
| RESEARCH ARTICLE

Native-speakerism in ELT in Morocco: A Study of Students' Attitudes and Teachers' Self-perceptions

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| ABSTRACT

The purpose of this study is threefold. First, it aims to discuss the concept of native-speakerism in English language teaching and how such an ideology is still manifested in the discriminatory practices between native English-speaking teachers (NESTs) and non-native English-speaking teachers (non-NESTs). Second, the study seeks to explore Moroccan EFL students' (MEFLSs) attitudes towards NESTs and non-NESTs. Finally, the study endeavours to measure Moroccan EFL teachers' (MEFLTs) self-perceptions regarding their own proficiency and their level of comfort teaching different skills, language components and levels, along with their beliefs about and perceptions of other non-NESTs. To this end, a total of 119 participants took part in the present study (76 MEFLSs and 43 MEFLTs). The findings of the study show that MEFLSs' attitudes towards NESTs and non-NESTs are positive and MEFLTs' self-perceptions about their own proficiency or level of comfort teaching different skills or levels are high.

| KEYWORDS

Attitude; native-speakerism; Native English-Speaking Teachers; Non-Native, English-Speaking Teachers; Native Speaker; Nonnative Speaker; self-perceptions

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1. Introduction

The level of multilingualism in Morocco has produced a sense of linguistic complexity that offers "a fertile ground for original research and expanded study" (Kachoub, 2021, p. 1). The languages spoken in Morocco can be classified into three types: local (official), colonial and foreign languages. The official languages are standard Arabic and Tamazight, as indicated in the 2011 constitution (R'boul, 2020a). French and Spanish are colonial languages as their presence has been due to colonial policies in the 20th century. English, however, does not "have a colonial legacy in Morocco" (Buckner, 2011, p. 213 as cited in R'boul, 2020, p. 1), and it is mainly used as a foreign language in sectors like education and tourism. After Morocco gained its independence in 1956, English has been viewed as "a language of prestige, and of wider communication, which offers what is best in the field of development, know-how, and technology" (Benmansour, 1996, p. 1). This "fever [for learning English] has affected people from all walks of life and age groups" (Benmansour, 1996, p. 18).

Morocco has witnessed a growing interest in learning the English language (along with other colonial and foreign languages) in middle schools, high schools and tertiary levels. As a result of this increasing interest, a lot of research has since been and continues to be carried out on different aspects of the English language. For example, Moroccan researchers with linguistic and applied linguistic backgrounds have been interested in issues related to *phonology and morphology* (Boudlal, 2001), *multilingualism* (Ennaji, 2005, 2009; Soussi, 2020), *language attitudes* (Bouziane, 2020), *the spread of English in Morocco* (Kachoub, 2021; R'boul, 2020a; Soussi, 2020), *ELT in Morocco* (Belhiah et al., 2020; Bouziane, 2019; El Karfa, 2014; Elfatih, 2019; Jebbour, 2019), *bilingual education*

and *language planning & policy* (Ben Hammou & Kesbi, 2021a, 2021b) and *communicative language teaching* (El karfa, 2014, 2019), to mention only a few. However, despite this extensive body of literature, we argue that a critical stance on the study of the English language must be taken, specifically in relation to issues such as *linguistic imperialism*, *coloniality* and *interculturality* (Al-Kadi, 2022; Baratta, 2019; Canagarajah, 2006; Mourchid, 2019; Pennycook, 2017; R'boul, 2020a, 2020b, 2020c; Schneider, 2007).

One of these critical issues is the ideology of native-speakerism, a usually undiscussed one in applied linguistic and English studies research carried out in Morocco. This being said, the main aim of the present study is to fill in this gap in the existing literature by (1) revisiting native-speakerism in ELT as an attempt to introduce the concept to Moroccan stakeholders who may not be familiar with such an ideology, (2) exploring MEFLSs' attitudes towards NESTs and non-NESTs and (3) measuring MEFLTs' self-perceptions regarding their own linguistic and professional skills. For the purposes of the present study, *native-speakerism* is defined as "a pervasive ideology within ELT, characterized by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology" (Holliday, 2005 as cited in Holliday, 2006, p. 385), *attitude* as "a disposition to respond favourably or unfavourably to an object, person, institution, or event" (Allport 1935, p. 784 cited in Baker, 1992, p. 11) and *self-perceptions* as "a person's view of his or her self or of any of the mental or physical attributes that constitute the self" (APA Dictionary of Psychology, 2015, p. 957).

2. Literature Review

2.1 The native/ non-native dichotomy

According to Kiczkowiak (2018, p. 15), "[t]he term 'native speaker' and mother tongue were introduced to linguistics by Bloomfield", who claimed that "[t]he first language a human being learns to speak is his *native language*; he is a *native speaker* of that language" (Bloomfield, 1933, p. 43). Since that time,

[T]he terms 'native' and 'non-native speaker' have been and still are widely used in theoretical and applied linguistics, as well as SLA and ELT research and practice, despite the fact that no satisfactory and conclusive definition of the two terms has been proposed. As a result, the labels 'native' and 'non-native speaker' are often employed arbitrarily, and can be used to discriminate against those who are perceived as not belonging to the 'native speaker' group. (Kiczkowiak, 2018, p. 15)

In a similar vein, Llorca (2009) argues that:

Several researchers (Rampton, 1990; Davies, 1991, 2003; V. Cook, 1999; Liu, 1999; Brutt-Griffler and Samimy, 2001; Piller, 2002) have critically looked at the theoretical foundations of the NS/NNS distinction, and pondered whether or not there is any reason to continue establishing a separation between those people who have a given feature (i.e., NSs) and those who don't (i.e., NNSs). (p. 37)

In fact, since the publication of Paikeday's (1985) *the native speaker is dead*, a lot of research has been conducted on the native/non-native dichotomy (see Cook, 1999; Davies, 2003, 2004) and "the myth of the native speaker and the native speaker fallacy" (Gonzalez, 2016, p. 462), and there have been several attempts to coin neutral terms to account for native and non-native speakers (Kirkpatrick, 2007) such as "a mother-tongue speaker", "a first language speaker" vs "a second language speaker" vs "a foreign language speaker" (Kirkpatrick, 2007, p. 8) and "proficient speakers", "multicompetent speakers", "near-native speakers", or "expert speakers" (Moussu, 2018, p. 1). However, for the purposes of the present study, we will continue to use the terms "native speaker" and "non-native speaker", but without implying that one is better than the other.

2.2 Demystifying native-speakerism

English is now considered as the language of international communication (Crystal, 2003; Kirkpatrick, 2007). The spread of English as a global language has led to an increasing interest in learning it as a second or foreign language. Current research shows that English is now the most widely used lingua franca and that non-native speakers of English do actually outnumber those who speak it as a native language (see Chang, 2014; Kirkpatrick, 2007; Wang & Fang, 2020), and that the majority of English language teachers are those who speak it as a non-native language (see Mahboob, 2004; Moussu & Llorca, 2008). Since English is commonly used as a lingua franca, the majority of English teachers worldwide are non-native speakers of the language (Braine, 2010). This change in demographics, which is usually ignored in TESOL (Teaching English to Speakers of Other Languages) programs, does indeed invite us to think critically of the issue of "native-speakerism" ideology, being a key concept in English language teaching (ELT) and "the roots of the current NNS movement [that] are attributed to the concept of World Englishes first advocated in the 1970s" (Braine, XI, 2010).

In fact, although World Englishes (WE) research in general and NNS research, in particular, have shown that the global relevance of the native speaker has decreased in ELT, NESTs are still considered as the ideal English teachers, while non-NESTs are still seen

as inferior users of the language and they are often marginalized and perceived as “unequal in knowledge and performance to NS teachers of English” (Braine, 2005, p. 13).

In the past decades, research on applied linguistics, English language teaching, teacher training, and TESOL programs, among many others, has been concerned with the native English teacher as the only ideal teacher, and there was a tendency to ignore the non-native teacher, who was usually marginalized and was seen as an inferior practitioner in the ELT community (Tajeddin & Adeh, 2016). The distinction between the native speaker and the non-native speaker is also relevant outside applied linguistics as the NS enjoys prestige by non-linguists (Llurda, 2009).

However, beginning in the 1980s, few scholars have started voicing out the discriminatory practices exhibited in ELT among NESTs and non-NESTs (Braine, 1999; Medgyes, 1992, 1994). In fact, research on non-NESTs goes back to the 1990s (see Braine, 1999; Medgyes, 1992 & 1994); however, it has taken “nearly a decade for more research to emerge on the issues relating to NNS English teachers” (Braine, 2005, p. 13). Medgyes (2001), for example, points out that “the glory once attached to the NEST has faded, and an increasing number of ELT experts assert that the “ideal speaker” is no longer a category reserved for NESTs” (p. 440). Research on non-native teachers is now widely accepted as it has moved beyond “the ghetto of non-native authors”, and work conducted by authors like “Vivian Cook, Marko Modiano, Arthur McNeil, Tracey Derwing, and Murray Munro” is, in fact, “indicative of the growth of interest among NSs in NNS issues, and also demonstrates that research on NNS teachers is increasingly conducted by NNSs and NSs alike” (Llurda, 2005, p. 2). In this regard, Braine (2005) points out that:

Research on the self-perceptions of non-native speaker (NNS) English teachers, or the way they are perceived by their students, is a fairly recent phenomenon. This may be due to the sensitive nature of these issues because NNS teachers were generally regarded as unequal in knowledge and performance to NS teachers of English, and issues relating to NNS teachers may have also been politically incorrect to be studied and discussed openly. (p. 13)

2.3 Research on NESTs and non-NESTs

Medgyes (1994) was among the first researchers who addressed the teaching behaviour of NESTs and non-NESTs in his book *The non-native teacher*. Medgyes’ basic assumption was that NESTs and Non-NESTs are “two different species” (p. 29), and it was based on four hypotheses:

1. they [NESTs and non-NESTs] differ in terms of their language proficiency.
2. they differ in terms of their teaching behaviour.
3. the discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour.
4. they can be equally good teachers in their own terms.

To test these 4 hypotheses, Medgyes based his research on three surveys that included 325 teachers from eleven countries. Table 1 is “a summary of his findings concerning the teaching behaviour of NESTs and non-NESTs” (Árva & Medgyes, 2000, p. 358).

Table 1: Perceived differences in teaching behaviour between NESTs and non-NESTs¹

NESTs	non-NESTs
<i>Own use of English</i>	
Speak better English	Speak poorer English
Use real language	Use 'bookish' language
Use English more confidently	Use English less confidently
<i>General attitude</i>	
Adopt a more flexible approach	Adopt a more guided approach
Are more innovative	Are more cautious
Are less empathetic	Are more empathetic
Attend to perceived needs	Attend to real needs
Have far-fetched expectations	Have realistic expectations
Are more casual	Are more strict
Are less committed	Are more committed
<i>Attitude to teaching the language</i>	
Are less insightful	Are more insightful
Focus on	Focus on
fluency	accuracy
meaning	form
language in use	grammar rules
oral skills	printed word
colloquial registers	formal registers
Teach items in context	Teach items in isolation
Prefer free activities	Prefer controlled activities
Favour groupwork/pairwork	Favour frontal work
Use a variety of materials	Use a single textbook
Tolerate errors	Correct/punish for errors
Set fewer tests	Set more tests
Use no/less L1	Use more L1
Resort to no/less translation	Resort to more translation
Assign less homework	Assign more homework
<i>Attitude to teaching culture</i>	
Supply more cultural information	Supply less cultural information

Gonzalez (2016) conducted a mixed-method study to examine how Colombian prospective English teachers' self-images are shaped by their self-perceived non-nativeness. The study's sample consisted of two groups of students from two public Colombian universities. The study's data were collected through the use of two research instruments, namely a survey and a phenomenological semi-structured one-hour-online interview. The findings of the study showed that the participants "exhibited two interrelated images of themselves", namely (1) non-NESTs' inability to achieve "the level of language expertise and cultural knowledge" NESTs are believed to possess, and (2) their self-perceptions of themselves as "prospective teachers who possess advantageous conditions associated with their non-native speaker status and with the capacity to acquire the necessary preparation to succeed in their future jobs" (p. 471).

Kiczkowiak (2018) conducted a study in the Polish context using a mixed methods research design (focus groups, questionnaires and semi-structured interviews) to explore how students, teachers and recruiters perceive native-speakerism. Kiczkowiak's study found that the ideology of native-speakerism still exists in ELT in the Polish context as a number of the study's participants still prefer "native speaker" teachers. However, Kiczkowiak found that the participants are aware of the global spread of English, "native speakers" are not seen as the only correct model of the English language and teachers' "nativeness" is regarded by the study's three cohorts as the least important quality of an effective English teacher.

Moussu (2002) conducted a study using a mixed methods design to explore what variables could influence ESL students' "acceptance or rejection of their non-native English-speaking teachers", considering "how time and exposure to their NNESTs modified these feelings" (pp. 5-6). Moussu's hypothesis that "students would respond negatively to their new NNEST on the first day but would change their attitude toward the end of the semester" was rejected as the study's ESL students seemed to have positive attitudes towards their non-NESTs from the semester's beginning and that time and exposure have only made "their opinions grow more positive" (p. 6). Moussu has also found that ESL students' opinions towards non-NESTs were significantly influenced by different variables, namely the students' first language, their age and individual differences between the teachers.

¹- Source (Árva & Medgyes, 2000).

In a later study, Moussu (2006) investigated the working conditions of NESTs and non-NESTs at Intensive English Programs (IEP) and the different factors that affect their success and challenges. Her research project was based on a sample of 1040 ESL students, 18 non-NESTs, 78 NESTs and 21 IEP administrators. The results of Moussu's study show that (a) ESL students were "more positive towards NESTs than towards NNESTs", (b) "students and teachers' first languages, among others strongly influenced students' responses", (c) "NNESTs were not necessarily seen as grammar experts but could be esteemed Listening/ Speaking teachers", (d) "NNESTs' lack of confidence in their linguistic and teaching skills [and] their belief that NNESTs' language learning experience was an asset for ESL students" and finally (e) IEP administrators' recognition of (1) the strengths and the poor self-confidence of NNESTs and (2) the importance of the non-NESTs' linguistics preparation, international awareness and teaching experience as hiring criteria rather than nativeness. (IX-X)

Tajeddin and Adeh (2016) examined NESTs and non-NESTs' perceptions about 'native and non-native teachers' status and the advantages and disadvantages of being a native or non-native teacher (p. 37). The study's data were collected, based on the convenience sampling technique, through the use of a questionnaire and a semi-structured interview and a total of 100 NESTs from the UK and US (representing Kachru's Inner Circle) and 100 non-NESTs from Turkey and Iran (representing Kachru's Expanding Circle) took part in the study. The study found that non-NESTs believed that "native speaker teachers have better speaking proficiency, better pronunciation, and great self-confidence" (p.37). Findings also show that "non-native teachers lack self-confidence and awareness of their role and status compared with native-speaking teachers in ELT" (p. 37). Another important finding is that "native teachers disagree more strongly with the concept of native teachers' superiority over non-native teachers" (p. 37), as they believed that non-NESTs are good at language teaching methodology while NESTs are good at language use.

3. Methodology

In order to explore MEFLSs' attitudes and MEFLTSSs' self-perceptions, a mixed methods research (MMR) design is adopted in the study. The choice of a MMR approach is justified, following Kiczkowiak (2018), by the fact that (1) the approach, "which is rooted in the pragmatist worldview" (p. 74) is "best suited to investigate a multifaceted problem such as native speakerism ... from different perspectives" and (2) "[u]sing either qualitative or quantitative methods on their own may not have been sufficient for this study while "the combination of quantitative and qualitative data provide a more complete understanding of the research problem" (Creswell & Plano Clark, 2011, p. 8) (p. 79).

Two online questionnaires were administered using Google Forms. The data was collected anonymously, and one consent item was included in both questionnaires to guarantee the participants' willingness to take part in the study. The choice of questionnaires rather than interviews is justified by the fact that "[s]urveys and questionnaires are useful ways of gathering information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences" (Richard & Lockhart, 1996, p. 10).

Both questionnaires were designed based on previous research (Moussu, 2006; Kiczkowiak, 2018) so as to ensure validity and some items were modified to suit the Moroccan context. Before the main study was conducted, the research instruments were piloted to 10 MEFLSs and 10 MEFLTts to check the clarity and comprehension of the instruments' items. Based on the pilot study, the participants' feedback was considered in designing the final questionnaires. As for the reliability of the scales, a reliability analysis was carried out using Cronbach's Alpha coefficient (α) to check the internal consistency of the three scales' items. As for the five-point Likert scale used to elicit students' attitudes towards NESTs and non-NESTs, Cronbach's Alpha showed the scale did not reach acceptable reliability, $\alpha = 0.5$ and 8 items were removed based on the calculations of the *scale if item deleted* function, resulting in an increase in Cronbach's Alpha, $\alpha, 738$. As for the teachers' proficiency and the teaching comfort scales, the two scales reached acceptable reliability, $\alpha 7$ and $\alpha, 707$, respectively, and there was no need to delete any items as their deletion would only have decreased Cronbach's Alpha.

The instruments were also tested for normality as far as continuous data are concerned using SPSS and GraphPad Prism. Data were cleaned and outliers were removed. The interval/ ratio data used in the present study are all normally distributed. Testing for normality was part of our descriptive statistical analysis as we wanted to ensure that the continuous data are parametric, and, thus, allow us to calculate the mean (M) and Standard Deviation (SD).

A total of 119 participants took part in the present study (76 MEFLSs and 43 MEFLTts). MEFLTts' sample consists of 43 MEFLTts teaching in different public Moroccan middle and high schools. The sample consists of 31 male teachers (72.1%) and 12 female teachers (27.9%). MEFLSs' sample consists of 76 students studying in different public Moroccan universities, and it includes 33 male students (43.4%) and 43 female students (56.6%). Tables 1 and 2 give more information about respondents' background.

3.1 The study's dependent variables (DVs):

- 1- MEFLSs' attitudes
- 2- MEFLTs' self-perceptions

3.1.1 The study's independent variables (IVs):

- 1- MEFLSs' gender, age, university, education
- 2- MEFLTs' gender, age, region, years of experience and ELT qualification

3.1.2 Levels of measurement:

- 1- *Nominal data*: students' gender, teachers' gender, university, region
- 2- *Ordinal data*: students' educational level, teachers' ELT qualification, teachers' years of experience, a five-point Likert scale measuring MEFLSs' attitudes
- 3- *Interval data*: Proficiency scale and teaching comfort scale
- 4- *Ratio data*: students' age and teachers' age²

3.1.3 Research questions (RQs):

- 1- What are the attitudes of MEFLSs towards NESTs and non-NESTs?
- 2- What are the self-perceptions of MEFLTs regarding their own strengths and weaknesses in particular and those of other non-NESTs in general?

Research instrument: two online questionnaires, one for MEFLSs and the other for Moroccan MEFLTs. Students' questionnaire consists of two sections, the first on students' background information and the second on their beliefs about EFL teachers. Teachers' questionnaire consists of three sections, the first on teachers' background information, the second on their own experience in ELT and the third on their general beliefs about EFL teaching.

Sampling technique: convenience sampling

Data analysis software: SPSS was used to analyze quantitative data, *GraphPad Prism* was used to test for the normality of interval and ratio data, *NVivo* was used to analyze qualitative data and *Excel* was used for visualization purposes.

3.2 The participants' background information

Table 2 MEFLTs' background information

Parameter	Frequency	Percentage
Total	43	100
Gender		
Male	31	72,1
Female	12	27,9
Age		
Less than 27 years	28	65,1
27 years+	15	34,9
Region		
Marrakesh-Safi	10	23,3
Casablanca-Settat	2	4,7
Béni Mellal-Khénifra	2	4,7
Rabat-Salé-Kénitra	6	14,0
Fès-Meknès	2	4,7
Tanger-Tetouan-Al Hoceima	5	11,6
Oriental	2	4,7
Drâa-Tafilalet	1	2,3
Guelmim-Oued Noun	1	2,3

²- Students' age and teachers' age were initially collected in the form of ratio data, but they were later recoded as ordinal data in the two background information tables for visualization purposes. It will make no sense to present these types of data in such tables as ratio data.

Laâyoune-Sakia El Hamra	1	2,3
Dakhla-Oued Ed-Dahab	1	2,3
Souss-Massa	10	23,3
Years of Experience		
Less than 5 years	32	74,4
5 years+	11	25,6
ELT Qualification		
With a BA degree	24	55,8
Pursuing MA studies	3	7,0
With an MA degree	10	23,3
Pursuing doctoral studies	6	14,0

Table 3 MEFLSs' background information

Parameter	Frequency	Percentage
Total	76	100
Gender		
Male	33	43,4
Female	43	56,6
Age		
18-22	22	28,9
23-28	51	67,1
29+	3	3,9
University		
Cadi Ayyad University	14	18,4
Chouaib Doukkali University	2	2,6
Hassan II University	4	5,3
Hassan I University	4	5,3
Ibn Tofail University	31	40,8
Ibn Zohr University	1	1,3
Mohamed I University	1	1,3
Mohammed V University	3	3,9
Moulay Ismail University	5	6,6
Sidi Mohamed Ben Abdellah University	2	2,6
Université Moulay Slimane	7	9,2
Abdelmalek Essaâdi University	2	2,6
Education		
BA student	29	38,2
MA student	36	47,4
PhD Student	11	14,5

Table 4 Having been taught by a native English teacher

Have you been taught by a native English speaker?	Frequency	Percentage
Yes	30	39,5
No	46	60,5
Total	76	100,0

Table 4 illustrates that the majority ($n=46$, 60.5%) of MEFLSs were not taught by NESTs and 39.5% ($n=30$) were taught by non-NESTs.

Table 5 shows that the majority ($n=25$, 32.9%) of MEFLSs study English to get a job in Morocco, 30.3% ($n=23$) study English because they like the English language and culture, 23.7 ($n=18$) study it because it is very important in today's society, 5.3 ($n=4$) study it to go and live in the U.S., 5.3 ($n=4$) study it for fun and personal pleasure and 2.6 ($n=2$) study it for other reasons.

Table 5 Moroccan EFL students' most important reason for studying English

Reason	Frequency	Percentage
to get a better job in your country	25	32,9
to live in the U.S.	4	5,3
because English is very important in today's society	18	23,7
because you like the English language and culture very much	23	30,3
for fun and personal pleasure	4	5,3
other	2	2,6
Total	76	100,0

3.3 MEFLSs' Attitudes towards NESTs and non-NESTs

The first item of the scale aims at examining MEFLSs attitudes towards having classes with native English teachers. The participants' responses show that the majority ($n=38$, 50%) of MEFLSs preferred to have classes with a NES teacher, 42.1% ($n=32$) were neutral and 7.9% ($n=6$) did not prefer to have classes with a NES speaker.

The second item is concerned with the importance of the teacher's mother tongue. The participants' responses show that 40.8% ($n=31$) of MEFLSs believed that their teacher's mother tongue is important, 30.3% ($n=23$) were neutral and 29% ($n=22$) believed it is not important.

The third item asks the participants about their preference of having classes both with NES and NNES teachers. The responses show that 75% ($n=57$) of MEFLSs preferred to have classes both with NES and NNES teachers, 15.8% ($n=12$) were neutral and 9.2% ($n=7$) did not prefer to have classes with both types of teachers.

Item 4 asks MEFLSs about their preference of having classes with NNESSs. 42.1% ($n=32$) of MEFLSs had a neutral attitude towards having classes with NNESSs, 32.8% ($n=25$) had a positive attitude and 25% ($n=19$) held a negative attitude.

Items 5 and 6 are concerned with the effect of NESTs and non-NESTs on students' choice of a language school. As far as item 5 is concerned, the majority of MEFLSs ($n=31$, 40.8%) were neutral, 39.4% ($n=30$) stated that the language school where they study English should have both NESTs and non-NESTs, and 19.7% ($n=15$) were in disagreement with the item. As for item 6, the majority of MEFLSs ($n=40$, 52.6%) disagreed or strongly disagreed with the idea of studying in a language school that only employs NES teachers, 32.9% ($n=25$) were neutral and 14.5% ($n=11$) agreed or strongly agreed with the item.

Item 7 asks MEFLSs about their attitude towards speaking English with a foreign accent. Responses show that the majority of participants ($n=49$, 64.5%) thought that it is OK to speak English with a foreign accent, 22.4% ($n=17$) were neutral and 13.1% ($n=10$) thought it's not OK to speak English with a foreign accent.

Item 8 asks the participants about whether NESTs sometimes makes grammar mistakes or not. Responses show that the majority of participants ($n=48$, 63.2%) agree or strongly agree with the fact that grammar mistakes are sometimes made by NESTs, 26.3% ($n=20$) were neutral and 10.5 ($n=8$) disagreed or strongly disagreed with the item.

Item 9 asks MEFLSs whether they care about their teachers' origin or not. Data collected shows that 89.4% ($n=68$) of MEFLSs did not care about their teachers' origin as long as they were good teachers, 6.6% ($n=5$) were neutral and a very small minority ($n=3$, 3.9%) showed their interest in their teachers' origin.

Item 10 asks MEFLSs about whether NESTs are better role models than non-NESTs or not. The responses show that half of the participants ($n=38$, 50%) disagreed or strongly disagreed with item, 30.3% ($n=23$) were neutral and 19.7% ($n=15$) agreed or strongly agreed with the item.

Item 11 asks MEFLSs about their learning experiences with non-NESTs. Responses show that the majority ($n=53$, 69.7%) expressed their satisfaction with the learning experiences they have been with non-NESTs so far, 21.1% ($n=16$) were neutral and 9.2% ($n=7$) thought that their learning experiences with non-NESTs have not been good so far. Item 12 asks participants if they can learn English just as well from a NEST as from a non-NEST. MEFLSs' responses show the majority ($n=53$, 69.7%) agreed or strongly agreed with the item, 21.1% ($n=16$) were neutral and 9.2% ($n=7$) disagreed or strongly disagreed with the item.

The last item (item 13) asks students about their attitudes towards teachers of English who speak different languages. Responses show that the majority of MEFLSs ($n=51$, 67.1%) agreed or strongly agreed that EFL teachers who speak more many languages can understand their learning difficulties better than teachers who speak only English, 17.1% ($n=13$) were neutral and 15.8 ($n=12$) disagreed or strongly disagreed with the item.

Table 6 MEFLSs' attitudes towards NESTs and non-NESTs

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
1_I prefer to have classes with a NES teacher.	4	5,3%	2	2,6%	32	42,1%	18	23,7%	20	26,3%
2_My teacher's mother tongue is important.	10	13,2%	12	15,8%	23	30,3%	24	31,6%	7	9,2%
3_I prefer to have classes both with NES and NNES teachers.	4	5,3%	3	3,9%	12	15,8%	38	50,0%	19	25,0%
4_I prefer to have classes with a NNES.	6	7,9%	13	17,1%	32	42,1%	22	28,9%	3	3,9%
5_It is important to me that the school where I study English has both NES and NNES teachers.	8	10,5%	7	9,2%	31	40,8%	21	27,6%	9	11,8%
6_I prefer to study in a school that only employs NES teachers.	14	18,4%	26	34,2%	25	32,9%	7	9,2%	4	5,3%
7_It's OK to speak English with a foreign accent.	3	3,9%	7	9,2%	17	22,4%	33	43,4%	16	21,1%
8_Native EFL teachers sometimes make grammar mistakes.	3	3,9%	5	6,6%	20	26,3%	35	46,1%	13	17,1%
9_I don't care where my teacher is from as long as he/she is a good teacher.	1	1,3%	2	2,6%	5	6,6%	15	19,7%	53	69,7%
10_Native EFL teachers are better role models than nonnative teachers.	15	19,7%	23	30,3%	23	30,3%	9	11,8%	6	7,9%
11_My learning experiences with nonnative teachers have been good so far.	2	2,6%	5	6,6%	16	21,1%	33	43,4%	20	26,3%
12_I can learn English just as well from a nonnative English teacher as from a native English teacher.	3	3,9%	4	5,3%	16	21,1%	38	50,0%	15	19,7%
13_EFL teachers who speak more many languages can understand my learning difficulties better than teachers who speak only English.	4	5,3%	8	10,5%	13	17,1%	31	40,8%	20	26,3%

Table 7 MEFLSs' beliefs about the characteristics of a good English teacher

Theme	Frequency
Good command of the English language	17
Language teaching methodology	10
Motivation, passion and love of the ELT profession	12
Pedagogy and classroom practice	8
Understanding learner needs and individual learner differences	16

- I think that good English teachers should have an up-to-date knowledge of their subject and a better understanding of how students learn particular subjects. (Student 1)
- Being able to speak fluently and loving to share the beauty of the language with people. (Student 5)
- Mastering the language and being able to teach people from different ages and cultures and even social classes. (Student 25)
- A good teacher is someone who is knowledgeable about the subject taught, a problem solver and someone who doesn't stop learning. (Student 30)
- Having good communication skills, patience and a great passion towards teaching English as well as an advanced knowledge and mastery of linguistic skills. (Student 32)
- What makes a 'good' English teacher is his/ her competence not his/ her origin. (Student 34)
- A good English teacher is someone who is aware of linguistic features, pedagogically competent and masters the language. A teacher is a problem solver. (Student 36)
- What makes a good English teacher is his/her ability to solve all problems and a good teacher should be able to help his/ her students learn English as they acquire their mother tongue. Therefore, a teacher should be pedagogically competent to teach and linguistically aware of the language he/she teaches. (Student 40)
- Being a native or nonnative teacher is not important. What really counts is the teachers' competence and knowledge. A good teacher of English is competent (grammatically, pragmatically, and also socially). He/ she is passionate about his/ her job and always strives to establish good rapport with students. (Student 42)

Table 8 MEFLTs' most preferred skills/ aspects of the English language

Theme	Frequency
Speaking and communication	23
Culture	1
Language functions	2
Grammar	10
Listening	6
Reading	8
Vocabulary	8
Writing	5

- I enjoy listening because students love songs and they are usually motivated. (Teacher 2)
- Teaching vocabulary. It is one of the most important components of language that without which proficiency in other skills will be hard to achieve. (Teacher 22)
- I enjoy teaching speaking because I like it when my students communicate in English and use it in a meaningful way. I feel proud when my students share their thoughts and express their opinions. (Teacher 31)
- I enjoy teaching speaking, writing along with grammar. I see these skills as the most fundamental aspects of the English language & they're very important for every EFL learner. (Teacher 42)

Table 9 MEFLTs' beliefs about the purpose of teaching English in Morocco

Theme	Frequency
Developing learners' English fluency	4
Preparing learners' for the global market and job opportunities	3
Preparing learners for exams	2
Teaching the language for academic purposes	4
Preparing learners for international communication	15

- To broaden the learners ' knowledge and give them an idea about other cultures. (Teacher 18)
- The purpose is to train students and make them critical thinkers and good communicators. (Teacher 22)
- Prepare students for higher studies or for the job market. (Teacher 26)
- I think the teaching of English in Morocco is test-oriented. Teaching English does not prepare the students to talk but it only prepares them to take exams by the end of the year. (Teacher 39)

3.3 MEFLTs' self-perceptions

3.3.1 MEFLTs' proficiency in English and their level of comfort teaching different skills or levels

As far as teachers' self-perceptions are concerned, MEFLTs are asked two types of questions regarding their professional and linguistic skills. First, they are asked to describe their level of proficiency in English in different areas on a five-point Likert scale, ranging from 1 very low to 5 very high (see figure 1 to figure 8). The proficiency scale consists of 8 items. Second, MEFLTs are asked to describe their level of comfort teaching different skills or levels on a five-point Likert scale, ranging from 1 very uncomfortable to 5 very comfortable (see figure 9 to figure 17). The teaching comfort scale consists of 9 items.

As is shown in figures 1-8, MEFLTs' proficiency in English is almost high in all the skills they are asked about. For example, as far *Reading Comprehension* is concerned, figure 1 shows that 48.8% describe their reading comprehension skill as high, 44.2% describe it as very high and a small minority describe it as average (7%), while none describes their reading comprehension skill as low or very low. As for *Writing/ Composition* skill, figure 2 shows that 53.5% regard their writing/ composition skill as high, 25.6% as very high and 20.9% as average. Figure 4 illustrates that 53.5% of the participants describe their *Listening Comprehension* as high, 27.9% as very high and 18.6% as average. As far *Speaking/ Oral Communication*, figure 4 shows that 51.2% of the participants describe their speaking/ oral communication skill as high, 94.1% as very high, 4.7% as average and 2.3% as low. Figure 5 shows that 48.8% of the participants describe their *Grammar Accuracy in Use* as high, 48.8% as very high and 2.3% as average. Figure 6 illustrates that 53.5 % of the participants describe their *Knowledge of Grammar Rules* as very high, 39,5 % as high and 7% as average. Figure 7 illustrates that 67.4 % of the participants describe their *Breadth of Vocabulary* as high, 23.3 % as very high and 9.3 % as average. Figure 8 shows that 55.8% of the participants considered their *Pronunciation* skill as high, 30.2% as very high, 11.6% as average and 2.3% as low.

As is shown in figures 9-17, MEFLTs' level of comfort teaching different skills/ levels seems good as the majority of the participants describe their levels as very comfortable, comfortable or average. For instance, figure 9 shows that the majority (46.5%) of participants are very comfortable teaching *Reading*, 37.2 % are comfortable, 11.6% describe their level of comfort as average and only 4.7% are uncomfortable. Figure 10 illustrates that the majority (44.2%) of participants describe their level of comfort teaching *Writing/ Composition* as comfortable, 27.2% as average, 16.3% as very comfortable and 11.6% as uncomfortable. Figure 11 shows that 46.5% of MEFLTs are comfortable teaching *Listening*, 34.9% are very comfortable, 9.3% are neutral, 7% are very uncomfortable and 2.3% are uncomfortable. As for MEFLTs' level of comfort teaching *Speaking/ Pronunciation*, figure 12 illustrates that the majority (83.8%) describe their level of comfort as comfortable or very comfortable, 9.3% are neutral and 7% describe their as uncomfortable or very uncomfortable. Figure 13 shows that 88.4% of MEFLTs are very comfortable or comfortable teaching *Grammar*, 9.3% describe their level of comfort as average and 2.3 are uncomfortable. Figure 14 shows that 79.1% of MEFLTs describe their level of comfort teaching *Culture* as comfortable or very comfortable, 16.3% are average and 4.6% are very uncomfortable or uncomfortable. Figure 15 illustrates that the majority (67.5%) of MEFLTs are very comfortable or comfortable teaching *Low (basic) Levels*, 20.9% are neutral and 11.7% are uncomfortable or very uncomfortable. As for their level of comfort teaching *Intermediate Levels*, figure 16 shows that the majority (90.7%) of participants are comfortable or very comfortable and 9.3% described their level of comfort as average. Finally, as far as MEFLTs' level of comfort teaching *Advanced Levels* is concerned, figure 17 shows that 88.4% of participants are very comfortable or comfortable, 7% were uncomfortable and 4.7% describe their level of comfort as average.

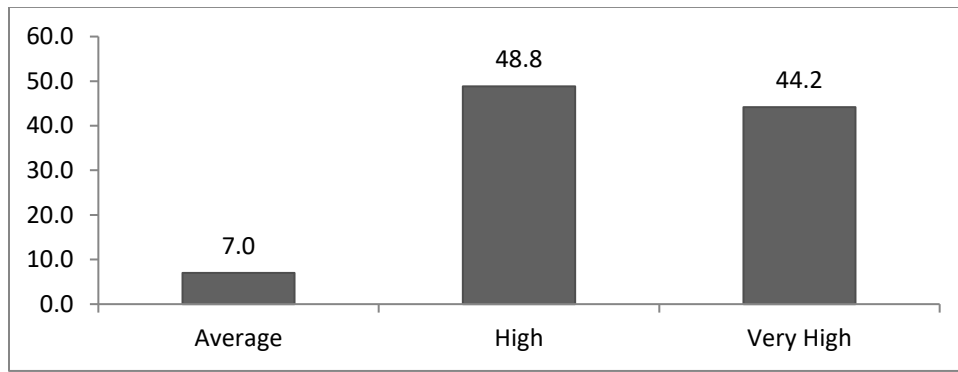


Figure 1. Percent of responses by MEFLTs about their *Reading Comprehension* (N= 43).

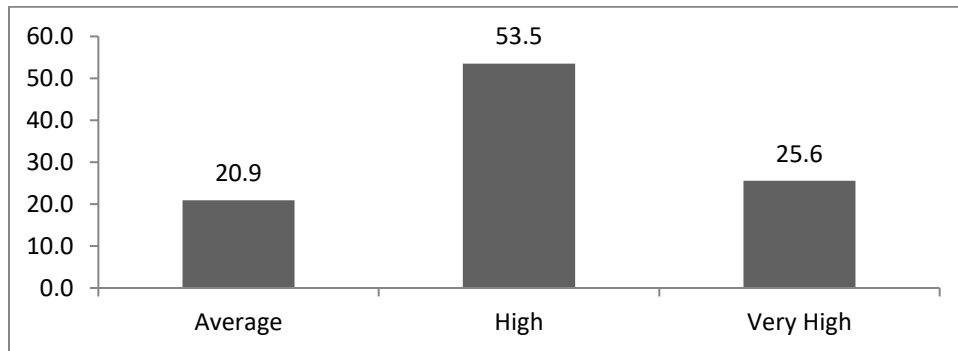


Figure 2. Percent of responses by MEFLTs about their *Writing/ Composition* (N= 43).

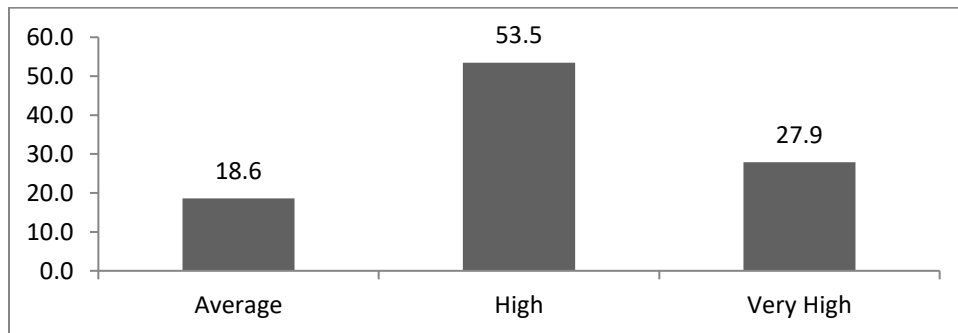


Figure 3. Percent of responses by MEFLTs about their *Listening Comprehension* (N= 43).

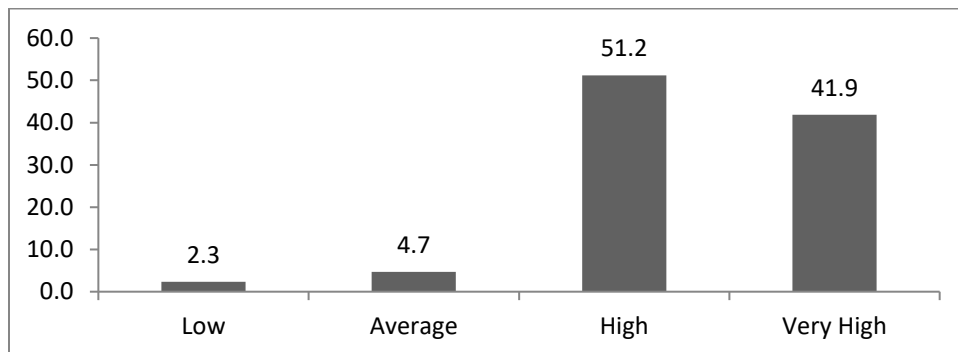


Figure 4. Percent of responses by MEFLTs about their *Speaking/ Oral Communication* (N= 43).

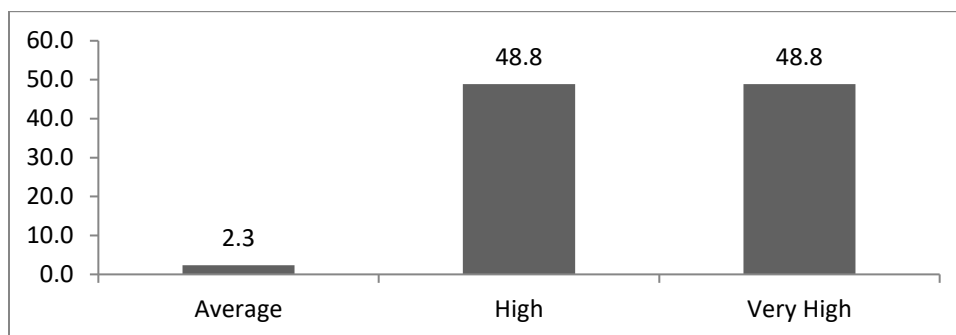


Figure 5. Percent of responses by MEFLTs about their *Grammar Accuracy in Use* (N= 43).

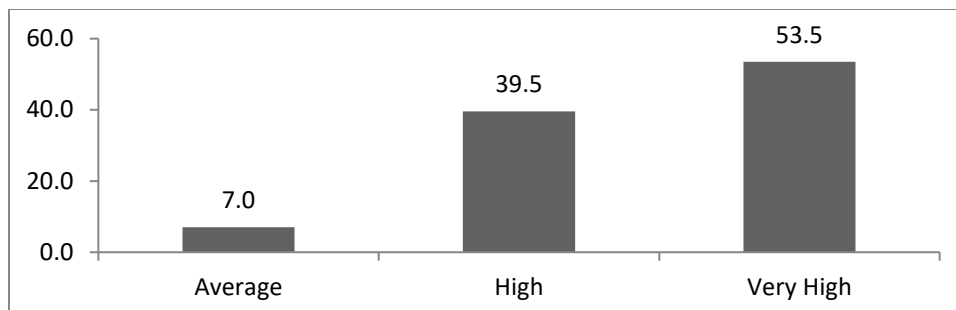


Figure 6. Percent of responses by MEFLTs about their *Knowledge of Grammar Rules* (N= 43).

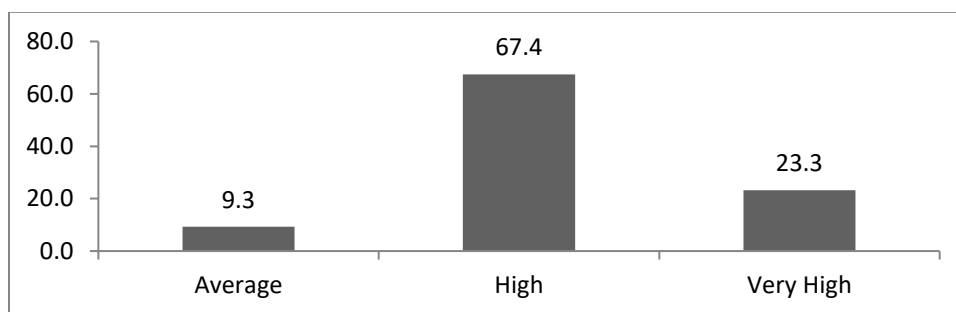


Figure 7. Percent of responses by MEFLTs about their *Breadth of Vocabulary* (N= 43).

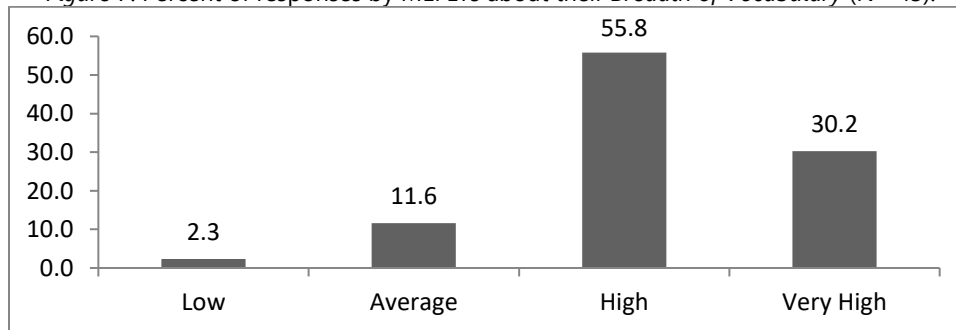


Figure 8. Percent of responses by MEFLTs about their *Pronunciation* (N= 43).

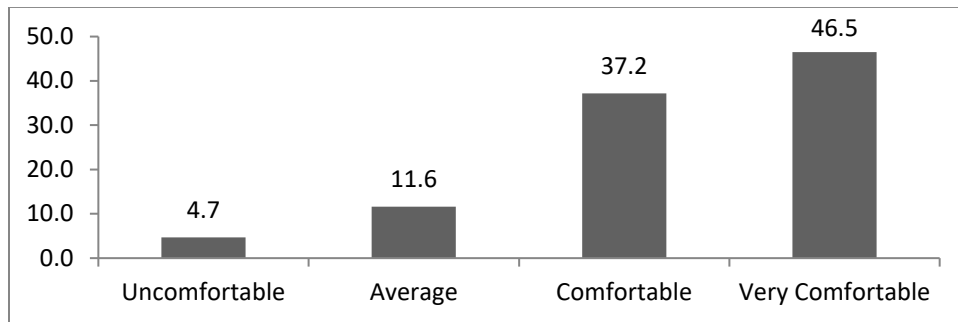


Figure 9. Percent of responses by MEFLTs about their comfort teaching *Reading* (N= 43).

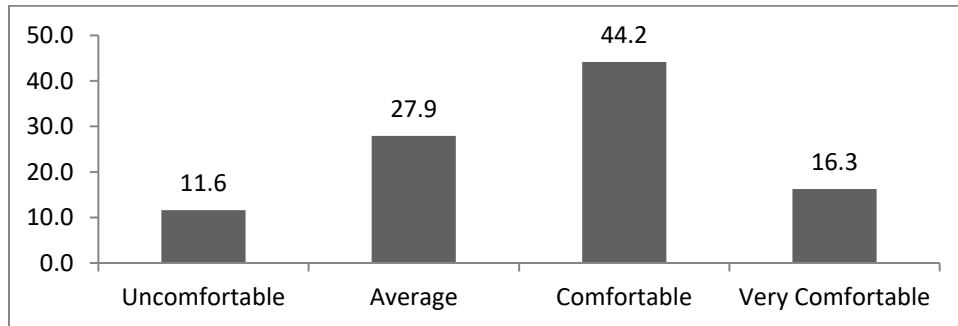


Figure 10. Percent of responses by MEFLTs about their comfort teaching *Writing/ Composition* (N= 43).

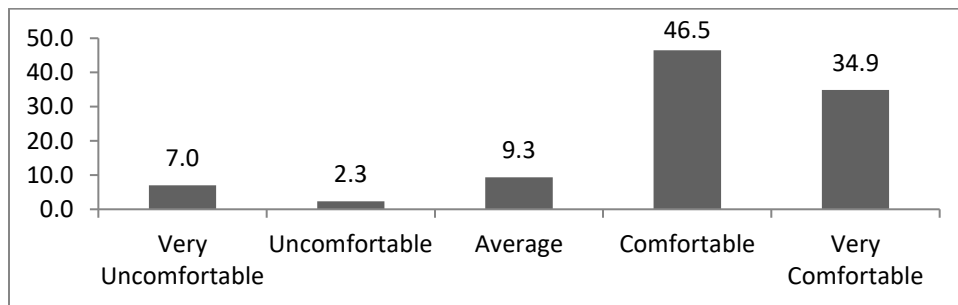


Figure 11. Percent of responses by MEFLTs about their comfort teaching *Listening* (N= 43).



Figure 12. Percent of responses by MEFLTs about their comfort teaching *Speaking/ Pronunciation* (N= 43).

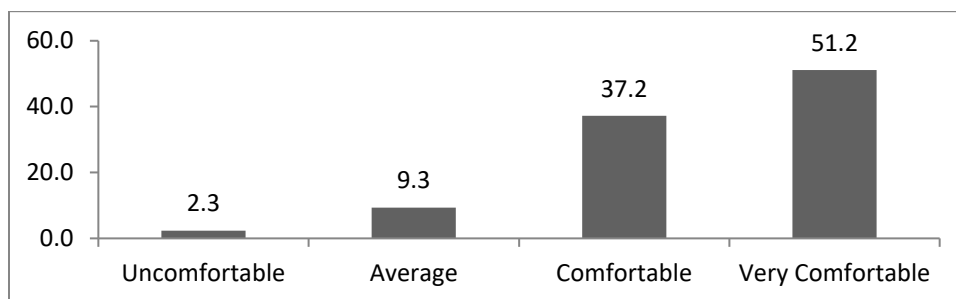


Figure 13. Percent of responses by MEFLTs about their comfort teaching *Grammar* (N= 43).

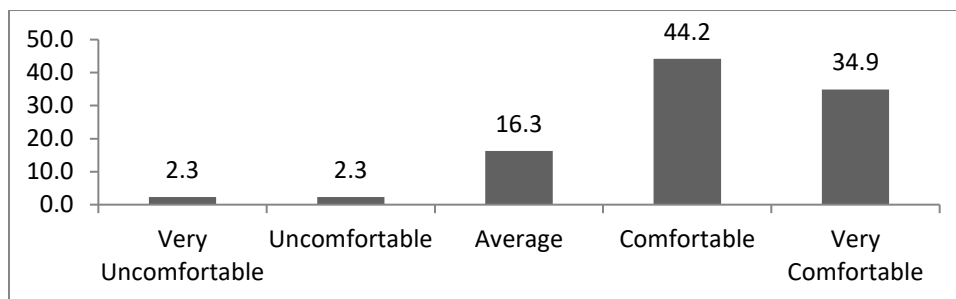


Figure 14. Percent of responses by MEFLTs about their comfort teaching *Culture* (N= 43).

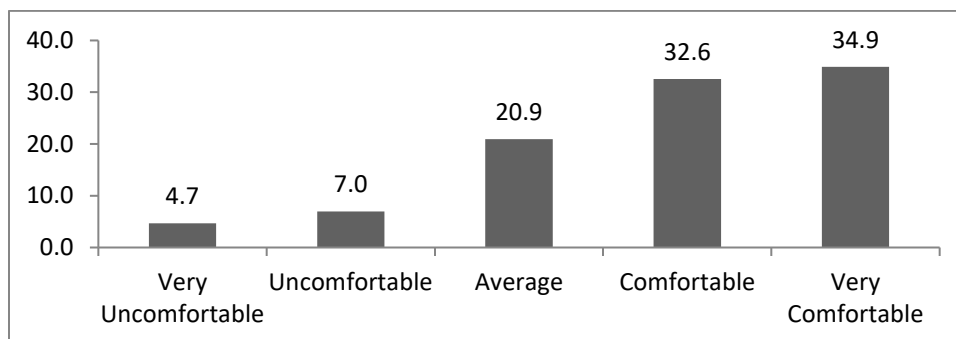


Figure 15. Percent of responses by MEFLTs about their comfort teaching *Low (basic) Levels* (N= 43).

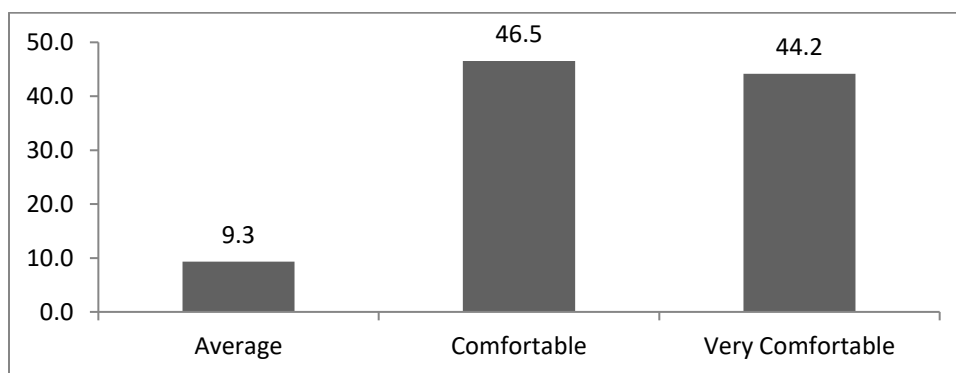


Figure 16. Percent of responses by MEFLTs about their comfort teaching *Intermediate Levels* (N= 43).

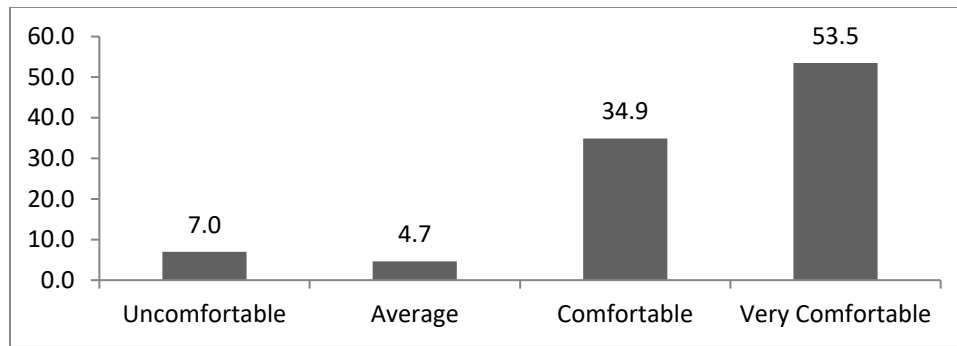


Figure 17. Percent of responses by MEFLTs about their comfort teaching *Advanced Levels* (N= 43).

Table 10 MEFLTs' beliefs about the characteristics of a good EFL instructor

Theme	Frequency
Continuous professional development (CPD)	6
Cultural awareness	1
Motivation, passion and love of the ELT profession	4
Pedagogy and classroom management	4
Proficiency in English & prior knowledge of students' L1	10
Understanding learner needs and individual learner differences	7
Use of authentic materials	1

- Probably, they can feel the problems and the difficulties Ss [students] might have in their learning. (Teacher 19)
- Good at planning lessons according to students' needs and interests. (Teacher 27)
- Has prior knowledge on how to learn a language, knows both languages, L1 and English and is able to understand the needs of his/her students. (Teacher 43)
- His/her knowledge and mastery of all the language skills and components. (Teacher 43)

Table 11 Non-NESTs' Strengths

Theme	Frequency
Acquaintance with the language difficulties learners face	5
Non-NESTs' dedication to teaching, their effort, their enthusiasm, kindness and patience towards EFL learners	6
Non-NESTs' resilience and hopefulness	10
Serving as a role model for EFL learners	1
Sharing language learning experience	3
Understanding learners' culture and society	6

- Has prior knowledge on how to learn a language, knows both languages, L1 and English and is able to understand the needs of his/her students. (Teacher 43)
- They have been there; they have learned English so they know "the best way" to learn/teach it (do's and don'ts). (Teacher 31)
- Being raised in the same country, atmosphere, and maybe the same school, having the same mother-tongue, cultural background and the same suffering and hardships. Thus, students will not think that it is impossible to be like him or her one day. (Teacher 1)
- The one who creates a free-anxiety class for his or her students. (Teacher 12)

The final question asked MEFLTs: "is there anything you would like to add?". The extracts below show some of their responses.

- Yes, I would like to express that there is no big difference between NNS teachers & NS teachers when it comes to knowledge. Because if a NS is not knowledgeable enough to teach the language he/ she speaks, than he/ she will be of no use for EFL students and the same thing goes to NNS teachers. Thus, I see that to be a teacher is all about how knowledgeable you're, and how much language awareness you have so that you can be the best model for your students. Thank you! (Teacher 42)

- Teachers need to constantly look for new ways to develop themselves professionally. (Teacher 37)
- We should be aware that proficiency doesn't mean that a person can actually deliver. (Teacher 40)
- NNS EFL instructors are often discriminated against in high income countries. (Teacher 36)
- Teaching is really all about love. (Teacher 31)
- To make one's teaching better, teachers should think about self- development. (Teacher 18)
- Nonnative instructors will never be like natives as far as accent is concerned. (Teacher 3)
- Proficiency has nothing to do with being a native speaker of a particular language. It has to do with knowledge and hard work. (Teacher 1)

Table 12 Non-NESTs' Weaknesses

Theme	Frequency
Accent and pronunciation	9
Insufficient knowledge of idioms, nuances of the language and cultural references	5
Lack of confidence	1
Lack of training and continuous professional development	3
Not creative, not updated in terms of materials and not good at integrating ICT in the EFL classroom	4
Poor knowledge of the English language	2
The use of the L1 (learners' mother tongue)	2

- They don't really use the language they teach in everyday life except in class. Speaking is not practiced that much, neither for teachers nor for students. (Teacher 25)
- Low level fluency and lack of insights into target culture. (Teacher 35)
- Their ignorance to pronunciation issues. (Teacher 42)
- Lack of updatedness and leadership. (Teacher 4)

4. Results and Discussion

The present study has unveiled some very interesting insights regarding native-speakerism as it is perceived in a Moroccan context. For example, and as far as MEFLSs' attitudes towards NESTs and non-NESTs are concerned, the results attained show that MEFLSs hold positive attitudes towards NESTs and non-NESTs alike. In this regard, findings show that (1) the majority of MEFLSs express their preference for having classes both with NESTs and non-NESTs, (2) teachers' origin is irrelevant to them as long as they are good teachers, (3) MEFLSs believe that having a foreign accent is OK, (4) MEFLSs express their satisfaction with the learning experiences they have had with non-NESTs so far and (5) MEFLSs believe that EFL teachers who speak more many languages can understand their learning difficulties better than teachers who speak only English. However, the study findings show that the majority of MEFLSs do believe that the teacher's mother tongue is important for them.

As for MEFLTs' self-perceptions, findings show that MEFLTs are almost satisfied with their linguistic and professional skills. For example, and as far as MEFLTs' proficiency in English is concerned, the majority of MEFLTs describe their skills of *Reading Comprehension*, *Writing/ Composition*, *Listening Comprehension*, *Speaking/ Oral Communication*, *Grammar Accuracy in Use*, *Knowledge of Grammar Rules*, *Breadth of Vocabulary* and *Pronunciation* as very high, high or average. A very small minority, however, describe their skills of *Speaking/ Oral Communication* (2.3%) and *Pronunciation* (2.3%) as low. This may be the case because speaking/ oral communication and pronunciation are not usually encouraged or practised in Moroccan schools, and some MEFLTs still lack fluency as far as these language skills are concerned. As for MEFLTs' level of comfort teaching different skills/ levels, findings show that the majority of the participants describe their levels as very comfortable, comfortable or average, and only a small minority describe their level of comfort as very uncomfortable or uncomfortable.

As for the participants' beliefs about the characteristics of a good English teacher, the participants believe that a good English teacher (1) should have a good command of the English language, (2) should have cultural awareness, (3) should be good at language teaching methodology, pedagogy and classroom practice, (4) should have prior knowledge of students' L1 and should be able to understand their needs along with individual learner differences, (5) should use authentic materials and (6) should be a motivated and passionate teacher who loves his/ her job.

As for non-NESTs' strenghts and weaknesses, findings show that, on the one hand, MEFLTs' beliefs about non-NESTs' strenghts are (1) acquaintance with the difficulties learners face, (2) non-NESTs' dedication to teaching, their effort, their enthusiasm, kindness and patience towards EFL learners, (3) non-NESTs' resilience and hopefulness, (4) serving as a role model for EFL learners, (5)

sharing language learning experience and (6) understanding learners' culture and society. Non-NESTs' weaknesses, on the hand other, include 'accent and pronunciation,' 'insufficient knowledge of idioms, nuances of the language and cultural references,' 'lack of confidence,' 'lack of training and continuous professional development,' 'not creative, not updated in terms of materials and not good at integrating ICT in the EFL classroom,' 'poor knowledge of the English language,' and 'the use of the L1 (learners' mother tongue).'

Most of these findings are in fact in line with previous research. For example, Moussu (2006) finds that "[t]he most frequent responses given by NNESTs about their own perceived strengths were 1) their understanding of students' situation and needs (80.5%)..., and 2) their language learning experience (77.7%)" (p. 145). In this regard, a non-NEST in her study explains, "[we] have an ability to relate to the students in a way that a NEST does not. [We] can help students with difficulties and be a role model." Moussu also found that "NNESTs' self-perceptions of their weaknesses included their "foreign accent" and "pronunciation" (39%), their "insufficient knowledge of idioms, nuances of the language, and culture, resulting in inability to recognize cultural references" (33.5%), their "lack of confidence" (27.7%), and poor knowledge of the English language (27.7%)" (p. 147). In this regard, one non-NEST in her study explained, "even though I know English language rules better than the NSs, I just don't feel confident because that's not my first language." Other findings that are in line with our study include Kiczkowiak (2018) whose study found that "student... respondents attach significantly more importance to their teacher's L1" (p. 116) and that "the majority of respondents... prefers being taught both by 'native' and 'non-native speaker' teachers" (p. 117).

Researchers and educationalists in Morocco have hardly looked at the native speaker and the non-native speaker dichotomy, if not daring to say that no study has specifically looked at it in the Moroccan context. This study, therefore, aims at (1) revisiting native-speakerism in ELT as an attempt of introducing the concept to Moroccan stakeholders who may not be familiar with such an ideology, (2) exploring MEFLS' attitudes towards NESTs and non-NESTs and (3) measuring MEFLTs' self-perceptions regarding their own linguistic and professional skills. Interestingly, the study has yielded important findings. First, MEFLSs are already aware of the ideology of native-speakerism. Second, MEFLSs have positive attitudes towards NESTs and non-NESTs alike, indicating that they have developed tolerant attitudes towards both types of teachers. This also indicates that they have gone beyond the everlasting and widespread fallacy of the native speaker idealism. Finally, the results confirm that MEFLTs hold positive attitudes towards their own proficiency and teaching abilities, which contradicts the fallacy that native language speakers are always better language teachers.

4.1 Exploring MEFLSs' attitudes towards NESTs and non-NESTs

Previous research on NESTs and non-NESTs has shown that people tend to show preference for NESTs over non-NESTs. However, there is scarcity of research into this phenomenon in the Moroccan context. Interestingly, this study intervenes to examine the applicability of this assumption to Moroccan students. Unpredictably, the findings of the study seem to contradict previous research on NESTs and non-NESTs. The participants' responses to their attitudes towards having NESTs and non-NESTs show that some prefer having NESTs ($n=38$), which constitutes (50%) of the total population, 42.1% ($n=32$) were neutral and 7.9% ($n=6$) did not prefer to have classes with NESTs. Though the participants who prefer NESTs outnumber those who prefer non-NESTs (50% and 42.1%, respectively), it is interesting that people in Morocco have started to develop a tolerant attitude towards NESTs and non-NESTs alike. This claim is further supported by the participants' responses to the importance of the teacher's mother tongue. 30.3% of the participants were neutral, and view the language of the teacher as insignificant to his/her teaching skills. Additionally, 29% of the participants believe that the teacher's mother tongue is not important as far as his/her teaching profession is concerned. These two categories of the participants confirm that the teacher's mother tongue plays a minor role in his/her teaching skills. There is also a significant shift in MEFLSs' attitudes regarding this issue which manifests a high level of language awareness. This interesting change in attitudes can be attributed to a number of factors like the educational level of the participants.

Though MEFLSs have started to develop a tolerant attitude towards non-NESTs, and that there is a shift in attitudes towards the long-debated topic of NESTs/ non-NESTs dichotomy, the results show that MEFLSs still lean towards having NESTs.

4.2 MEFLTs' self-perceptions regarding their own linguistic and teaching skills

The third aim of this study is to unfold MEFLTs' self-perceptions and attitudes regarding their linguistic and teaching capacities, and also to challenge the assumption that non-NESTs are "unequal in knowledge and performance to NS teachers of English" (Braine, 2005, p. 13). To elicit MEFLTs' self-perceptions and attitudes, the teachers are asked about their proficiency in English and their level of comfort regarding teaching different skills, language components and levels. The results provide very interesting insights regarding their self-perceptions. MEFLTs hold very positive attitudes towards their proficiency and teaching capacities. For example, this is best manifested in their responses regarding their proficiency in English and control of the language, which is very high as shown by these percentages; *Reading Comprehension* (48.8%), *Writing/ Composition* (53.5%), *Listening Comprehension* (27.9%), *Speaking and Oral Communication* (94.1%), *Grammar Accuracy in Use* (48.8%), and *Breadth of Vocabulary* (67.4 %).

MEFLTs' level of comfort regarding the teaching of different skills and language components is also very high as is shown by these percentages: 46.5% of participants are very comfortable teaching *Reading*, 44.2% of participants describe their level of comfort teaching *Writing/ Composition* as comfortable, 46.5% of MEFLTs are comfortable teaching *Listening* and 83.8% of the participants state that they are comfortable teaching *Speaking/ Pronunciation*. Concerning grammar, 88.4% confirm that they are very comfortable teaching *Grammar*, and 79.1% are comfortable teaching *Culture*. The participants' responses to the two questions regarding their proficiency, control of English and their comfort with the teaching of different skills, language components and levels reveal that MEFLTs hold very positive attitudes towards themselves. The findings of the study also confirm that MEFLTs are competent language teachers with very high command of the language.

The present study has successfully addressed the third aim of the study by exploring MEFLTs' self-perceptions. Interestingly, it has unveiled that they have very positive attitudes towards themselves as non-NESTs, which makes them equal in knowledge and performance to NS teachers of English. This finding perfectly aligns with previous research findings (see Medgyes, 2001). These positive attitudes could be attributed to many factors like their good command and control of the language and their high level of comfort regarding the teaching of different skills, language components and levels. The study also shows that native speakers are not necessarily better language teachers, and that non-NESTs are not inferior to NESTs.

5. Conclusion

The ideology of native-speakerism has been widely discussed in the literature. A large body of the literature has provided ample evidence that this ideology has always been and still continues to be an issue in the field of ELT. However, researchers and educationalists in Morocco have hardly looked at the native speaker and non-native speaker distinction. Interestingly, this study intervenes to bridge this gap in literature by (1) revisiting the concept of native-speakerism in English language teaching and how such an ideology is still manifested in the discriminatory practices between NESTs non-NESTs, (2) exploring MEFLTs' attitudes towards NESTs and non-NESTs and finally (3) measuring MEFLTs' self-perceptions regarding their proficiency and level of comfort teaching different skills, language components and levels.

The findings of the present study provide interesting insights regarding the topic at hand. Findings confirm that MEFLTs are already aware of the ideology of native-speakerism. Additionally, the findings also illustrate in concrete ways that MEFLTs have started to develop tolerant attitudes towards NESTs and non-NESTs alike. The study argues that this could be attributed to a number of factors such as students' level of education and language awareness. Most importantly, the study brings into light the fact that MEFLTs have very positive attitudes regarding their language proficiency and very high level of comfort concerning the teaching of different skills, language components and levels. This finding brings into question the fallacy that native speakers are always better language teachers.

It is hoped that this study has provided some insights regarding the complexity of the teaching of languages, especially English, in Morocco. It is also hoped that this study is the starting point of further academic research on the reality of the native-speakerism ideology in Morocco and elsewhere.

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