| RESEARCH ARTICLE

In-service EFL Teachers' Beliefs about the Incorporation of Key Elements of Multilingualism in the Training of L3 English Teachers: Insights from the Moroccan Multilingual Context

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| ABSTRACT

The aim of the current paper is to explore the extent to which Moroccan in-service EFL teachers regard their multilingualism as a potential asset to the profile and training of L3 English teachers, taking into account the Moroccan multilingual educational context. To reach this aim, a research question guided this study: what educational beliefs do Moroccan in-service EFL teachers hold about the incorporation of key elements of multilingualism in the training of L3 English teachers in the Moroccan multilingual context? To answer this question, this study adopted a mixed-methods design through which data was collected from 169 teacher informants who completed an online questionnaire, 20 of whom participated in semi-structured interviews. Data was analysed quantitively and qualitatively. Findings revealed that the teacher informants, on the whole, hold moderate positive beliefs about the potential of multilingualism for L3 English teachers. In this sense, they showed moderate awareness of the importance of integrating a set of multilingualism-based elements in the L3 teachers' profile. Accordingly, to take maximum advantage of Moroccan L3 English teachers' and learners' multilingualism, this study suggests that Moroccan language teacher education programmes target L3 English teachers' educational beliefs about the potential of multilingualism for the L3 English classroom by shaping their beliefs in a way that they would regard multilingualism as an asset for L3 English teaching and learning rather than a potential hindrance.

1. Introduction

In multilingual contexts, as in the case of Morocco, L3 or additional language learning appears to be an ever-growing phenomenon that has begun to attract more and more attention. In this regard, for over a decade or so, a number of researchers in the field of Third or Additional Language Acquisition (TLA) have been arguing and calling for this field to be recognized as an independent field in language acquisition since it is significantly different from Second Language Acquisition (SLA) (see for example Cenoz, 2003; Cenoz, Hufeisen & Jessner, 2001a, 2001b, 2001c, 2001d; Jessner, 1999, 2008). The theories developed in SLA, and the findings and recommendations accordingly yielded and drawn from this field provide insights into L2 didactics and pedagogical approaches

to the teaching and learning of an L2 (Medgyes, 1983, 1992, 1994; Widowson, 2003, as cited in Gutiérrez Eugenio, 2017). Likewise, TLA advises L3 (language) teachers of the pedagogical principles applied to L3 teaching and learning that is taking place in multilingual settings and enlightens them on the profiles of L3 teachers and L3 learners as key elements in this distinctive learning process (Hufeisen, 2005; Jessner, 2008).

It seems, however, that to date, language teacher education programmes and training in various multilingual educational contexts still do not set clear boundaries between an L2 or an L3 in relation to the language being taught. In multilingual contexts, most of the educational programmes still heavily base their pedagogical approaches to language teaching and learning on SLA principles and theories (Inglada, 2011; Instituto Cervantes, 2007; Wong et al., 2007, as cited in Gutiérrez Eugenio, 2017). This is usually due to lack of or sufficient training in multilingual pedagogical approaches as special innovative approaches to L3 teaching and learning whose major purpose is to increase the efficiency and effectiveness of L3 learning (Hufeisen, 2011). Accordingly, when L3 teachers in multilingual contexts lack training in multilingual pedagogical approaches while teaching a third language (an L3) to multilingual learners, they are highly unlikely to hold positive educational beliefs about the usefulness of multilingualism to L3 teaching and learning. They are also highly unlikely to have adequate educational/pedagogical awareness of how L3 teachers can benefit from the optimal use of multilingualism in the L3 classroom through deploying a multilingual pedagogical approach -as a special innovative approach- through which the L3 language teaching and learning should be approached accordingly.

Taking the Moroccan multilingual educational context into account, the main objective of the current study is to probe into Moroccan EFL teachers' (educational) beliefs about the importance of incorporating key elements of multilingualism in the training of Moroccan L3 English teachers. The key potential contribution of this study is expected to be of wide interest and applicability in the field of language teacher education, which is of significance in the realm of education in Morocco. The significance of the current study lies in the potential pedagogical implications and recommendations it is expected to present for the education and training of current and future Moroccan L3 English teachers.

2. Literature Review

It is worthy of note that studies on L3 teachers are scarcely available in research on TLA and multilingualism. Of the few exceptions available in the literature on third or additional language acquisition, Jessner's (2008) review article about L3 teaching which alluded to the L3 teacher and pinpointed its role as a focal element in L3 learning although Jessner, herein, used a different term which is *the multilingual teacher* rather than the L3 teacher.

In a similar way to the term *multilingual learners* that Jessner (2008) used to refer to learners engaged in L3 learning, she made use of the term *multilingual teacher* to refer to teachers involved in L3 teaching. According to Jessner, the L3 teacher or the multilingual teacher, is described in the words of Gutiérrez Eugenio (2017) as:

> Someone who is multilingual...who has, therefore, accumulated a series of personal experiences in the L3 learning process that they can share and actively discuss with their students . . . [and] would not be familiar just with SLA principles but would have also attended teacher training courses with an emphasis on multilingualism and TLA. (p. 46)

Having said this, a number of authors and researchers such as Aronin & Ó Laoire (2003), Cenoz, Hufeisen & Jessner (2001), Griva & Chostelidou (2012) and Jessner (2008) suggested that the role of the teacher in the L3 classroom should be revisited taking into account the special aspects that define the nature of the learning process in TLA contexts. With regard to multilingual awareness, which is a key aspect in L3 learning, L3 teacher's role is significant in raising their L3 learners' multilingual awareness of their metacognitive abilities and learning strategies and competencies developed through their own previous experience learning other languages prior to their L3. Nonetheless, "Before [L3 learners'] multilingual awareness can be raised in the classroom, it needs to be manifested in the teacher through [their] own multilingual learning skills and knowledge" (Jessner, 2008, p. 41). Teachers' awareness of what language learning is in general and what it is in the L3 classroom in particular could be "only achievable through direct [learning] experience and reflection upon that experience" (Ellis, 2012, p. 15).

With relevance to this, Ellis' series of work on this area provided insightful information about the advantages multilingual teachers appear to have over their monolingual counterparts (Ellis, 2002, 2004, 2006, 2012, 2013). In more detail, Gutiérrez Eugenio (2017) clarifies further the findings from Ellis' research on how beneficial teachers' multilingualism is to them as L3 teachers stating that:

> Ellis' work provides the most detailed and clear account to date of how multilingual teachers benefit from their own experience learning and using languages to enrich their teaching approach and enhance their students' learning experience, be this through the L2 or L3 learning process. According to her results, multilingual teachers are better able to understand the language learning process and the difficulties that their students experience, supply more information about the target language in relation to other languages, and can suggest language learning strategies more effectively and more adapted to students' learning styles. (p. 47)

A recent qualitative study by Haukås (2016) in Norway found that the L3 teachers participated in her study believed that their own multilingualism was beneficial to their language learning which indicates that these teachers held a certain level of multilingual

awareness. The findings of Haukås' study also showed that the L3 teacher informants were aware of how to deploy their previous knowledge gained from their previous language learning experiences in further language learning. Furthermore, the researcher noted that there were instances whereby the L3 teachers appeared to draw upon their knowledge of and own experience learning other languages with the purpose of facilitating their students' L3 learning.

However, Haukås (2016) clearly stated that to raise L3 teachers' multilingual awareness of the potential of both their multilingualism and their learners' for L3 teaching and L3 learning, respectively, these "teachers clearly need sufficient training in a new approach before they can see how such an approach can enhance their students' learning" (p. 13) alluding, herein, to *multilingual pedagogy* as a new and innovative approach to L3 teaching and learning that L3 teachers should receive training in. Since the principal goal of multilingual pedagogy is to increase the efficiency and effectiveness of language learning (Hufeisen, 2011), teachers who actually teach a third language (an L3) to multilingual learners should ideally receive specialized training in TLA and L3 teaching (Jessner, 2008) with a focus on multilingual pedagogy, on account of this, with this specialized training, L3 teachers would be able to accurately understand the L3 learning process their learners are going through, which in turn would allow them to recognize and address the learning difficulties their multilingual learners encounter in the course of L3 learning and, thus, help them overcome these learning difficulties successfully.

As a matter of fact, according to Haukås (2016, p. 13), "To date, education for language teachers seems to devote an insufficient amount of time to enhancing language teachers' multilingual awareness and practices (De Angelis, 2011; Otwinowska, 2014)". Therefore, language teacher education is of significance in this regard in that it has a focal role to play in training future L3 teachers to implement a multilingual pedagogy as an effective approach to teaching an L3. This approach should be integrated into language teacher education and training to raise L3 teachers' awareness of both their multilingualism and their learners'. Accordingly, multilingualism in the L3 classroom can be enhanced and boosted by deploying a multilingual pedagogical approach, which should be part of the L3 teacher profile. The L3 teacher is a key element in taking maximum advantage of the potential of multilingualism in the L3 classroom. If L3 teachers' multilingual awareness is raised by receiving specialized training in TLA with a focus on a multilingual pedagogical approach to their L3 teaching, enhancing their students' multilingual awareness could also be possible and, thus, effective and efficient teaching and learning of an L3 would be eventually attained.

3. Methodology

3.1 Research Design

The current study was undertaken to answer the following research question: *what (educational) beliefs do Moroccan in-service EFL teachers hold about the incorporation of key elements of multilingualism in the training of L3 English teachers in the Moroccan multilingual context?* To answer this research question, a mixed-method research design was adopted, combining quantitative and qualitative approaches. Mixed-method research "focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study or series of studies" (Cohen, Manion & Morrison, 2018, p.32). Within the research literature, it is assumed that mixed-method research provides a more complete picture and a more comprehensive understanding of the phenomenon under study by yielding deeper insights into and further explanations and interpretations of this phenomenon (Creswell and Plano Clark, 2017; Denscombe, 2014). In this study, investigating teachers' educational beliefs through a mixed-method approach is believed to provide greater credibility in the results, generate more valid results, and provide a more complete understanding of these beliefs. In addressing the research question, a sequential mixed-methods design was utilized whereby quantitative and qualitative data were gathered at two different phases via teacher questionnaires and interviews– quantitative data were collected first, followed by qualitative data.

3.2 Participants

3.2.1 Target Population

As regards the target population of this study, teachers in Morocco teach English as a foreign language (EFL) both in public and private schools. To teach English, teachers are required to hold a BA (Bachelor of Arts) degree in English studies. Prior to starting teaching in public schools, teacher-trainees receive a one-year pre-service training in TEFL (teaching English as a foreign language) as part of teacher education in the state teacher training centers (colleges of teacher education). However, receiving pre-service training in TEFL for teachers willing to work in the private sector is not a prerequisite. In addition, both teachers in public and private schools receive in-service training in TEFL periodically in the form of workshops conducted by the ministry of education through the regional academies and provincial directorates. From the perspective of TLA and taking into account the Moroccan multilingual educational context, English is considered an L3 (additional language) for learners in the EFL classrooms. From the perspective of multilingualism, Moroccan EFL teachers and their learners alike are considered multilingual.

3.2.2 Sample

The sample drawn from the target population of this study is composed of 169 teacher informants, 20 of whom were recruited for the interviews.

3.2.3 Sampling procedures

It is commonly known in educational research that researchers are not always able to make use of random sampling, which is one of the most valid methods (Rasinger, 2013), due to several practical constraints (Gay, Mills, & Airasian, 2012). Therefore, due to the difficulty of accessibility to a larger population of teachers in the current study, the informants from the sample were recruited from the accessible population (Ary, Jacobs, & Razavich, 2002). Accordingly, nonprobability sampling (or nonrandom sampling) was adopted as a process in selecting the sample for the current study. For the quantitative part of the study, the nonprobability sampling approach utilized snowball sampling as a method for selecting the teacher informants. In the qualitative part of the study, the nonrandom sampling approach made use of purposive sampling as a technique for recruiting the informants for the interviews.

3.2.4 Demographic characteristics of the sample

Section one of the teacher questionnaire gathered demographic data about the teacher informants in this study. Demographic information that is collected in this regard relates to the teacher informants' demographic background, such as work sector, academy of work, and pre-service and in-service training.

3.2.4.1 Work Sector

Table 3.1 presents the work sectors that the teacher informants in the current study belong to. While the vast majority of the teacher informants (88,8%) teach in public schools, 11,2% of them are teachers in schools belonging to the private sector.

Table 3.1 *Frequencies for Teacher Informants' Work Sector*

Frequencies for work sector					
		Frequency	Percent	Valid Percent	Cumulative Percent
Work sector	Public sector	150	88,8%	88,8%	88,8%
	Private sector	19	11,2%	11,2%	100,0%
	Total	169	100,0%	100,0%	

3.2.4.2 Academy of Work

According to Table 3.2, the teacher informants in the study teach in different schools that belong to the twelve academies or regions across Morocco.

Table 3.2 *Frequencies for Teacher Informants' Academies (regions) of Work*

Frequencies for academies of work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Academy of work	Souss-Massa	68	40,2%	40,2%	40,2%
	Fès-Meknès	3	1,8%	1,8%	42,0%
	Casablanca-Settat	15	8,9%	8,9%	50,9%
	Rabat-Salé-Kénitra	16	9,5%	9,5%	60,4%
	Marrakech-Safi	11	6,5%	6,5%	66,9%
	Drâa-Tafilalet	23	13,6%	13,6%	80,5%
	Tanger-Tétouan-Al Hoceïma	7	4,1%	4,1%	84,6%
	Béni Mellal-Khénifra	4	2,4%	2,4%	87,0%
	Dakhla-Oued Ed Dahab	2	1,2%	1,2%	88,2%
	Laâyoune-Sakia El Hamra	16	9,5%	9,5%	97,6%
	Guelmim-Oued Noun	2	1,2%	1,2%	98,8%
	L'Oriental	2	1,2%	1,2%	100,0%
	Total	169	100,0%	100,0%	

3.2.4.3 Pre-service and In-service Training

As shown in Table 3.3, most of the teacher informants had received training prior to starting their teaching career. Of the 88,2% of the teacher informants who had pre-service training, almost 76% of them had training in teaching English as a foreign language (EFL), whereas 15,4% and 7,4% of them received pre-service training in teaching English as a second language (ESL) and as an additional language (EAL), respectively.

Table 3.3 *Frequencies for Teacher Informants' Pre-service Trainings*

		Frequency	Percent	Valid Percent	Cumulative Percent
Frequencies for pre-service trainings					
Pre-service training	Teaching English as a second language	23	13,6%	15,4%	15,4%
	Teaching English as a third/additional language	11	6,5%	7,4%	22,8%
	Teaching English as a foreign language	113	66,9%	75,8%	98,7%
	Other	2	1,2%	1,3%	100,0%
	Total	149	88,2%	100,0%	
No pre-service training		20	11,8%		
Total		169	100,0%		

Based on Table 3.4, more than half of the teacher informants (62,7%) had in-service training. While almost 70% of the informants did in-service training on teaching English as a foreign language, nearly 19% and 10,4% of them benefited from in-service training on teaching English as a second language and as an additional language, respectively.

Table 3.4 *Frequencies for Teacher Informants' In-service Training*

		Frequency	Percent	Valid Percent	Cumulative Percent
Frequencies for in-service trainings					
In-service training	Teaching English as a second language	20	11,8%	18,9%	18,9%
	Teaching English as a third/additional language	11	6,5%	10,4%	29,2%
	Teaching English as a foreign language	74	43,8%	69,8%	99,1%
	Other	1	0,6%	0,9%	100,0%
	Total	106	62,7%	100,0%	
No in-service training		63	37,3%		
Total		169	100,0%		

3.3 Data Collection Instruments

Two research instruments were employed in the current study: teacher questionnaires and teacher interviews. This sub-section discusses the development of the instruments used in the study.

3.3.1 Teacher Questionnaire

The data for the current study was collected through an online teacher Likert-type questionnaire. Opting for an online questionnaire made it possible to reach a large number of teacher informants from all over Morocco. The questionnaire was created via Google Forms. The latter, as a free online tool, allowed the researcher to design and administer the online questionnaire in a secure manner and collect the information easily and efficiently. The Google Forms application also offers an intuitive interface that is easy to use and stores the collected data in the form of spreadsheets, which can be exported to Excel and SPSS files for analysis in detail.

It is worthy of note that this paper is part of a larger study on Moroccan EFL language teachers' educational beliefs about the potential of multilingualism for the L3 English classroom, which employed a long questionnaire to measure the Moroccan EFL teachers' level of awareness of the potential contribution of multilingualism to L3 English learners, L3 English learning, L3 English teaching, and L3 English teachers. The entire teacher questionnaire includes six sections, four of which are adopted from a similar study conducted by Gutiérrez Eugenio (2017) on L3 teachers' beliefs about multilingualism in Europe, whereas the other two sections are adapted from the same study to meet the purpose of the current study, part of which is this paper. As concerns 'Section 6' of the teacher questionnaire, which is relevant to the current paper, the items included in this section (Section 6) were

developed by Gutiérrez Eugenio (2017) to measure a number of constructs that were identified based on examining previous literature on TLA in relation to L3 teachers. Table 3.5 presents the sections in the teacher questionnaire that are relevant to the current paper.

Section 6, which is on the teacher informants' beliefs about the importance of integrating aspects of multilingualism in the training of L3 English teachers, was developed by Gutiérrez Eugenio (2017) on the basis of several recommendations from a number of studies such as Aronin & O Laoire (2003) and Jessner (2008). Furthermore, Gutiérrez Eugenio (2017) took into consideration recommendations from research on "teacher training programmes (Hinger, Kofler, Skinner & Stadler, 2005) where knowledge of other foreign languages is judged almost essential for L3 teachers, as well as specific instruction on TLA theories and research" (Gutiérrez Eugenio, 2014, p. 90).

Table 3.5 *Sections of the Teacher Questionnaire Instrument*

Target Data	Instruments
(1) Teacher informants' demographics.	(a) Demographic survey.
(2) Beliefs about the importance of integrating aspects of multilingualism in the training of L3 English teachers.	(b) Survey on beliefs about the importance of integrating aspects of multilingualism in the training of L3 English teachers [5-point Likert Importance Scale].

3.3.1.1 Teacher Demographics
Section 1 of the teacher questionnaire is a demographic survey that includes contextual questions intended to obtain information about the teacher informants' demographic background. This section intended to gather demographic information about the teacher informants such as work sector, academy of work, and pre-service and in-service training. The responses to the items in this sub-section were treated as descriptive data, some of which were quantitatively used as useful data during the discussion of the findings.

3.3.1.2 Survey on Teachers' Educational Beliefs about the Importance of Integrating Aspects of Multilingualism in the Training of L3 English Teachers
Section 6 of the teacher questionnaire intended to explore the teacher informants' level of awareness of the importance assigned to a number of elements (constructs) that are required to be integrated into the training of L3 English teachers. These elements are listed as follows: (a) 'knowledge of and about other/foreign languages' (5 items), (b) 'experience learning other/foreign languages' (5 items), (c) 'experience using other/foreign languages' (5 items), (d) 'training in SLA' (5 items), and (e) 'training in TLA' (5 items). These five elements reflect the aspects of the multilingual teacher which are deemed essential for teachers of L3 English to be more efficient teachers in third or additional language learning settings.

This section includes 25 items that constitute the five constructs mentioned above, which were organized in a 5-point Likert importance scale ranging from *'not important at all'* to *'extremely important',* which aimed at measuring the level of importance that the informants attribute to each of the five elements, above-mentioned, in the training of L3 English teachers. The scale yields a total importance score (total sum and total mean) based on the average responses on the 0-to-4-point scale for all 25 items. The scale also provides an individual importance score (individual means) for each of the 25 items based on the average response on the 0-4 scale for each item.

3.3.1.3 Validity and Reliability of the Teacher Questionnaires
A set of procedures were carried out to achieve an acceptable level of validity and reliability in the current study. Hence, for the research instrument of the current study to be construct, content, and face valid and reliable, it has gone through the required validation processes: designing, piloting, and validating phases.

The teacher questionnaire utilized in the current study established a desired level of both validity and reliability since it is adapted from an already tested and validated questionnaire from a similar study, specifically measuring the same theoretical constructs as the one under scrutiny in this study (for more details see Gutiérrez Eugenio, 2014, 2017).

Prior to administering the questionnaire, the research instrument was piloted and validated, which guaranteed a higher degree of validity of the measuring instrument in that it was proved to accurately measure the theoretical construct it was actually designed to measure. The questionnaire was put to a pre-test through piloting that led to further changes and rewording of certain items based on the feedback from the piloting phase.

In addition, to ensure that the questionnaire is reliable enough before being administered, a Cronbach's alpha internal consistency reliability analysis of the questionnaire was carried out in order to confirm the internal validity of the constructs being measured by the questionnaire. The reliability analysis yielded a very strong internal consistency reliability for all the items or constructs in

the teacher questionnaire: Cronbach's Alpha (Cr. α =.943). Hence, the piloting test and the reliability analysis as a final phase helped in making certain that the final version of the research instrument is valid and reliable, respectively (see Table 3.6).

Table 3.6 *Cronbach's Alpha Value for the Constructs in the Teacher Questionnaire*

Reliability Statistics	
Cronbach's Alpha	**N of Items**
,943	89

3.3.2 Teacher 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 teacher informants' educational beliefs, and, hence, gain a detailed understanding of these beliefs. Integrating qualitative research methods in this study was necessary and useful since "Interviews enable participants …to…express how they regard situations from their own point of view …[and] can be used to cast further explanatory insight into survey data" (Cohen, Manion & Morrison, 2018, p.506). Additionally, "by adding the interviews, a more holistic understanding was possible" (Ridenour and Newman, 2008, p. 33). For this purpose, several specific open-ended questions were developed based on the research question of the current study. 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.

The interview instrument was piloted prior to conducting the actual interviews with the teacher informants. The pilot interview procedure involved three stages: pre-interview stage, during the interview stage, and post-interview stage. This multi-phase piloting process allowed for developing, modifying, and refining the interview tool. The process also helped in attaining a considerable level of validity and reliability in the teacher interview protocols.

3.4 Data Collection Procedures

In the first quantitative phase of the study, teacher informants' quantitative data was collected through an online questionnaire (created via Google Docs), which was distributed to potential respondents from the target population. The teacher questionnaire was administered by email to teachers, including an introductory message and a link to the online questionnaire. The questionnaire was also diffused through Facebook, where teachers were asked to share the link to the online questionnaire with their colleagues and other teachers in their social and professional networks, making use of 'snowball sampling'.

The link to the online questionnaire was active for a period of eight weeks. This period was extended to allow for a larger participation on the part of the teachers. For the online questionnaire to be successfully submitted, the teacher informants had to answer all the questions without exception. Therefore, receiving uncompleted questionnaires was not possible. Opting for an online questionnaire through snowball sampling made it possible to reach a large number of teacher informants from the twelve regions of Morocco. Eventually, 169 teacher informants completed the online questionnaire.

The 'sequential mixed-method design' adopted in this study made it possible to collect qualitative data through conducting follow-up interviews in the second qualitative phase of the study. Twenty teacher informants were selected for the interviews with, and the interview date and time were arranged via mobile phone and email. The interviews were scheduled and completed over the course of one month. During the conduction of the interviews, audio recording was used to provide a verbatim account of each interview session. In cases where face-to-face interviews, which entail physical encounters, were not possible to conduct, for example, with busy and physically unreachable teachers, interviews were scheduled online, conducted synchronously, and recorded. Prior to undertaking the interviews, ethical approval was sought from the teacher participants. All the interviewees were assured that their responses would be kept confidential and anonymous. All the interviews followed the semi-structured interview protocol.

3.5 Data Analysis Procedures

To investigate the research question of the current study, the teacher informants' responses were quantitatively and qualitatively analyzed. What follows is a description of the analyses carried out in relation to the data collected through the teacher questionnaires and interviews.

3.5.1 Quantitative Data Analysis

The responses collected through the teacher online questionnaire were automatically recorded into a Microsoft Excel spreadsheet, which allowed for easy data coding. The latter was fed into an SPSS database for statistical analysis (Statistical Package for Social Sciences 25.0.) after being computer coded.

A demographic analysis was conducted with regard to the teacher informants' demographics included in section 1 of the teacher questionnaires. This analysis made use of descriptive statistics (frequencies) to offer a description of the teacher informants' profile (work sector, academy of work, pre-service, and in-service trainings). As regards the research question of the current study, the data collected in section 6 of the teacher questionnaires was analyzed using descriptive and inferential statistical procedures.

With the use of descriptive statistics such as mean values, it was possible to determine the nature of the teacher informants' educational beliefs, whether positive or negative, about the importance of incorporating multilingualism-based elements in the training of L3 English teachers and determine the degree of the level of their awareness in that respect. As for the inferential statistical analysis, this type of analysis utilized a *paired-samples t-test* (the level of significance is set at $p < 0.01$) that helped in looking into any statistically significant differences in the mean values of the scales within Section 6 of the teacher questionnaire (Section 6 constitutes several scales, and each scale includes items that represent or reflect a given construct or aspect of the importance of integrating key elements of multilingualism in the L3 English teacher training) (see Table 3.7).

Table 3.7 *Statistical Data Analysis of the Research Question*

Research Question	Data Targeted	Instruments	Data Analysis
What (educational) beliefs do Moroccan in-service EFL teachers hold about the incorporation of key elements of multilingualism in the training of L3 English teachers in the Moroccan multilingual context?	• Teacher informants' demographics. • Educational beliefs about the importance of integrating key elements of multilingualism in the training of L3 English teachers.	• Demographic survey. • Survey on beliefs about the importance of integrating key elements of multilingualism in the training of L3 English teachers [5-point Likert Importance Scale].	Quantitative Analysis: • Demographic Analysis [Descriptive statistics: Frequencies & means] • Inferential Analysis: ▪ Paired-samples t-test

3.5.2 Qualitative Data Analysis

The qualitative analysis of the data obtained from the teacher interviews went through a multi-stage process. Prior to analyzing the interview data, the interview responses were initially recorded using digital audio recording, whereas the following phase undertook audio transcription. The following procedure, at the level of the individual-case analysis, was coding individual transcripts of the recorded interviews - the qualitative data were broken down into smaller text units. The latter were categorized and classified by 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 – classifying ideas and concepts (beliefs) by grouping the data into themes and patterns. Once the categories (themes and patterns) were formed, it was possible to analyze the data in an accurate and reliable way by 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, & Airasian, 2012). As detailed above, the multi-stage process of the qualitative analysis adopted in this study provided the basis for structuring the analysis and interpretation of the interview responses, which yielded deep insights into the understanding of the educational beliefs held by the teacher informants in the current study.

4. Results

This section reports the findings yielded by the quantitative and qualitative analyses of the teacher questionnaire and teacher interview data with respect to the research question: *'what (educational) beliefs do Moroccan in-service EFL teachers hold about the incorporation of key elements of multilingualism in the training of L3 English teachers in the Moroccan multilingual context?'*

4.1 Quantitative Analysis of the Questionnaire Findings

The two parts in this sub-section present descriptive and inferential analyses of the teacher questionnaire findings, respectively.

4.1.1 Descriptive Analysis

The following sub-section comprises a descriptive analysis of the teacher informants' responses to the questionnaires. Section 6 of the teacher questionnaire intended to explore the teacher informants' level of awareness of the importance of five essential elements that should be incorporated in the training of L3 English teachers: (a) knowledge of and about other/foreign languages, (b) experience learning other/foreign languages, (c) experience using other/foreign languages, (d) training in SLA, and (e) training in TLA. These five elements reflect the aspects of the multilingual teacher and allude to the importance of these features in

rendering L3 English teachers more efficient in third language / additional language learning contexts. Accordingly, the items in this section were organized in five scales aiming at measuring the level of importance that the informants attribute to each of the five elements above-mentioned.

4.1.1.1 Knowledge of and about Other Languages
The individual scores and total score in scale 1 as demonstrated in Table 4.1, show that the teacher informants believe that knowledge of and about other / foreign languages is moderately important for L3 English teachers. In more detail, item 9 'advanced knowledge of at least one foreign language' received the highest score (2,41) amongst the informants whereas item 7 'basic knowledge of several foreign languages' obtained the lowest score (2,15). The scores of all the items are above 2, the average.

Table 4.1 *Teacher Informants' Mean Scores and Percentages on the Importance of Knowledge of and about Other / Foreign Languages for the Training of L3 English Teachers*

Scale 1: Knowledge of and about other / foreign languages

According to you, to what extent are the following aspects important in the training of L3 English teachers of multilingual students to become more efficient teachers in Third Language / Additional Language Learning contexts?	Not important at all	Slightly important	Moderately important	Important	Extremely important	Mean Scores*
Aspect 1. Knowledge of the students' mother tongue(s).	10,1%	22,5%	18,3%	30,2%	18,9%	2,25
Aspect 2. Knowledge about the general characteristics of other foreign languages.	8,9%	14,2%	21,3%	40,2%	15,4%	2,39
Aspect 7. Basic knowledge of several foreign languages.	13,6%	13,0%	27,2%	36,7%	9,5%	2,15
Aspect 8. Knowledge of the other foreign languages their students know.	10,1%	13,6%	32,5%	31,4%	12,4%	2,22
Aspect 9. Advanced knowledge of at least one foreign language.	8,3%	11,8%	25,4%	39,6%	14,8%	2,41
					Total mean score*	2,29

*Note. *Maximum = 4*

4.1.1.2 Experience Learning Foreign Languages
As the results in Table 4.2 show and in almost a similar way to the findings in scale 1, the teacher informants seem to consider experience learning other / foreign languages as moderately important. The individual scores ranged from 2,33 (item 19) as the lowest to 2,75 (item 6) as the highest, which yielded a total score of 2,53.

Table 4.2 *Teacher Informants' Mean Scores and Percentages in on the Importance of Experience Learning Other / Foreign Languages for the Training of L3 English Teachers*

Scale 2: Experience learning other/foreign languages

According to you, to what extent are the following aspects important in the training of L3 English teachers of multilingual students to become more efficient teachers in Third Language / Additional Language Learning contexts?	Not important at all	Slightly important	Moderately important	Important	Extremely important	Mean Scores*
Aspect 3. Personal experience of learning foreign languages.	4,7%	9,5%	15,4%	47,3%	23,1%	2,75
Aspect 4. To have experienced the difficulty of learning a foreign language.	7,1%	14,2%	23,1%	36,1%	19,5%	2,47
Aspect 6. To have successfully learnt a foreign language.	4,1%	7,1%	21,3%	44,4%	23,1%	2,75
Aspect 19. To have learnt English as a third language/additional language.	9,5%	16,0%	23,1%	35,5%	16,0%	2,33
Aspect 20. To have gone through the ups and downs of learning a third/additional language.	7,1%	14,2%	27,8%	36,7%	14,2%	2,37
					Total mean score*	2,53

*Note. *Maximum = 4*

4.1.1.3 Experience Using Foreign Languages

According to the total mean score in scale 3 in Table 4.3, the teacher informants regard experience using other/foreign languages as moderately important. This score continues to reflect a moderate level of awareness of the importance of experience using other/foreign languages amongst the informants, which is similar to the level of awareness that they previously showed in scale 1: Knowledge of and about other/foreign languages and scale 2: Experience learning other/foreign languages (for more details see Table 4.3).

Table 4.3 *Teacher Informants' Mean Scores and Percentages on the Importance of Experience Using Other / Foreign Languages for the Training of L3 English Teachers*

Scale 3: Experience using other/foreign languages						
According to you, to what extent are the following aspects important in the training of L3 English teachers of multilingual students to become more efficient teachers in Third Language / Additional Language Learning contexts?	Not important at all	Slightly important	Moderately important	Important	Extremely important	Mean Scores*
Aspect 5. Personal experience communicating in one or several foreign languages.	5,3%	9,5%	22,5%	50,3%	12,4%	2,55
Aspect 22. Personal experience interacting in multilingual settings.	7,1%	10,7%	23,7%	39,6%	18,9%	2,53
Aspect 23. Personal experience mediating between speakers of different languages.	10,7%	15,4%	26,6%	37,9%	9,5%	2,20
Aspect 24. Personal experience negotiating meanings between speakers of different languages.	8,9%	14,8%	26,0%	36,7%	13,6%	2,31
Aspect 25. Personal experience in code-switching.	11,2%	16,6%	23,7%	36,7%	11,8%	2,21
					Total mean score*	2,36

Note. *Maximum = 4

4.1.1.4 Training in SLA

Table 4.4 provides the findings concerning scale 4 (Training in SLA). The teacher informants were found to agree that training in SLA is important. The individual mean scores and the total mean score clearly indicate that the level of importance that the informants place on the element 'training in SLA' is relatively higher than the previous scales (scale 1, 2, and 3).

Table 4.4 *Teacher Informants' Mean Scores and Percentages on the Importance of Training in SLA for the Training of L3 English Teachers*

Scale 4: Training in SLA						
According to you, to what extent are the following aspects important in the training of L3 English teachers of multilingual students to become more efficient teachers in Third Language / Additional Language Learning contexts?	Not important at all	Slightly important	Moderately important	Important	Extremely important	Mean Scores*
Aspect 10. Familiarity with the theories of second language acquisition and learning.	3,0%	13,0%	11,2%	33,7%	39,1%	2,93
Aspect 11. Specialized training in teaching second languages.	4,7%	10,1%	7,1%	40,2%	37,9%	2,96
Aspect 12. Familiarity with current research in second language teaching and learning.	5,3%	9,5%	15,4%	39,6%	30,2%	2,80
Aspect 13. Familiarity with the different methods of second language teaching.	3,0%	11,2%	14,8%	33,1%	37,9%	2,92
Aspect 14. Continuous in-service training on second language didactics.	3,6%	8,9%	14,8%	29,6%	43,2%	3,00
					Total mean score*	2,92

Note. *Maximum = 4

4.1.1.5 Training in TLA

As Table 4.5 illustrates, the teacher informants believe that training in TLA is important to a certain extent for the training of L3 English teachers. This is reflected in the level of importance that they place on the fifth element, 'Training in TLA', in scale 5, which is relatively high (2,82), though not as high as in scale 4: Training in SLA (2,92).

Table 4.5 *Teacher Informants' Mean Scores and Percentages on the Importance of Training in TLA for the Training of L3 English Teachers*

Scale 5: Training in TLA

According to you, to what extent are the following aspects important in the training of L3 English teachers of multilingual students to become more efficient teachers in Third Language / Additional Language Learning contexts?	Not important at all	Slightly important	Moderately important	Important	Extremely important	Mean Scores*
Aspect 15. Familiarity with the practical aspects of third language/additional language teaching and learning.	3,6%	6,5%	13,6%	40,2%	36,1%	2,99
Aspect 16. Specialized training in teaching third languages/additional languages.	5,3%	8,3%	14,2%	33,1%	39,1%	2,92
Aspect 17. Familiarity with the theories of third language /additional language acquisition and learning.	4,1%	7,7%	14,8%	42,0%	31,4%	2,89
Aspect 18. Familiarity with current research in third language/additional language teaching and learning.	5,3%	10,1%	14,2%	42,6%	27,8%	2,78
Aspect 21. Familiarity with current models of multilingualism.	7,7%	10,7%	21,9%	39,1%	20,7%	2,54
					Total mean score*	2,82

Note. *Maximum = 4

Table 4.6 displays the overall means of the five scales that measure the teacher informants' level of awareness of the importance of each of the five elements that should be included in the training of L3 English teachers. All the scales received positive scores. Scale 4 'Training in SLA' received the highest total mean score, which clearly indicates that the informants believe that having training in SLA is very important in the training of L3 English teachers, followed by the element 'Training in TLA'. The scales with the lowest scores are scales 3 and 1. The elements of 'Experience using other/foreign languages' and 'Knowledge of and about other/foreign languages' are regarded to be the least important. The element 'Experience learning other/foreign languages' seems to be in the middle position in terms of importance. These scores show that the informants hold moderately positive beliefs about the five key elements that incorporate aspects of multilingualism in the training or profile of L3 teachers. Hence, these scores rated the informants' awareness of the potential of multilingualism for L3 teachers at a moderate level.

Table 4.6 *Means for Scales 1, 2, 3, 4, and 5*

Scales	Mean*
Scale 1: Knowledge of and about foreign languages	2,29
Scale 2: Experience learning foreign languages	2,53
Scale 3: Experience using foreign languages	2,36
Scale 4: Training in SLA	2,92
Scale 5: Training in TLA	2,82
All scales	2,58

Note. *Maximum = 4

4.1.2 Inferential Analysis

This section presents an inferential analysis of the teacher questionnaire findings in relation to the teacher informants' educational beliefs. The inferential analysis in this section focuses on whether there are any statically significant differences in the informants' beliefs about the incorporation of key elements of multilingualism in the training of Moroccan L3 English teachers. This sub-section compares the findings in the scales by looking into any statistically significant differences in the mean values of the scales in section 6, which is included in the teacher questionnaire in this study.

Table 4.7 offers an overview of the total mean scores (with Standard Deviation) of all 5 scales in Section 6, previously mentioned in the descriptive analysis.

Table 4.7 *Means and Standard Deviation for the 5 Scales in Section 6*

	Descriptive Statistics		
Sections	**Scales**	**Mean***	**Standard Deviation**
Section 6: L3 English teachers: L3 English teachers' beliefs about the important elements in the training of L3 English teachers	Scale 1: Knowledge of and about other/foreign languages	2,29	0,86
	Scale 2: Experience learning other/foreign languages	2,53	0,83
	Scale 3: Experience using other/foreign languages	2,36	2,58	0,94	0,76
	Scale 4: Training in SLA	2,92	1,01
	Scale 5: Training in TLA	2,82	0,94
Overall mean		2,58	

Note. *Maximum = 4

The overall mean score of the five scales in 'section 6' reflected a moderate level of importance that the teacher informants attached to the five elements to be included in the training of L3 English teachers (see Table 4.7). However, when conducting the paired-samples t-test between the scales, certain statistically significant differences between the mean values of some of the five scales have emerged (see Table 4.8).

On one hand, the paired-samples t-test between scale 1 (Knowledge of and about other/foreign languages) and each of the following scales: scale 2 (Experience learning other/foreign languages), scale 4 (Training in SLA), and scale 5 (Training in TLA) showed a statistically significant difference in the mean values between scale 1 and these three scales ($p<.001$). Accordingly, the informants have answered significantly lower on the importance of knowledge of and about other/foreign languages in comparison with how their experience learning other/foreign languages, training in SLA, and training in TLA might render them more efficient and effective teachers of L3 English. This, according to the informants, clearly indicates that knowledge of and about other/foreign languages is the least important amongst the four elements in the training of L3 English teachers. On the other hand, the paired-samples t-test between scale 1 and scale 3 (Experience using other/foreign languages) showed no statistically significant difference between the mean values of these two scales ($p>.001$). This suggests that although the mean values are somehow different between these two scales, the informants place a moderate level of importance on an equal basis on both knowledge of and about other/foreign languages and experience using other/foreign languages as elements to be included in the training of L3 English teachers.

A statistically significant difference in the mean values between scale 2 (Experience learning other/foreign languages) and the following scales: scale 3 (Experience using other/foreign languages) ($p<.01$), scale 4 (Training in SLA), and scale 5 (Training in TLA) is also indicated by the paired-samples t-test ($p<.001$). This finding revealed that while the informants considered their experience learning other/foreign languages significantly more important than their experience using these languages in L3 English training, they have answered significantly lower on the importance of possessing this experience of learning other/foreign languages in comparison with having or receiving training in both SLA and TLA.

According to the paired-samples t-test, the mean value for scale 3 (Experience using other/foreign languages) is significantly lower than the mean values for scales 4 (Training in SLA) and 5 (Training in TLA), respectively ($p<.001$). This suggests that the informants deem their experience using other/foreign languages less important as an element in the training of L3 English teachers compared to the other two elements: training in SLA and TLA.

Finally, when conducting the paired-samples t-test between scales 4 (Training in SLA) and 5 (Training in TLA), the test showed no statistically significant differences in the mean values of these two scales ($p>.001$), although the mean value for scale 4 is slightly

higher than the mean value for scale 5. This hints at the fact that the informants placed relatively high importance on how beneficial and useful it is for L3 English teachers to have training equally in SLA and TLA.

Table 4.8 *T-test for Scales 1, 2, 3, 4, and 5*

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**	**t**	**df**	**Sig. (2-tailed)**
Pair 1	Scale 1 Scale 2	-0,24497	0,69307	0,05331	-0,35022	-0,13972	-4,595	168	0,000*
Pair 2	Scale 1 Scale 3	-0,07456	0,75554	0,05812	-0,18929	0,04018	-1,283	168	0,201
Pair 3	Scale 1 Scale 4	-0,63550	0,94977	0,07306	-0,77974	-0,49127	-8,698	168	0,000*
Pair 4	Scale 1 Scale 5	-0,53728	0,94873	0,07298	-0,68135	-0,39320	-7,362	168	0,000*
Pair 5	Scale 2 Scale 3	0,17041	0,67318	0,05178	0,06819	0,27264	3,291	168	0,001*
Pair 6	Scale 2 Scale 4	-0,39053	0,81673	0,06283	-0,51456	-0,26650	-6,216	168	0,000*
Pair 7	Scale 2 Scale 5	-0,29231	0,76904	0,05916	-0,40910	-0,17552	-4,941	168	0,000*
Pair 8	Scale 3 Scale 4	-0,56095	0,97377	0,07491	-0,70882	-0,41307	-7,489	168	0,000*
Pair 9	Scale 3 Scale 5	-0,46272	0,86910	0,06685	-0,59470	-0,33074	-6,921	168	0,000*
Pair 10	Scale 4 Scale 5	0,09822	0,77801	0,05985	-0,01992	0,21637	1,641	168	0,103

Note. *Statistically significant at the 0.01 level (2-tailed).

On the basis of this, as regards the elements that ought to be included in the training of teachers of L3 English, it is worth noting that training in SLA and training in TLA are the elements that the informants have regarded most important of all the five elements that are measured in 'Section 6'. While knowledge of and about other/foreign languages and experience using other/foreign languages are considered the least important elements in the training of L3 English teachers, experience learning other/foreign languages is placed in the middle of the scale of importance.

4.2 Qualitative Analysis of The Interview Findings

This sub-section reports the findings yielded by the qualitative analysis of the teacher interview data in relation to the informants' beliefs about the incorporation of key elements of multilingualism in the training of Moroccan L3 English teachers.

The interview participants were addressed the following question: 'do you think that pre-service and in-service trainings that Moroccan EFL teachers receive are adequate, appropriate, effective, and practical in relation to teaching English as an additional language (L3) in the Moroccan multilingual context?'. The overall response to this question was quite negative. A common view amongst the interviewees was that pre-service and in-service trainings that Moroccan English language teachers receive do not provide an appropriate pedagogical approach to teaching L3 English in the Moroccan multilingual context. Some respondents considered that teacher education, in general, lacks special training in L3 English teaching. For example, one interviewee said: "in Morocco, teachers rarely have this kind of training [training on L3 English teaching and learning], and if it is provided, it would be of great help to Moroccan EFL teachers". Another interviewee commented: "no, at all…teacher training in Morocco needs to be revisited. Pre-service training is very limited and focuses on few other things. In service training on this subject is rare, if not saying none is provided". Other respondents argued that teacher training specifically overlooks Moroccan linguistic diversity. One interviewee stated that "the training is inadequate because it does not take into account the linguistic diversity in the Moroccan context", and another commented: "I do not think so! I do not think multilingualism is a big theme in the trainings. I believe teacher trainings ought to take into consideration the complex linguistic situation in Morocco".

Few interviewees, however, gave positive responses indicating that language teacher training is sufficiently appropriate and effective to teach English as an additional language in Morocco. Nevertheless, it could be noticed from their responses that these

respondents are not well-informed enough about the type of training needed for L3 English teaching and learning. They also did not seem aware enough of the fact that they need training in a new approach to teaching and learning English as an L3. One respondent said: "I think so because English in Morocco is taught as a foreign language not as an L2".

When the interviewees were asked whether language teacher education in Morocco targets and raises English language teachers' awareness of their multilingualism and their learners', the majority responded negatively. Most of those interviewed reported that the pre-service and in-service trainings they received as part of teacher education neither targeted nor enhanced their multilingual awareness in that "there is no component in the training that targets this issue", as put by one respondent. In this regard, some interviewees felt that the training focused basically and only on methodological issues and other areas such as planning, evaluation, and the teaching of skills, while others considered that the training was not designed to boost teachers' multilingual awareness. One interviewee stated: "as far as I am concerned, there is no such training in the training centers. Most trainers are not well-informed about this matter. The training focuses more on methodological concerns". Another interviewee noted, saying:

> Not to my knowledge! Teacher training in Morocco still focuses on areas such as lesson planning, assessment, and the teaching of the four skills. Many things need to be included in the training programs. We need more in-service trainings and TPD [teacher professional development] workshops that target these issues...teachers need more emphasis on multilingualism in all its forms.

Conversely, a minority of those interviewed indicated that language teacher education raises English language teachers' multilingual awareness, but to a very limited extent. One respondent said: "language teacher trainings partially raise L3 English teachers' multilingual awareness of multilingualism; still, more efforts need to be done in this regard". Another respondent commented: "yes, it does to a certain limited extent. Sometimes, it might be raised during the discussions, but there is still much work to be done by the teachers on their own". These and other responses from the interviews indicate that there was a sense of unsatisfaction amongst these respondents in the sense that they all agreed that "language teacher education in Morocco should work more toward enhancing multi-language awareness", as stated one interviewee.

The interview participants were asked the following question: 'according to you, what elements should be included in the profile of the Moroccan English language teacher to meet the requirements of teaching L3 English in the Moroccan multilingual context?'. In response to this question, the majority of the respondents suggested a range of criteria reflecting several aspects of multilingualism as important elements in the profile of the Moroccan L3 English teacher. In this respect, some interviewees believed that for teachers to efficiently teach L3 English in the Moroccan multilingual context, they should be multilingual and aware of the Moroccan multilingual context and have linguistic knowledge and multilingual awareness of the differences between L3 English and other spoken languages in Morocco. One interviewee stated that the Moroccan L3 English teacher "should be a good multilingual and has a good knowledge of the similarities and differences between students' L1(s), L2(s), and L3 English", and another noted that "L3 English teachers should have multilingual awareness of both their multilingualism and their learners'". Another respondent stated that "the Moroccan multilingual context requires L3 English teachers who are aware of the linguistic situation in Morocco and can use their linguistic awareness and knowledge to help their students learn the target language [L3 English]". Other respondents considered that Moroccan English language teachers should have appropriate and adequate training in L3 English teaching, including multilingual approaches to L3 English teaching and teaching experience in a multilingual context. One interviewee said: "the Moroccan L3 English teacher should receive a training in multilingual approaches to teaching L3 English so that L3 English teachers can be familiar with the most effective ways of L3 English teaching". Another participant pointed out Moroccan L3 English teachers should have "adequate, appropriate, effective, and practical training in teaching L3 English in the Moroccan multilingual context and teaching experience in a multilingual context". Other respondents indicated that L3 English teachers should have adequate knowledge of both language acquisition and teaching methodologies. One interviewee stated that "knowledge of how languages are acquired, and knowledge of teaching methodologies should be part of the profile of L3 English teachers in Morocco". Only a small number of those interviewed expressed the belief that aspects of multilingualism, such as being 'multilingual' are not important elements in the profile of the Moroccan L3 English teachers. One of these interviewees commented, saying: "the L3 English teacher profile in Morocco has to reflect a good mastery of the English language. Other issues such as commitment, lesson planning, and diversifying teaching methods are important, but being multilingual or not does not matter". Another interviewee said that "a very good mastery of the English language is the most important thing".

The interview participants were asked to indicate whether a number of aspects are key elements in training programs for Moroccan L3 English teachers, taking into account the Moroccan multilingual context. These elements are as follows: (a) knowledge of and about other languages spoken in Morocco, (b) experience learning other languages spoken in Morocco, (c) experience using other languages spoken in Morocco, (d) training in SLA (Second Language Acquisition), (e) training in TLA (Third Language Acquisition), (f) a multilingual approach to teaching English, and (g) a monolingual approach to teaching English. According to the interview results, the majority of those responded to this question reported that all the elements aforementioned are important except for the element 'a monolingual approach to teaching L3 English', which is regarded as unimportant. Of the elements that the respondents perceived as important, training in TLA, training in SLA, knowledge of and about other languages spoken in Morocco,

and a multilingual approach to teaching L3 English are believed to be of more importance. Experience learning and using other languages spoken in Morocco is thought to be of less importance amongst the respondents.

Training in TLA and SLA is considered by most of the respondents as two equally crucial elements to be included in language teacher education and training for Moroccan L3 English teachers. A common view amongst the interviewees is that receiving training in TLA and SLA is important in the sense that it would make teachers be familiar with how languages beyond L1 are acquired in multilingual contexts as is the case with Morocco. This, according to the interviewees, would provide L3 English teachers with adequate knowledge and useful insights on teaching techniques aiming at facilitating learning for Moroccan L3 English students. One interviewee said: "having training in SLA and TLA would be certainly very important in the Moroccan context because of the multilingual aspect of the Moroccan society". Another interviewee stated: "I believe that training in SLA and TLA is crucial for L3 English teachers, for it would help them understand how language is acquired and thus provide them with ideas that can facilitate learning for their students". Another respondent commented, saying: "it is important for teachers to be well equipped with knowledge on SLA and TLA. This knowledge will help teachers understand how people acquire languages and the difficulties they go through. This will help them plan their teaching accordingly".

There was a sense of agreement amongst most of the interviewees on the importance of the element 'knowledge of and about other languages spoken in Morocco' in the training of Moroccan L3 English teachers. In this regard, most of the interviewees expressed the belief that Moroccan L3 English teachers' knowledge of and about other languages spoken in Morocco would be useful for them to facilitate and support their L3 English teaching process in relation to a number of aspects. The ability to "make good decisions in the classroom", "understand and address learners' needs", "know who you teach and what learning areas to focus on", "resort to other languages when needed", and "establish a good rapport with students" are some of the positive potential aspects of teachers' knowledge of other languages as suggested by the interviewees. One interviewee said: "the more knowledgeable the L3 English teacher is about the learners' languages, the better he/she will be in understanding and addressing his/her learners' needs". Another interviewee pointed out: "having some knowledge of and about other languages spoken in Morocco would facilitate the L3 English teaching process".

Most of the interviewees thought that a multilingual approach to teaching L3 English is of importance for the training of Moroccan L3 English teachers. The respondents believed that L3 English teachers should receive training on adopting a multilingual approach to L3 English teaching, which they considered as an interesting approach. According to some respondents, this approach allows L3 English teachers to use various multilingual techniques and strategies while teaching L3 English that save time and effort and ease L3 English learning. One interviewee said: "why not using a multilingual approach in teaching? My goal is to help my students speak English, and such an approach will enable me to use all the possible techniques and strategies with my students". Another interviewee stated: "the multilingual approach to teaching saves me time and effort when it comes to teaching some complicated vocabulary items or grammatical structures". According to other respondents, adopting such an approach in the L3 English classroom would help students make comparisons across the languages that they know and allow them to make use of positive transfer from their previously learned languages and transfer learning skills and strategies acquired during previous learning experiences. One respondent noted, saying: "I believe that a multilingual approach is more effective than a monolingual one as it allows students to make positive transfer of the L1 rules. I also believe that such an approach can help students make comparisons across languages". Another respondent commented: "a multilingual approach to teaching L3 English is a great one. As I mentioned before, translation and transfer of skills, strategies, and learning experiences can be done across languages".

Although experience learning and using other languages spoken in Morocco does not amount to the importance of the elements afore mentioned as indicated by the interview findings, over half of those interviewed reported that it is important and should be included in the training of Moroccan L3 English teachers. According to some responses from the interviews, L3 English teachers with experience learning and using other languages spoken in Morocco are highly likely to understand the process of additional language learning that their L3 English learners are going through. Their experience learning and using other languages would also provide them with useful knowledge that, if used, would facilitate their L3 English teaching. On this point, one interviewee echoed this view, saying:

> It [experience learning and using other languages spoken in Morocco] would give them [Moroccan L3 English teachers] better insights to how mechanisms of different languages come into building a better understanding of additional language learning. Moreover, it will put them into the shoe of learners in their journey to learning an additional foreign language [L3 English], and therefore will be well equipped with knowledge that can efficiently facilitate their L3 English teaching.

Another interviewee commented, saying:

> It [experience learning and using other languages spoken in Morocco] is so important because the experience tells us that the way we have learned a language hugely impacts our teaching of another language. Although the

languages might differ in structure, the way they were introduced to us can affect our way of viewing English teaching. For example, the way I was taught passive voice in Arabic still affects my teaching of the same English lesson today. Therefore, teacher trainers ought to highlight this point in their training.

The monolingual approach to teaching L3 English is perceived by the majority of the respondents as an unimportant element in the training of Moroccan L3 English teachers. Although few respondents acknowledged the usefulness of the monolingual approach to English teaching in general, most of the respondents stressed on the fact that a multilingual approach to L3 English teaching would be of more use and benefit to the L3 English learners given the Moroccan multilingual context. One interviewee stated: "the importance of monolingual approach is not to be overlooked as it also has its benefits. However, one need to be armed with a multilingual approach and take advantage of it". Another interviewee said:

> The monolingual approach to teaching is excellent only if the students are at an advanced level, which is rare in the Moroccan multilingual context. Reports from beginning students who learned English from native speakers were not favorable. The opposite is true when teachers are multilingual Moroccans. What does this mean? When teachers share the L1 and/or L2 of their students, the outcome is usually positive.

Only a minority of the interview participants felt that including the elements that incorporate aspects of multilingualism in Moroccan L3 English teachers' training is not important. The elements that these interviewees regarded as unimportant in that respect are 'knowledge of and about other languages spoken in Morocco, 'experience learning and using these languages', and 'a multilingual approach to teaching L3 English'. A common view amongst these respondents is that knowledge of and about other languages spoken in Morocco is not a necessary element in the training of Moroccan L3 English teachers since it is not helpful for them. Talking about this issue, one respondent stated: "I think that knowledge of the languages spoken in Morocco is not helpful". This respondent wondered about the usefulness of this linguistic knowledge saying: "should one learn Tachelhit, Tarifit, Tamazight, Darija, Hassaniya, and French to be able to teach well in the Moroccan context?". Another respondent commented, saying:

> I consider knowledge of and about other languages spoken in Morocco unimportant and unnecessary because such knowledge will not affect the L3 English teaching process any better. The English class is designed to introduce Moroccan students to a purely English input. So, why would it be necessary for a teacher of English to have this so-called knowledge about other languages spoken in Morocco?

According to this minority of participants, experience learning and using other languages spoken in Morocco is also unessential in the training of Moroccan L3 English teachers as these elements are considered useless for teachers to efficiently teach L3 English. The following excerpts from the interviews reflect these views:

> I consider the experience of learning and using other languages spoken in Morocco unimportant and unnecessary in training teachers of L3 English. I justify this point by giving an example. Thousands of Moroccan students picked up or learned English in a good and appropriate way through educational content made by foreigners online. Do you think that these foreign teachers who are frequently followed by Moroccan students had some kind of experience earning other languages spoken in Morocco?

> It [experience learning and using other languages] is also not important. English teachers learnt English. Now, they teach English. They know more or less all the difficulties that English students may face. For me that is enough! This statement "a teacher of English can be a good teacher because he has experience learning Tachelhit and Hassaniya" does not make sense to me!

Two participants seemed not convinced enough about the necessity of integrating trainings in SLA and TLA into language teacher education in Morocco. For these participants, the monolingual approach to L3 English teaching remains the most crucial element to be incorporated in teacher training. In this regard, one of these two interviewees recommended adopting this approach over the multilingual approach to teaching L3 English in the Moroccan multilingual context. On this point, this participant said:

> I consider the monolingual approach to teaching English very important when you teach English, the language of instruction has to be English. Our students have very little to almost no exposure to English outside the school. Therefore, it would be better to teach them only English in English classes. In the same way, I do not encourage the adoption of the multilingual model in teaching English in our schools.

Taken together, these results show that the interviewees held a certain level of awareness of how teachers' multilingualism can be a potentially real asset to language teacher education with regard to teaching L3 English in the Moroccan multilingual context. In this respect, the interviewees, in general, take a positive stance towards taking advantage of teachers' multilingualism in the training of Moroccan L3 English teachers.

5. Discussion

The quantitative results obtained in the current study demonstrate that the teacher informants hold moderate positive beliefs about the potential of multilingualism for L3 English teachers in that they had moderate awareness of the importance and usefulness of incorporating a set of multilingualism-based elements in the L3 teachers' profile. These elements conform to insights derived from current research on multilingualism and TLA and are recommended and required as key aspects in the training of L3 teachers: (a) knowledge of and about other/foreign languages, experience (b) learning and (c) using other/foreign languages, training in (d) SLA and (e) TLA. As regards the qualitative findings from the interviews, it is found that the interviewees on the whole take a positive stance towards teachers' multilingualism as a potential asset to language teacher education and training of Moroccan L3 English teachers.

For the most part, the quantitative results seem to be consistent with those obtained by Haukås (2016) and Gutiérrez Eugenio (2017). Haukås, who conducted a study on L3 teachers' beliefs about multilingualism and multilingual pedagogy, reported that the L3 teacher participants highlighted the importance of their own multilingualism (their own previous experience learning and using other languages) for them as L3 teachers. Similarly, in Gutiérrez Eugenio's study on L3 teachers' beliefs about multilingualism in Europe, the L3 teachers showed positive beliefs about the same multilingualism-based elements afore-mentioned that constitute the preferred profile of the L3 teacher. However, although there are similarities between the general beliefs expressed by the L3 teachers in this study and those described by Gutiérrez Eugenio (2017), it must be pointed out that a number of dissimilarities are observed between the views of the L3 teachers in the two studies. While the L3 teachers in both studies generally exhibited positive beliefs about the importance and usefulness of integrating elements of multilingualism in the training/profile of L3 teachers, the teacher informants in the current study seem to hold relatively less positive beliefs in that regard. They, thus, reflected a moderate awareness lower than that of the L3 teachers in Gutiérrez Eugenio's study.

More specifically, the L3 teacher informants in Gutiérrez Eugenio's study appear to believe that experience of learning and using other languages and knowledge of and about other languages are pivotal elements in the training of L3 teachers, whereas in the current study, according to the descriptive analysis of the quantitative findings, knowledge of and about other languages and experience using other languages are found to be the least important elements, followed by experience learning other languages as of medium importance (see Table 4.6). Furthermore, according to the inferential analysis of the quantitative findings, the paired-samples t-test showed a statistically significant difference in the mean values attributed to the levels of importance that the teacher informants attached to knowledge of and about other languages and experience learning and using other languages compared to other elements in the training of L3 teachers. In more detail, the paired-samples t-test revealed that the teacher informants have answered significantly lower on the importance of having knowledge of and about other languages and experience learning and using other languages in comparison with having trainings in SLA and TLA (p<.001) (see Table 4.8).

These differences can be explained in part by probable differences in the L3 teachers' perceptions of the typological proximity (perceived language distance) between the L3 language and their previously acquired languages in the two studies which are conducted in two different multilingual contexts. In more detail, while the European L3 teachers in Gutiérrez Eugenio's study might have perceived more typological closeness and corresponding linguistic features between the L3 they teach and the other European languages known to them, it seems that the Moroccan L3 teachers in the current study might probably have perceived some of their known languages, especially Amazigh, Moroccan Arabic, Standard Arabic, as typologically distant from the L3 English they teach. This, hence, might explain why knowledge of and experience learning and using other languages appear to be of less importance for the L3 teachers in the current study compared to the L3 teachers in Gutiérrez Eugenio's study who seem to consider their multilinguistic knowledge and learning experience as key elements in the training of L3 teachers. This can also be observed in the responses of a minority of interviewees who felt skeptical about the usefulness of the elements 'knowledge of and about other languages spoken in Morocco' and 'experience learning and using these languages' for the profile/training of the L3 English teacher. To illustrate, one teacher said: "I think that knowledge of the languages spoken in Morocco is not helpful". Another teacher questioned the usefulness of teachers' multilinguistic knowledge, saying: "Should one learn Tachelhit, Tarifit, Tamazight, Darija, Hassaniya, [...] to be able to teach well in the Moroccan context?". Another teacher stated:

> I consider knowledge of and about other languages spoken in Morocco unimportant and unnecessary because such knowledge will not affect the L3 English teaching process any better. The English class is designed to introduce Moroccan students to a purely English input. So, why would it be necessary for a teacher of English to have this so-called knowledge about other languages spoken in Morocco?

It can be, therefore, assumed that when the L3 teachers fail to perceive typological relatedness between their L3 and their L1s and L2s, they are unlikely to hold any positive beliefs about the importance of their knowledge of and experience learning and using other languages for them as L3 teachers. On this account and on the basis that "Language teacher education plays a key role in training future teachers to implement a multilingual pedagogy" (Haukås, 2016, p. 13), the present study raises the possibility that exposing Moroccan L3 English teachers to a multilingual pedagogy training could raise their awareness of the usefulness of the

inclusion of knowledge of and experience learning and using other languages as crucial aspects in the L3 English profile. This specific training might potentially help teachers better perceive the typological proximity between their acquired languages and their L3 English, especially that Moroccan teachers have a unique situation in that they share the same languages with their students - a fact which is not always true for L3 teachers in other multilingual contexts. In fact, this specific training would make it easier for them to recognize the difficulties and benefits created by multilingualism through perceiving the linguistic structures that are typologically distant and those that are typologically close between multilingualism and L3 English. In this respect, raising Moroccan teachers' awareness of the usefulness of their multilingualism (knowledge of and experience learning and using other languages) for them as L3 English teachers could be possible, provided that they receive sufficient and efficient training on how to apply multilingual pedagogy in the L3 English class.

With regard to trainings in SLA and TLA, according to the quantitative and qualitative findings in the current study, it is found that training in SLA and training in TLA are equally regarded as the most important elements in the training of L3 English teachers, whereas Gutiérrez Eugenio (2017) reported that training in SLA was assigned more importance than training in TLA with the latter being perceived as the least important of all the elements. These variances in the L3 teachers' beliefs about the usefulness of each of these elements for the training of L3 teachers in both studies might allude to the fact that L3 English teachers' beliefs in the current study, as it is the case in Gutiérrez Eugenio's, are not accurate enough to reflect a higher awareness of the importance TLA training has over SLA training and the usefulness of integrating the former, whose aspects are multilingualism-based, in the training/profile of the L3 teacher. This is clearly indicated by the fact that the teacher informants in the current study believe that training in SLA is as important as training in TLA in the training of L3 English teachers - in fact, according to the quantitative findings, they assigned a slightly higher score to training in SLA than training in TLA in (see Table 4.6). Furthermore, the paired-samples t-test showed no statistically significant differences in the mean values attributed to the level of importance the teacher informants attached to TLA training and SLA training ($p>.001$). This implies that the informants placed equal importance on how beneficial these trainings are for L3 English teachers (see Table 4.8). Likewise, according to the qualitative findings, the interview responses showed that most of the interviewees regarded trainings in SLA and TLA equally important for the training of Moroccan L3 English teachers. To illustrate, one teacher stated that "having a training in SLA and TLA would be certainly very important in the Moroccan context because of the multilingual aspect of the Moroccan society".

These findings might possibly reflect the fact that Moroccan L3 English teachers could not make a difference between TLA and SLA, which is highly likely due to a lack of special training on TLA or SLA or both in their pre-service training. In this regard, it is worth mentioning that SLA is not necessarily a component of English language teacher training in Morocco, and it is likely to be the case for TLA. Language teacher education in Morocco offers pedagogy training on teaching English language components and skills regardless of being a foreign language, a second language or an additional language (L3). The following interview excerpts broadly describe the nature of the training language teacher education provides to English teachers in Morocco: "Teacher training in Morocco still focuses on areas such as lesson planning, assessment, and the teaching of four skills" and "the training focuses more on methodological concerns". The fact that the teacher informants in the current study could not attach more importance to training in TLA over training in SLA implies that they might still be unaware of how important and useful training on L3 English teaching and learning could be for them as L3 English teachers. This suggests that they may not be aware enough of how this training can help them address better their L3 English learners' needs and efficiently teach English as an (L3) additional language in the Moroccan multilingual classroom. This study supports evidence from a similar conclusion reported by Gutiérrez Eugenio (2017), who suggested "that L3 teachers across Europe are unaware of how training on TLA could help them address better the needs of their multilingual students" (p. 210).

In fact, the levels of awareness observed in these two studies regarding the importance attached to training in TLA are far below those observed by Mady (2012). In her study, which was conducted in Canada, Mandy concluded that the teacher participants showed a significantly higher level of awareness of the importance of training in TLA for L3 teachers. The teachers clearly expressed their regret about the absence of appropriate training, specifically on L3 teaching and learning. On this matter, they believed they were inadequately prepared as effective L3 teachers who can address multilingual learners' needs and facilitate their L3 learning efficiently. Similar views were expressed during the interviews, which echoed a common belief amongst the interviewees that pre-service and in-service trainings Moroccan English language teachers receive do not offer an appropriate pedagogical approach to teaching L3 English in the Moroccan multilingual context. In this respect, some teachers believed that there is a lack of special training on L3 English teaching in Moroccan teacher education, while others argued that pre-service and in-service teacher trainings on L3 English teaching overlook Moroccan linguistic diversity. With relevance to this, one teacher claimed that "in Morocco, teachers rarely have this kind of training [training on L3 English teaching and learning], and if it is provided, it would be of great help to Moroccan EFL teachers". Another teacher maintained that "the training is inadequate because it does not take into account the linguistic diversity in the Moroccan context". Another teacher hoped that future trainings on the teaching and learning of L3 English in Morocco could take the Moroccan multilingual context into account. On this point, he stated that "multilingualism is [not] a big theme in the trainings [, and that] teacher trainings ought to take into consideration the complex linguistic situation in Morocco". In actual fact, conclusions from several previous studies drew special attention to the need of a special training in

TLA with an exclusive focus on L3 teaching techniques most appropriate to address the needs of L3 learners and most adequate to target the L3 learning processes taking place in multilingual settings (e.g., Beacco & Byram, 2007; Candelier & Castellotti, 2013; Cavalli, 2005; Conteh, Copland & Creese, 2014; De Angelis, 2011; Jessner, 2008).

There might be several possible explanations for the inconsistency in the levels of awareness between the L3 teachers in both the current study and Gutiérrez Eugenio's (2017), on one hand, and Mady's (2012) study, on the other hand. One possible reason for the relatively limited awareness amongst the L3 teachers in this study and in Gutiérrez Eugenio's may have something to do with their beliefs, which are in return "related to previous learning and teaching experiences and their own pre-service and in-service training" (Arocena Egaña, Cenoz, & Gorter, 2015, p. 172). Arocena Egaña, Cenoz, & Gorter's (2015) conclusion, from their work on teachers' beliefs from research on multilingualism, which lends support to the findings above mentioned, could be clarified further by looking into the type of pre-service and in-service training the Moroccan L3 English teacher informants in this study have received. As regards 88,2% of the teacher informants who received pre-service training and 62,7% of those who had in-service training, only 7,4% and 10,4% of them claimed to have received training in TLA, respectively (the rest is divided between almost 76% having received training in EFL and 15,4% having received training in SLA for the pre-service group, and almost 70% having received training in EFL and almost 19% having received training in SLA for the in-service group) (see Table 3.3 and Table 3.4). These results clearly indicate that the majority of the informants claimed to have received training in teaching English as a foreign language. Furthermore, to the best knowledge of the researchers, teacher education colleges and teacher training centers as governmental institutions in Morocco offer standardized pre-service training on teaching English as a second-foreign language for teachers of English. This, hence, draws our attention to thinking that the fact that the teacher informants who claimed having received pre-service training in TLA is most probably due to confusing this special training with other trainings or, in other words, failing to distinguish its distinctive features from those of SLA and EFL, which is probably due to their inaccurate knowledge of the nature of this special training (TLA). In more detail, the type of training most of the teacher informants in the current study received is different from the special training in TLA in that the former is regarded as a standard training addressed to prospective teachers willing to teach English irrespective of the potential contexts where it would be taught.

The type and nature of teacher training could be one factor among others that might play a direct or an indirect role in shaping teacher cognition via rendering their awareness of the potential of multilingualism for the training/profile of L3 English teachers limited. In support of this claim, Arocena Egaña, Cenoz, & Gorter (2015) stated that "Teacher cognition receives the influence of previous learning experiences (schooling), contextual factors, professional coursework (experience in pre-service and in-service programs), and classroom practice (teaching) (Borg, 2006)" (p. 172). This being the case, it appears that "education for language teachers seems to devote an insufficient amount of time to enhancing language teachers' multilingual awareness and practices (De Angelis, 2011; Otwinowska, 2014)" (Haukås, 2016, p. 13). This seems to be the case for language teacher education in Morocco, as revealed by the quantitative findings previously referred to, which reflected a limited awareness (moderate level) of the potential contribution of multilingualism to the L3 English training/profile among the teacher informants. In fact, the interview qualitative results not only corroborate these quantitative findings but also further support the observations and conclusions of De Angelis (2011) and Otwinowska (2014) as reported above, in the words of Haukås (2016). The majority of the L3 English teacher participants in the interviews reported the fact that the pre-service and in-service trainings they received as part of language teacher education did not target and boost their multilingual awareness in the sense that "there is no component in the training that targets this issue", as claimed one teacher. Another teacher stated that: "as far as I am concerned, there is no such training in the training centers. Most trainers are not well-informed about this matter". Even a minority of teachers who claimed that language teacher education raises Moroccan L3 English teachers' multilingual awareness admitted that the level of awareness enhancement is very limited. On this point, one teacher said: "It does to a certain limited extent. Sometimes, it might be raised during the discussions, but there is still much work to be done by the teachers on their own". Another teacher noted that: "language teacher trainings partially raise L3 English teachers' multilingual awareness of multilingualism; still, more efforts need to be done in this regard". These teachers, among others, expressed their dissatisfaction in this respect and hoped that "language teacher education in Morocco [would] work more toward enhancing multi-language awareness", as stated by one teacher.

On the basis of these findings, the current study raises intriguing questions regarding teacher education in Morocco. More specifically, it questions the relevance of current language teacher education and teacher training as regards L3 English teaching and learning, and the extent to which they raise Moroccan teachers' multilingual awareness. It can thus be suggested that language teacher education and teacher professional development training programmes should include special training in TLA whereby a multilingual pedagogical approach is the core element in determining the profile of L3 English teachers. Structured modules on TLA can be a medium through which Moroccan L3 English teachers can be exposed to the principal theories, concepts, and approaches in TLA and be trained on innovative multilingual pedagogical approaches. During language teacher education, Moroccan L3 English teachers should also be trained on how to draw upon their knowledge of and own experiences of learning and using other languages. The potentials multilingualism can offer L3 English teachers, thanks to their knowledge of and experience learning and using other languages, should be related to TLA theory in a way that they would be encouraged to

practically make use of their multilingualism while teaching L3 English in their multilingual classes. In addition to that, practical courses on additional language learning (L3 learning) should also be integrated into teacher training. In this respect, prospective L3 English teachers ought to go through learning a foreign language as an L3 through the implementation of L3 didactics (a multilingual pedagogical approach to L3 teaching and learning) and experience how L3 didactics or multilingual pedagogy approaches facilitate the learning of the new L3. This special and practical additional language learning experience might also help them reflect on what facilitates and hinders L3 learning. Such courses and modules could potentially strengthen Moroccan L3 English teachers' educational beliefs about the importance and usefulness of L3 English teaching approaches derived from research in TLA. They could also make them more likely to adopt these approaches in their own L3 English teaching practices.

6. Conclusion

This study investigated Moroccan EFL teachers' beliefs about the importance of integrating key elements from multilingualism in the training of L3 English teachers. The findings showed that the teacher informants, in general, take a moderately positive stance towards teachers' multilingualism as a potential asset to Moroccan L3 English teachers' training programmes. Teachers' multilingualism's potential role was perceived to be of moderate importance with regards to the L3 English teacher profile. Considering these findings, this study has several implications for L3 English teacher training in Morocco. Since English is an additional language (L3) in Morocco and should be taught as such taking into consideration recommendations from TLA, this study questions the relevance of current language teacher education and teacher training programmes as regards the teaching and learning of L3 English in Morocco. Accordingly, raising Moroccan EFL teachers' awareness of the usefulness of their multilingualism for them as L3 English teachers remains dependent on the type and quality of pre-service and in-service training received through language teacher education and professional development training. It is the role of language teacher education to expose Moroccan L3 English teachers to multilingual pedagogical approaches to the L3 English multilingual classroom, making use of the potential of their multilingualism (knowledge of and experience learning and using other languages). In this regards, language teacher education should pedagogically train Moroccan prospective L3 English teachers on how to draw upon their knowledge of and own experiences of learning and using other languages, including mother tongues and foreign languages. Teacher education and teacher professional development training programmes in Morocco should clearly define the profile of the L3 English teacher by incorporating special training in TLA in which a multilingual pedagogical approach to the Moroccan L3 English multilingual classroom is the cornerstone of this training. Accordingly, when L3 English teachers are well trained on how to approach multilingualism in the L3 English classroom through TLA theory, they would likely be encouraged to confidently make effective use of their multilingualism and their learners' while teaching L3 English.

7. Limitations of the study and recommendations for future research

A few limitations could have influenced the findings obtained from the current study. What follows are the major limitations encountered and suggestions for future research:

- The first limitation relates to the size of the sample recruited from the target population. If a replication of this study is to be conducted in the future, using a larger sample size representing different parts of Morocco is recommended.

- The second limitation is related to the sampling procedures. The nonprobability sampling approach utilized restricted the scope of the study to other potential informants who might be willing to be part of the study. Thus, the findings might not be representative of the target population. Future replications of this study should opt for random sampling, which would render the findings more representative of the target population and, hence, more generalizable.

- The third limitation is that this study relied mainly on data from teachers only. ELT supervisors, ELT teacher trainers, and experts in the field of relevance to the study were not part of this research. Future similar studies should take this limitation into consideration as data from the aforementioned potential informants would help in deepening the study analysis and contribute to a further understanding of Moroccan L3 English teachers' beliefs about the potential of multilingualism for the profile of the L3 English teacher.

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