically conducted to gain a dynamic understanding of the evolution of linguistic practices among this population.

Author Contributions

All researchers have contributed to this research as follows: A.B. has written the introduction section, collected the data and analyzed it. A.M. has written the literature review and the conclusion part and has reviewed the paper.

Funding

This work received no external funding.

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

Not applicable.

Acknowledgments

We thank Prof. Abid Fatima Ezzahra from the Faculty of Legal, Economic, and Social Sciences-Souissi in Rabat for her assistance in the linguistic revision of the article.

Conflicts of Interest

The authors declare no conflict of interest.

References

- [1] Benitez-Fernandez, M., Miller C., De Ruitter J.J., et al., 2013. Evolution des pratiques et représentations langagières dans le Maroc du XXI^e siècle. l'Harmattan: Paris, France.
- [2] Messaoudi, L., 2010. La langue française au Maroc, fonction élitare ou utilitaire? In: dans Blanchet, P., Martinez, P. (éds.). Pratiques innovantes du plurilinguisme, émergence et prise en compte en situations francophones. Éditions des archives contemporaines: Paris, France. pp. 51–63.
- [3] Youssi, A., 2013. Impératifs linguistiques, inerties socioculturelles. Langage et société. 143(1), 27–40. DOI: <https://doi.org/10.3917/lis.143.0027>
- [4] Ennaji, M., 2005. Multilingualism, cultural identity, and education in Morocco. Springer Science & Business Media: New York, NY, USA.
- [5] Aboukacem, E., 2005. Nationalisme et construction culturelle de la nation au Maroc: processus et réactions. thèse de doctorat en anthropologie sociale. Ehess.
- [6] Nifaoui, A., 2021. Le statut du Français au Maroc face à l'hégémonie de l'Anglais: attitudes des apprenants envers le Français et l'Anglais. Journal of Applied Language and Cultural Studies. 4, 121–142.
- [7] Marfouq, A., 2023. Analyse descriptive des erreurs d'orthographe interlinguales des étudiants marocains de l'Institut des Sciences du Sport. Cas de la langue spécialisée. STUDII ȘI CERCETĂRI FILOLOGICE SERIA LIMBI ROMANICE. 1(34), 17–34. Available from: https://www.philologie-romane.eu/files/5717/2320/8244/Forma_finala_34.2023.pdf
- [8] Marfouq, A., 2023. TIC au service de l'évaluation pédagogique à distance. De l'expérience d'évaluation à l'évaluation de l'expérience. Cas de l'Institut des Sciences du Sport de l'Université Hassan Premier de Settat-Maroc. Réflexions Sportives. 3, 240–254. DOI: <https://doi.org/10.34874/IMIST.PRSM/refsport-i3.44401>
- [9] Mangiante, J.M., Parpette, C., 2011. Le Français sur objectif spécifique: de l'analyse des besoins à l'élaboration d'un cours. Hachette, France.
- [10] Carras, C., 2010. La co-construction du savoir lexical dans les discours didactiques: dialogisme et identité disciplinaire, le cas des cours magistraux. Colloque International "Spécificités et diversité des interactions didactiques: disciplines, finalités, contextes". Université de Lyon - ICAR - CNRS - INRP, 24–26 June 2010, LYON, INRP, France.
- [11] Dufour, S., Parpette, C., 2017. Le cours magistral: Questions d'analyse de discours, questions de didactique. Les carnets du cediscor. 13. DOI: <https://doi.org/10.4000/cediscor.1023>
- [12] Hamadou, I., 2021. Dynamique historique de l'emprunt linguistique en milieu sportif: cas des footballeurs au Nord-Cameroun. Réflexions Sportives. 1, 36–51. DOI: <https://doi.org/10.34874/IMIST.PRSM/refsport-i1.29175>
- [13] Karsenti, T., Garry, R.P, Benziane, A., 2008. Former les enseignants du XXI^e siècle dans toute la francophonie, 11^e ouvrage du RIFEFF. Presses Universitaires Blaise Pascal: France.
- [14] Messaoudi, L., 2016. La fracture linguistique dans l'enseignement scientifique au Maroc: quelles remédiations. Revue Langues, culture et société. 2(1). DOI:

- <https://doi.org/10.48384/IMIST.PRSM/lcs-v2i1.5786>
- [15] Alin, C., 2000. Gestes professionnels aux Antilles. L'interculturel en question (Louis Marmoz et Marc Derij éd.). L'Harmattan: Paris, France. pp. 102–168.
- [16] Alkhudair, R. Y., 2019. Professors and undergraduate students perceptions and attitudes toward the use of code-switching and its function in academic classrooms. *International Journal of English Linguistics*. 9(6), 160–171.
- [17] El Malki, M., Belhadj M., 2022. L'enseignement du texte littéraire à l'aune des soft skills: perspectives didactique et culturelle. *Revue Repères Littéraires, Langagiers et artistiques RELILART*. 2, 186–195. DOI: <https://doi.org/10.34874/PRSM.relilart-vol0iss2.36701>