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**| RESEARCH ARTICLE**

**An investigation of Moroccan EFL Learners' Explicit Attitudes towards World Englishes: Pedagogical Implications**

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**| ABSTRACT**

The present study seeks to investigate the attitudes of Moroccan EFL learners (MEFLs) towards different varieties of English speech (World Englishes (WE)). The study utilises a direct method of attitude measurement as the study's participants are directly asked about their own explicit attitudes towards six English varieties of English speech<sup>1</sup> (namely, *American English*, *British English*, *Indian English*, *Filipino English*, *Japanese English* and *Thai English*). To this end, a sample of 544 MEFLs was recruited in the study. The findings of the study show that MEFLs' attitudes towards varieties of English are aligned, to some extent, with those of previous studies conducted elsewhere (Jindapitak & Teo, 2012; Chien, 2018; Almegren, 2017). For example, it was found that MEFLs, on the one hand, prefer Inner Circle Englishes (ICE) over Outer Circle Englishes (OCE) and Outer Circle Englishes over Expanding Circle Englishes (ECE) on the other hand. Another interesting finding is that the participants surveyed are already aware of English language variation, and they are willing to learn more about the different varieties of English spoken worldwide. Generally speaking, the Moroccan context seems to be a fertile setting for the discussion of World Englishes-related issues as the participants do, in fact, recognise and appreciate the sociolinguistic variation exhibited in the English language. The study concludes with a number of pedagogical implications for the choice of linguistic model(s) to be employed in EFL classrooms both inside and outside Morocco.

**| KEYWORDS**

Inner Circle, Expanding Circle, Language Attitudes, Native-Speakerism, Monocentrism, Outer Circle, Pluricentrism, World Englishes

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**1. Introduction**

Given the fact that English is 1) the language of international communication (Crystal, 2003; Kirkpatrick, 2007; Mourchid, Bouaissane & Brigui, 2023), and 2) that one of the important topics in modern sociolinguistics today is the globalisation of English (Mesthrie & Bhatt, 2008), the present attitudinal study seeks to investigate the language attitudes MEFLs have towards the different English varieties spoken around the world. In fact, a lot of research has been and continues to be carried out on EFL learners' attitudes towards English in the Moroccan context and elsewhere; however, English, in the vast majority of these studies, has been conceived of as a single language rather than a language that has many varieties. In this regard, McKenzie (2008) rightly states that "[t]he great majority of studies which have investigated non-native attitudes, i.e. in the Outer/Expanding Circles of English use (Kachru 1985), have tended to measure evaluations of 'the English language', conceptualized as a single

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<sup>1</sup> **American English**, AmE; **British English**, BrE; **Indian English**, InE; **Filipino English**, FiE; **Japanese English**, JpE; **Thai English**, ThE

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entity" (p. 66). Therefore, the present study intervenes to shed more light on the attitudes MEFLs have towards the pluricentric nature of English today.

To this end, the present study seeks to answer the following three research questions:

1. What are the participants' explicit attitudes towards the six varieties of English?
2. What role do World Englishes play on the participants' attitudes towards the six varieties of English?
3. What are the pedagogical implications (if any) of the study's findings for the choice of linguistic model(s) employed in EFL classrooms both inside and outside Morocco?

## **2. Literature Review**

This section provides an overview of language attitudes, the spread of English, World Englishes and previous research on language attitudes.

### **2.1. Language Attitudes**

#### **2.1.1. Definitions of Language Attitudes**

According to Chien (2018), "[t]he study of language attitudes has been at the forefront of sociolinguistic research for several decades, as research into attitudes towards English and its varieties provides valuable insights regarding the maintenance, spread, revival and attrition of different English varieties" (p. 27). The term *language attitudes*, McKenzie (2010) states, is "an umbrella term, which encompasses a broad range of possible empirical studies, concerned with a number of specific attitudes" (p. 26). Language attitudes can be studied for a variety of reasons. Baker (1992, p. 29) provides the following reasons:

1. Attitude to language variation, dialect and speech style
2. Attitude to learning a new language
3. Attitude to a specific minority language
4. Attitude to language groups, communities, minorities
5. Attitude to language lessons
6. Attitude of parents to language learning
7. Attitude to the uses of a specific language
8. Attitude to language preference

In the present study, the focus is on the first reason. However, following McKenzie (2010), any conclusions drawn are likely to have implications for the second, seventh and eighth categories: *attitude to learning a new language*, *attitude to the uses of a specific language* and *attitude to language preference*.

#### **2.1.2 Measurement of Language Attitudes**

As for the main approaches that have been employed in language attitudes research, they can be grouped into three categories: *the societal treatment approach*, *the direct approach* and *the indirect approach* (Chien, 2018; McKenzie, 2006; 2008; Garrett, 2010; Garrett et al., 2003; Zhang, 2010). Jindapitak & Teo (2012) point out that "the most effective and commonly used approach has been the 'match-guise test' (MGT), or more recently, the verbal-guise test (VGT)" (p. 81), whereas Zhang (2010) suggests that "[t]he societal treatment approach, also called 'content analysis', appears to be less prominent in mainstream language attitudes research" (p. 87). In what follows, a brief discussion of each approach is provided:

- **The Societal Treatment Approach:** According to McKenzie (2010):  
The societal treatment or content analysis approach is little mentioned in mainstream discussions of language attitude research. Studies that employ this approach are generally qualitative and are typically conducted through participant observation, ethnographic studies or other observational studies... The approach most often involves a content analysis of the status and/or the stereotypical associations of languages and language varieties and their speakers. Societal treatment analyses are often considered insufficiently rigorous by many mainstream language attitude researchers from the social psychological tradition. It may be most appropriate, however, to undertake a societal treatment approach in contexts where access to informants is not possible under completely natural conditions or where there are limitations on time and/or space. (p. 41)
- **The Direct Approach:** According to Zhang (2010), "the direct approach is characterised by a greater degree of obtrusiveness since informants are asked direct questions about their attitudes, usually through surveys, questionnaires and interviews" (p. 89). In the same vein, Garrett et al. (2003) state that "[t]he *direct approach* is generally far more obtrusive than societal treatment methods. It is characterized by elicitation: the asking of direct questions about language evaluation, preference, etc., usually through questionnaires and/or interviews" (p. 16, emphasis original).

Garrett (2010) believes that “[a]t one level, it [the direct approach] may seem the most obvious way to get at people’s attitudes: i.e. to ask them what their attitudes are” (p. 39).

- **The Indirect Approach:** According to McKenzie (2010):

An indirect (or projective measurement) approach to researching attitudes involves more subtle techniques of measurement, where the purpose of the study is made less obvious to the informants. This approach is particularly useful when it would be considered impossible or counter-productive to directly question informants on their perceptions of the attitudinal object. Indirect methods of attitude measurement are generally considered to be able to penetrate deeper than direct methods, often below the level of conscious awareness and/or behind the individual’s social façade. (p. 45)

McKenzie (2010) believes that a **mixed methodological approach** can be utilised as “there are inherent problems with both direct methods and indirect methods of investigating language attitudes” (p. 52). He also suggests that “[o]ver reliance on any single research method may therefore generate skewed results and bring about misleading conclusions”, and he, therefore, invites researchers to “frequently choose to design studies which encompass several techniques and include both indirect and direct methods of language attitude measurement” (p. 52). In the present study, however, and taking into account the study’s main aim (i.e., exploring MEFLs’ explicit attitudes towards varieties of English speech), only a direct approach of attitude measurement is employed as the study’s participants are directly asked to reveal their overt attitudes towards varieties of English speech.

## 2.2. The Spread of English

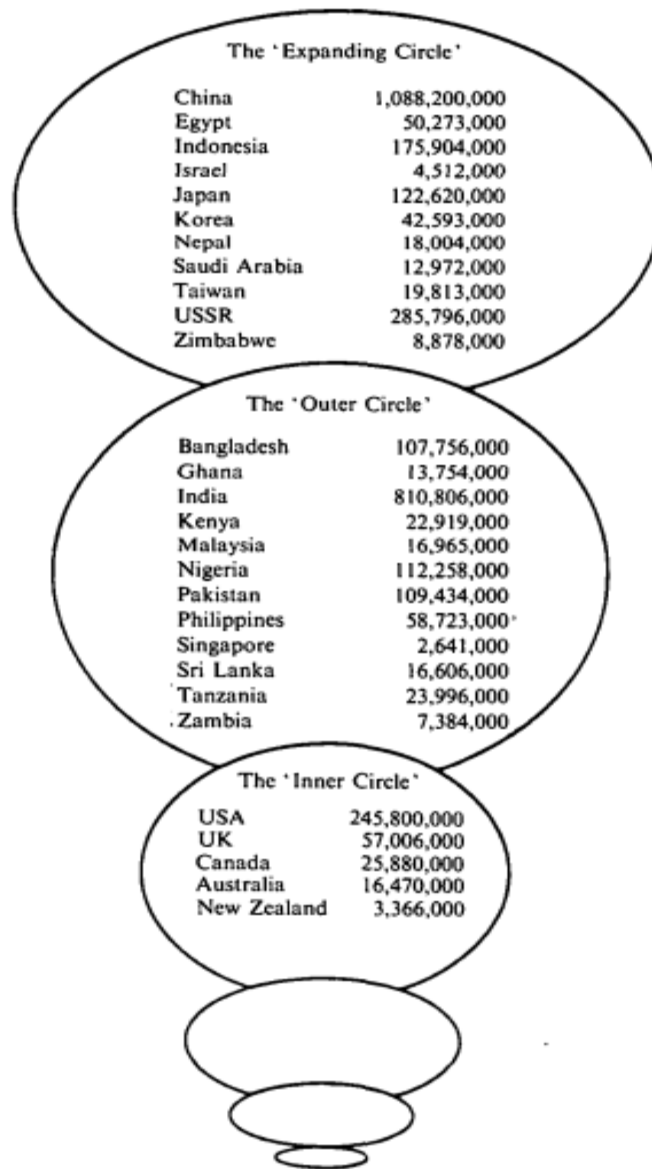
For a long time, the spread of English around the world has often been approached from the traditional perspective that divides English users in terms of those who speak the language as *a native language* (ENL), *a second language* (ESL) and *a foreign language* (EFL) (Jenkins, 2015). However, with the growing interest in English as a global lingua franca, the spread of English in the globalised era has started to be studied and approached from a variety of perspectives and models. According to Jenkins (2015), “[t]he oldest model of the spread of English is that of Strevens” (p. 12). However, one of the most influential models in the field of World Englishes today is Kachru’s three concentric model (McKenzie, 2006; Sykes, 2010; Zhang, 2010; Jenkins, 2015; Almgren, 2017), whose model “has promoted an awareness of varieties of English and engendered a large number of critical debates about the traditional view of English language as the language of particular countries” (Ahn, 2014, p. 29). The Kachruvian model of the spread of English has, in fact, challenged “the traditional view of English as the language of a particular country” (Ahn, 2014, p. 24). Kachru “advocates a pluricentric conception of English and so developed the controversial ‘Concentric Circles’ model, marking pluralisation of English to describe the social reality of diversified users and varieties of English” (Ahn, 2014, p. 24).

Kachru, a leading figure in the field of World Englishes, suggested looking at the spread of English around the world in terms of “three concentric circles, representing different ways in which the language has been acquired and is currently used” (Crystal, 2003, p. 60). Kachru divides World Englishes into three Circles: the *Inner Circle*, the *Outer Circle* and the *Expanding Circle* (see Figure. 1). The **Inner Circle** (IC) refers to countries where English is spoken as a native language (ENL). This circle includes the US, the UK, New Zealand, Canada and Australia. The **Outer Circle**<sup>2</sup> (OC) refers to ex-colonies of the US and the UK where English is spoken as a second language (ESL) and is “employed for a range of educational and administrative purposes” (McKenzie, 2010, p. 2). This circle includes countries such as Pakistan, India, Nigeria, Sri Lanka, etc. The **Expanding Circle**<sup>3</sup> (EC)<sup>4</sup> refers to countries where English has no colonial history and where it is mainly spoken as a foreign language (EFL). This circle includes countries such as Morocco, Egypt, Saudi Arabia, China, Japan, etc. “Each of the three circles represents different types of spread, patterns of acquisition and functions of English in a diversity of cultural contexts” (McKenzie, 2006, p. 1). Following Baratta (2019), Outer and Expanding Circle Englishes are referred to as *Non-Inner Circle Englishes* (NICE) in the present study, whereas World Englishes is used when reference is made to all three circles.

<sup>2</sup> The Outer Circle is also called ‘**The Extended Circle**’.

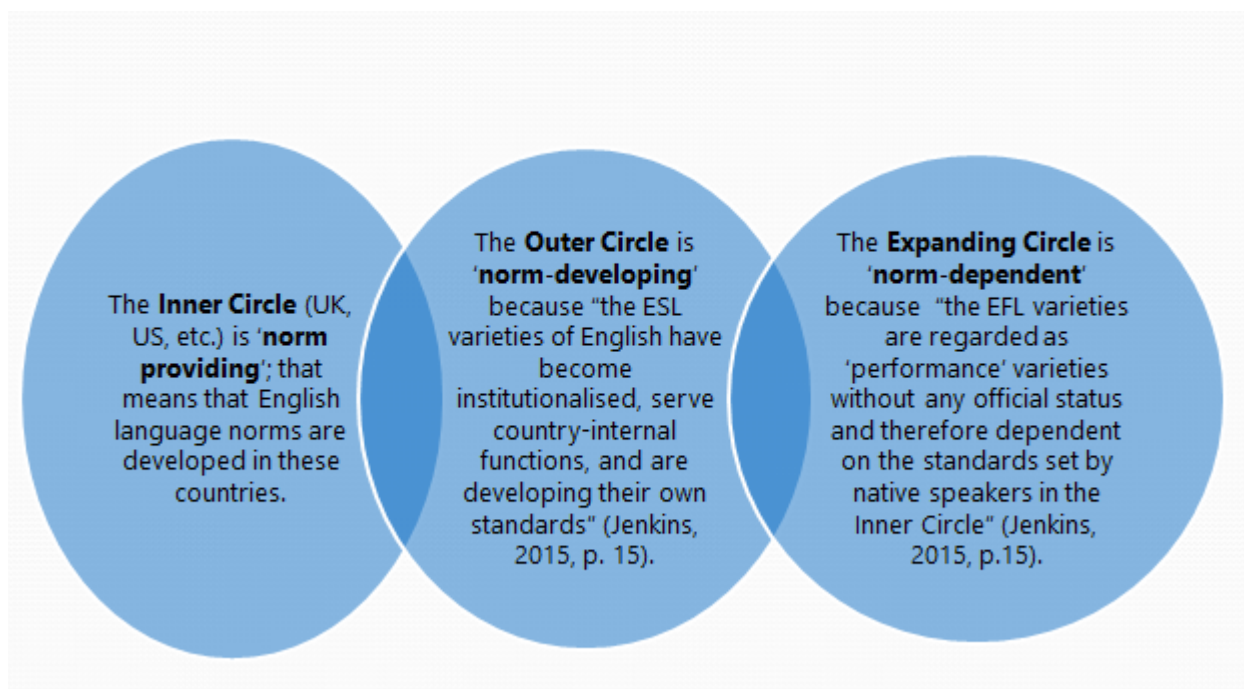
<sup>3</sup> The Expanding Circle is also called ‘**The Extending Circle**’.

<sup>4</sup> According to Crystal (2003, p. 60), “the term ‘expanding’ reflects its origins in the 1980s: today, with English recognized virtually everywhere, a tense change to expanded circle would better reflect the contemporary sense.” In the present study, however, we will continue to use the term *expanding* as it is the one that is usually used in the existing literature.



**Figure 1 Kachru's three-circle model of World Englishes (source: Kachru, 1992, p. 3)**

According to Jenkins (2015, p. 15), "[t]he English spoken in the Inner Circle is said to be 'norm-providing', that in the Outer Circle 'norm-developing', and that in the Expanding Circle 'norm-dependent'." Figure 2 below explains the differences among the three norms.



**Figure 2** *The Three Circles and the Three Norms*

There are other models developed by other scholars to account for the spread of English as a global language (for a review of other models, see Deyan, 2020; Jenkins, 2015; McKenzie, 2010). Nevertheless, the model adopted in this study is Kachru's Circles Model. It should be noted, however, that although Kachru's three concentric model "has strongly influenced how academics describe the configuration of English worldwide, it is not without its problems" (McKenzie, 2006, p. 3). Equally important, and despite the fact that the model has been criticised by a number of scholars (for some of the objections raised against Kachru's model, see Bruthiaux, 2003; Jenkins, 2003), it is still the one that is widely utilised in World Englishes research. For example, Kachoub (2021) points out that "[r]esearch using Kachru's (1984) World Englishes theoretical framework and Three Circles model has produced a wealth of knowledge about the spread and functions of English to speech communities around the world" (p. iii). In the same vein, Sykes (2010) believes that "Kachru's (1985) model has been the one that has attracted the most attention and has gained the most recognition over the last two decades" (p. 18).

### **2.3. World Englishes**

The study of the global spread of English has received much attention in scholarly publications in the last four or five decades. Nowadays, English is considered the language of international communication (Crystal, 2003; Kirkpatrick, 2007; Jindapitak and Teo, 2012) to the extent that it has become the most widely used lingua franca. The spread of English as a global language has led to a growing interest in learning it as a second or foreign language and current research shows that non-native speakers of English do actually outnumber those who speak it as a native language (Kirkpatrick, 2007; Chang, 2014; Wang & Fang, 2020; Mourchid, Bouaissane & Brigui, 2023; Mourchid, Bouaissane, Brigui & Sawalmeh, 2023). Moreover, the majority of English language teachers are those who speak it as a non-native language (Mahboob, 2004; Moussu & Llurda, 2008). Other estimates, according to Braine (2010), also suggest that about "80% of the English teachers worldwide are nonnative speakers (NNS) of the language" (p. X.), which indicates that "English is no longer used solely in native-speaking nations, but serves as a wider communicative medium for organizations and individuals around the world" (Jindapitak and Teo, 2012, p. 77). Relatedly, Schreier et al. (2020) point out that "the term Englishes, once contested but now standard usage, has been adopted to emphasize the diversity of English as a global language with various regional forms and the decreasing influence of one prestigious variety as an internationally recognized and accepted norm" (pp. 1-2).

According to Bolton (2006), the term *World Englishes* has a number of meanings and interpretations and thus can be used in three senses. First, the term "functions as an umbrella label referring to a wide range of differing approaches to the description and analysis of English(es) worldwide." Seen in this first sense, a number of terms have "come into use, including English as an international (auxiliary) language, global English(es), international English(es), localized varieties of English, new varieties of English, world English(es), alongside such more traditional terms as ESL (English as a Second Language) and EFL (English as a Foreign Language" (p. 240).

Second, the term is also used in a "narrowed sense" to "specifically refer to the "new Englishes" found in the Caribbean and in West African and East African societies such as Nigeria and Kenya and to such Asian Englishes as Hong Kong English, Indian English, Malaysian English, Singaporean English, and Philippine English." (p. 240).

Third, the term "refers to the wide-ranging approach to the study of English language worldwide particularly associated with Braj B. Kachru and other scholars working in a 'World Englishes Paradigm'" (p. 240). For the purposes of the present study, World Englishes will be conceived of in this third sense.

#### **2.4. Previous Research on Language Attitudes**

Mourchid (2018) conducted a study in the Moroccan context to examine the perceptions of MEFLs and university professors regarding the incorporation of a World Englishes paradigm in English language teaching. His study utilised a mixed method research design and was based on these two questions: 1) What perceptions/ attitudes do the participants have towards the incorporation of a World Englishes approach in ELT in Moroccan higher education? and 2) How can the integration of such an approach in ELT help Moroccan learners develop a sociolinguistic awareness of English? The findings of his study show that almost all the participants are aware of the existence of different varieties of English. For example, when they were asked about some of the varieties of English they know, some participants gave examples of Outer Circle Englishes like Indian English, Pakistani English, Nigerian English, etc. This shows that English, for these participants, is no longer conceived of as a single variety (monocentric view), but it is actually conceived of as a language that is spoken in different varieties (the pluricentric view). As for integrating a World Englishes paradigm in English language teaching, Mourchid's study found that almost all the respondents find it good to incorporate a World Englishes approach in ELT in Moroccan Higher Education as it may contribute to raising MEFLs' awareness of the different varieties of English spoken worldwide. Another interesting finding in Mourchid's study is that when participants were given a list that includes five Englishes representing Kachru's three circles (three Inner Circle Englishes (American English, British English and Australian English), one Outer Circle English (Indian English) and one Expanding Circle English (Chinese English)), 21 participants out of 22 chose Inner Circle Englishes (i.e., American English, British English and Australian English), which indicates that although the participants know, on theoretical grounds, that there are other Englishes, they have described only Inner Circle Englishes as standard varieties.

Sykes (2010) argues that there is a dearth of research on Outer Circle and Expanding Circle respondents' attitudes to Inner Circle English. To this end, he conducted a study in the Singaporean context to examine (1) what attitudes Singaporeans have towards eleven varieties of English spoken in the Expanding Circle or what he refers to as *Expanding Circle Accents of English (ECAE)* (namely, German-accented English, Spanish-accented English, Portuguese-accented English, Greek-accented English, Farsi-accented English, Arabic-accented English, Turkish-accented English, Swahili-accented English, Chinese-accented English, Korean-accented English and Thai-accented English), and to investigate (2) what factors determine the participants' attitudes towards these Expanding Circle Accents of English. His study utilised a mixed method research design, and it drew on "direct and indirect approaches in language attitude research, involving a verbal-guise task using semantic differential scales to elicit attitudes to speakers on a range of solidarity and status traits, and interviews" (p. i). Sykes' study found that the participants held negative attitudes toward eight of the eleven Expanding Circle Accents of English and positive attitudes toward three Expanding Circle Accents of English.

Jindapitak and Teo (2012) conducted a study in the Thai context to explore "university English learners' attitudes towards and awareness of varieties of English, in relation to the ideology of English as an international language, which sees English in its pluralistic rather than the monolithic nature" (p. 74). Jindapitak and Teo (2012) selected six varieties of English to evaluate Thai university English learners towards World Englishes. The English varieties selected in their study were American English, British English, Indian English, Filipino English, Japanese English and Thai English. Their study utilised a verbal-guise test, and their findings show that "the learners held more favorable attitudes towards mainstream inner-circle Englishes (American English and British English) than nonnative Englishes" (p. 47).

Almegren (2018) conducted a study in Saudi Arabia to explore Saudi EFL learners' attitudes towards World Englishes. Her study's aims were 1) "to examine and understand how EFL learners see World Englishes, and varieties of English as a second language in particular, in the Saudi Arabian context", 2) "to find out how Saudi EFL learners view the apparent domination of one variety of English over others"; and 3) "to investigate the reasons why one variety of English is preferred to others" (p. 238). Almegren's study utilized both direct and indirect approaches to attitude measurement. The findings of her study indicated that 1) Saudi EFL learners were aware of English language variation, 2) American English and British English were viewed by the participants as the standard varieties of English and 3) despite the fact that the English spoken by NESTs was considered to be superior by the majority of Saudi EFL learners in her study, there was a preference among the participants to be taught English by a Saudi teacher.

McKenzie (2008) conducted a study in the Japanese context to explore “the attitudes of 558 Japanese university students towards six varieties of English speech” (p. 63). The varieties of English speech employed in his study were Glasgow Standard English (GSE), Heavily-accented Japanese English (HJE), Southern US English (SUSE), Moderately-accented Japanese English (MJE), Mid-West US English (MWUSE) and Glasgow vernacular (GV). Four of these varieties of English are Inner Circle Englishes (GSE, SUSE, MWUSE and GV), and the other two are Expanding Circle Englishes (HJE & MJE). Glasgow vernacular speech and Glasgow Standard English are spoken in the UK, “[t]he other two native varieties of English recorded are spoken in the United States: Southern US English (Alabama) and Midwest US English (Ohio)” (p. 71) and Heavily-accented Japanese English and Moderately-accented Japanese English are spoken in Japan. The findings of his study show that “the informants’ ratings of speakers of varieties of English speech tend to be complex and are often contradictory” (p. 79).

### 3. Methodology

In order to explore MEFLs’ attitudes towards varieties of English speech, a mixed methods research (MMR) design, i.e. “a combination of qualitative and quantitative methods within a single research project” (Dornyei, 2011, p. 44), is adopted in the present study. In this regard, Creswell (2015) states that “the core argument for a mixed method design is that the combination of both forms of data [qualitative and quantitative methods] provides a better understanding of a research problem than either quantitative or qualitative data alone” (pp. 21-22). The choice of an MMR approach, according to John Creswell & David Creswell, is justified by the fact that 1) the mixed method, at a general level, is chosen because of “its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches” (297), 2) the mixed method, at a practical level, “provides a sophisticated, complex approach to research that appeals to those on the forefront of new research procedures” (pp. 297-298), and 3) the mixed method, at a practical level, “is a useful strategy to have a more complete understanding of research problems and questions” (298).

An online questionnaire was administered using Google Forms. The data was collected anonymously, and one consent item was included in the questionnaires to guarantee the participants’ willingness to take part in the study. The choice of the questionnaire 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” (Richards & Lockhart, 1996, p. 10).

The Multiple-Choice questions and the Likert scale task are adopted, with slight modifications, from Chien (2018), whose study investigated attitudes towards varieties of English by native and non-native speakers in Taiwan and the UK. Chien himself used a Likert scale task whose questions are mainly drawn “from previous language attitudes research by Chiba et al. (1995), Kim (2007), Episcopo (2009), Liou (2010), [and] Rousseau (2012)” (p. 92). In fact, the choice of similar scales or questions is justified by the fact that 1) it ensures the validity of the research instrument (when the scale is not piloted) and 2) it makes it easy for the researcher to compare his or her findings with those of previous researchers. As for the aims of Multiple-Choice questions and the Likert scale task, Chien (2018) believes that the “objective of the multiple-choice questions is to take a direct approach in examining explicitly whether ... respondents [MEFLs in our case] prefer a specific variety of English” ((94), whereas “the Likert scale questions aim to elicit the participants’ overt perceptions towards variations of English, including forms of native and non-native speech” (p. 91).

**The Research Sample:** A total of 544 participants took part in the present study (256 males and 288 females). The sample of the participants surveyed consists of MEFLs studying in different public Moroccan universities, and it includes 256 male students (47.1%) and 288 female students (52.9%). The data was collected from the participants from the 20<sup>th</sup> of June to the 20<sup>th</sup> of July. Table 2 below gives more information about the respondents’ background.

**The Selection of the English Varieties:** This study is based on Kachru’s Three Concentric Model, which suggests looking at the spread of English around the world in terms of “three concentric circles, representing different ways in which the language has been acquired and is currently used” (Crystal, 2003, p. 60). He divides World Englishes into three Circles: the *Inner Circle*, the *Outer Circle* and the *Expanding Circle* (see Figure 1 above). To this end, the English varieties of the present study have been chosen on the basis of Kachru’s circles. As Table 1 below illustrates, two English varieties have been chosen from the Inner Circle (American English and British English), two English varieties from the Outer Circle (Indian English and Filipino English) and two English varieties from the Expanding Circle (Japanese English and Thai English).

**Table 1 English varieties chosen for the study**

Speech Variety	Description	Coded Reference
American English	Inner Circle English	AmE
British English	Inner Circle English	BrE
Indian English	Outer Circle English	InE
Filipino English	Outer Circle English	FiE
Japanese English	Expanding Circle English	JpE
Thai English	Expanding Circle English	ThE

The rationale for selecting the varieties of English speech in the present study is justified as follows:

- The two Inner Circle English varieties (AmE & BrE) have been chosen in the study, given the fact that they are the ones taught in classrooms and usually the ones considered to be the most prestigious by a lot of learners in Morocco.
- The two Outer Circle English varieties (InE & FiE) and the two Expanding Circle English varieties (JpE & ThE) have been selected in the study given the fact that the majority of MEFLs are likely to be familiar with the Asian manner of speaking English, especially the Indian accent as it is often heard in Bollywood movies and YouTube videos by Indian speakers.

**Research instrument:** An online questionnaire was administered to MEFLs studying in different Moroccan universities. The online questionnaire consists of the following parts. The first part elicits respondents' background information (gender, age, education, university, language proficiency, years of learning English and having lived in or visited English-speaking countries). The second part consists of Multiple-Choice questions that seek to gather information about 1) MEFLs' favourite English variety, 2) their most familiar English variety, 3) the most appropriate English variety for their daily uses and 4) the most appropriate English variety for teaching and learning purposes. The last part of the questionnaire is a Likert scale task that seeks to elicit information from MEFLs regarding 1) their ability to recognise differences between native and non-native speakers, 2) whether it is important for them to learn English from native English-speaking teachers from countries such as the USA and the UK, 3) whether they are interested to learn/ know the differences that exist in different varieties of English such as Indian English, American English, Thai English, etc., 4) whether they need to understand speakers of different varieties of English to be able to pass tests like GEPT, TOEFL, TOEIC or IELTS, etc., 5) whether they need to understand both native and non-native speakers to be able to make friends from across the world, 6) whether they feel they would be more successful if they speak English without an accent (Moroccan Arabic, in our case) and 7) whether people's accents do not really matter to them as long as they can understand the communication that takes place. (See *Appendix A* for the whole online questionnaire that was administered to MEFLs).

**Sampling technique:** Convenience sampling

**Data analysis software:** SPSS (version 20) was used to analyze quantitative data, whereas NVivo was used to analyse the qualitative data elicited from MEFLs regarding their suggestions as to how learners in Morocco can be exposed to different varieties of English speech.

**Type of study:** The present study is a descriptive one as it, given the nature of the topic and its aim, only relies on percentages to analyse MEFLs explicit attitudes towards varieties of English speech.

**Table 2 MEFLs' personal details**

Personal Details	Frequency	Percentage
<b>Gender</b>		
Male	256	47,1
Female	288	52,9
<b>Age</b>		
19-26 Years	200	36,8
27-35 Years	264	48,5

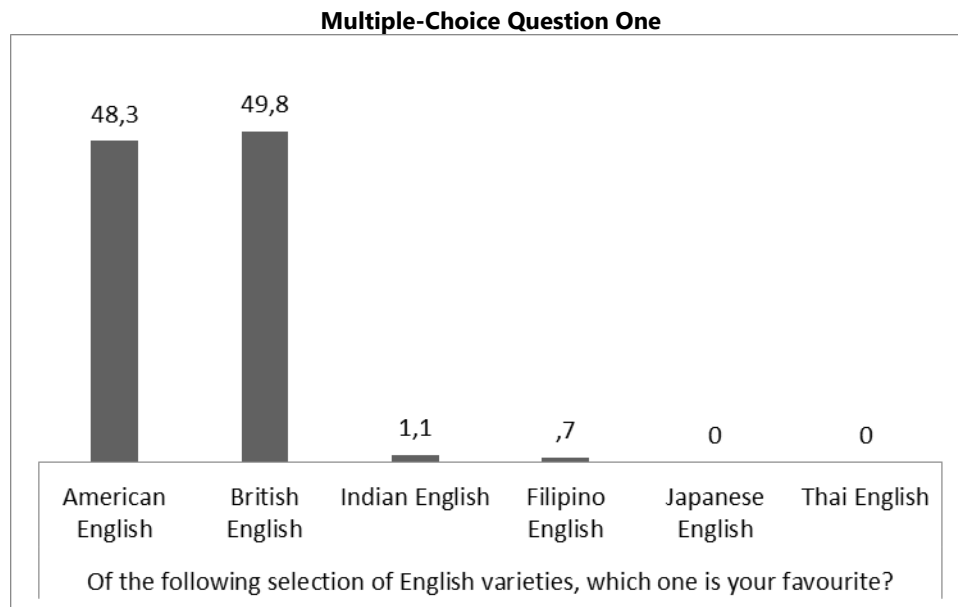


36-46 Years	80	14,7
<b>Education</b>		
BA Student	216	39,7
MA Student	168	30,9
Ph.D. Student	160	29,4
<b>University</b>		
Cadi Ayyad University	96	17,6
Chouaib Doukkali University	64	11,8
Hassan I University	88	16,2
Hassan II University	96	17,6
Ibn Tofail University	24	4,4
Ibn Zohr University	40	7,4
Mohamed I University	8	1,5
Mohammed V University	56	10,3
Moulay Ismail University	16	2,9
Sidi Mohamed Ben Abdellah University	8	1,5
Moulay Slimane University	16	2,9
Abdelmalek Essaâdi University	32	5,9
<b>Language Proficiency</b>		
Beginner	16	2,9
Intermediate	32	5,9
Higher Intermediate	200	36,8
Advanced	296	54,4
<b>Years of learning English</b>		
Less than 5 years	56	10,3
5-10 years	232	42,6
More than 10 years	256	47,1
<b>Having lived in or visited English-speaking countries</b>		
Yes	56	10,3
No	488	89,7
<b>Total</b>	544	100,0

#### 4. Results and Discussion

##### 4.1. MEFLs' Explicit Attitudes Towards Varieties of English

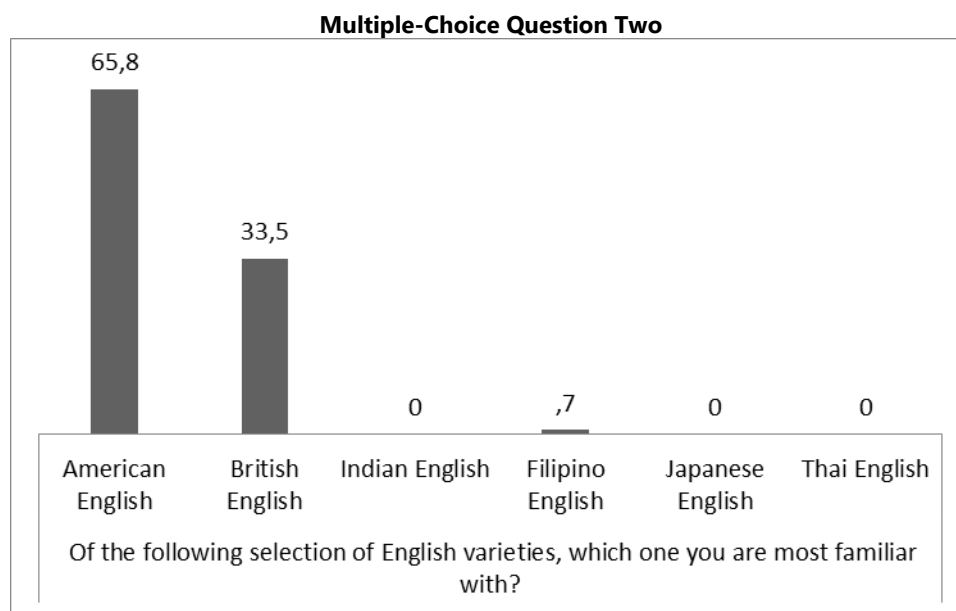
The aim of this section is to provide a discussion of MEFLs' attitudes and explicit attitudes towards the six varieties of English speech mentioned in the Multiple-Choice questions section (namely, *American English*, *British English*, *Indian English*, *Filipino English*, *Japanese English* and *Thai English*). In this task, Moroccan EFL learners were asked to choose 1) their most preferred variety of English, 2) their most familiar variety of English, 3 the most appropriate variety of English for daily use and 4) their most favourable variety for learning and teaching purposes.



**Figure 3 MEFLs' Responses to the Favourite English Variety**

Figure 3 shows that when the participants were asked about their favourite English variety, the majority of participants chose American English and British English (48.3% & 49.8%, respectively). A very small minority has chosen Indian English & Filipino English (1.1% & 0.7%, respectively). None, however, has chosen Japanese English and Thai English. These numbers show that Inner Circle Englishes are the most preferred varieties of English in the Moroccan context. Outer Circle Englishes come next, but it seems that Expanding Circle Englishes are not preferred by all the participants as they were not chosen by any participant. These findings are best explained by the following quotes:

- I really prefer American English for many reasons. First, the accent is really amazing. I love to listen to Americans while they talk. Second, I got the impression that American English is really very expressive, which could be due to attractiveness. Third, American English, especially if combined with what is academic, is really expressive and easily understood. I spent a year fully immersed in American society, and I really fell in love with their English. (P1)
- The pronunciation of American English is just better. (p11)
- I was influenced by the American accent because most of my family members live in the United States of America, so since I was a child, this is why it became a preference for me because it is easier and more understandable for me. (P47)
- I prefer American English because it sounds appealing to the ear and does not require some degree of formality. (P102)
- British English is my favourite because I consider it the source or the mother of all English varieties. (P230)

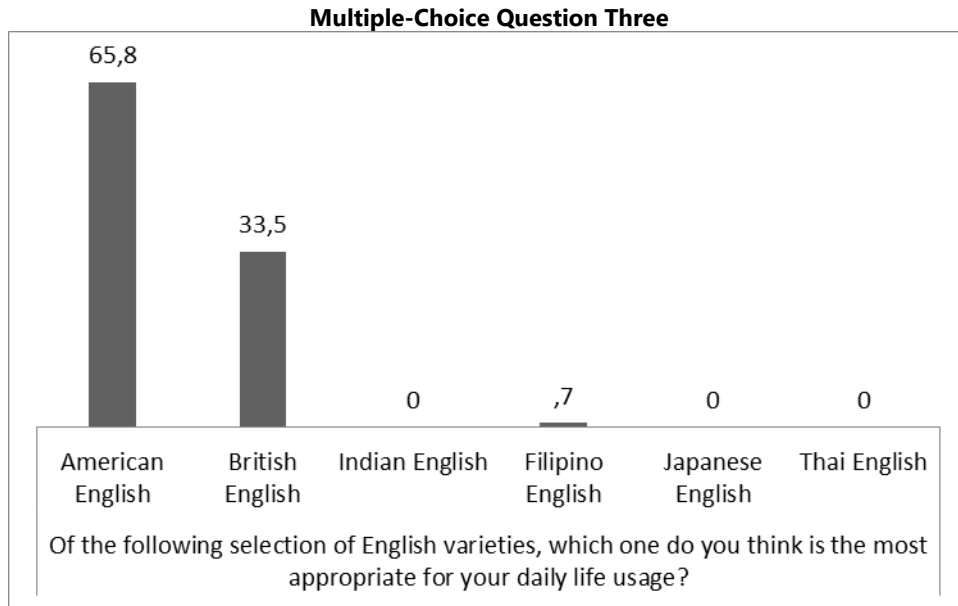


**Figure 4 MEFLs' Responses to the Most Familiar English Variety**

Figure 4 illustrates that when the participants were asked about their most familiar English variety, the vast majority chose American English (65.8%). British English has been chosen by 33.5% of the participants. Filipino English has been chosen by 0.7% of the participants. Indian English, Japanese English and Thai English were not chosen by any of the participants. This again shows that almost all of the participants surveyed are only familiar with Inner Circle Englishes.

These findings are best explained by the following quotes:

- I am mostly familiar with the American variety of English for different reasons. First, I spent a year in the U.S. as an exchange student, and I constantly listened to and engaged in meaningful integrations with native speakers. Actually, being immersed in American society significantly increased my familiarity with the language, as I authentically listened to and picked up the language. Additionally, my initial familiarity with the language is largely attributable to my studying English at school and, importantly, watching films, series and shows. (P1)
- I watch many American movies. (P10)
- I've interacted with many American English speakers, so it's the most familiar one. (P78)
- I am into American shows and films, and also I listen to audiobooks read by Americans. (P105)
- We are exposed to numerous American shows and cinematic works, and it is very easy to understand. (206)

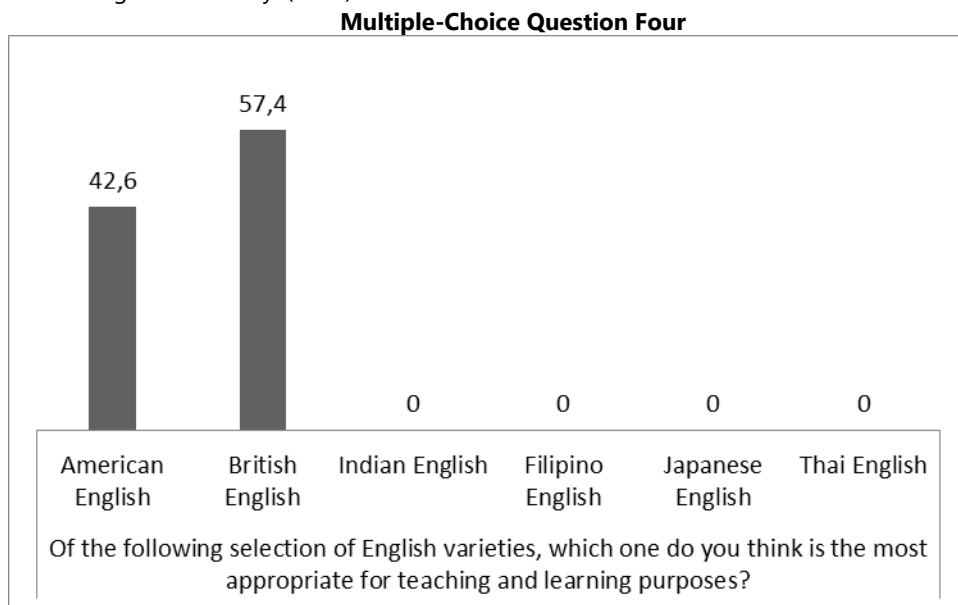


**Figure 5 MEFLs' Responses to the Most Appropriate English Variety for Daily Life Usage**

Figure 5 shows that when the participants were asked about the most appropriate English for daily life usage, numbers show that the findings were similar to those of the participants' most familiar English variety.

These findings are best explained by the following quotes:

- The American variety of English is the most appropriate one. During my stay in the U.S., I mainly used it as a lingua franca to interact with international students and other people with different languages. I am a firm believer that speaking American English fluently would allow anyone to communicate effectively wherever they go. (P1)
- I meet American people, so I would use it daily. (P18)
- American English is the most appropriate for our daily life because of its diversity. (P39)
- American English is easier compared to British English. For example, English learners tend to use/speak American English more often compared to British English, so it is natural for American English to be more appropriate. (P112)
- I believe American English is more widely spoken than any other variety. To have higher chances to be intelligible to others, American English is the way. (P290)



### **Figure 6 MEFLs' Responses to the Most Appropriate English Variety for Teaching and Learning Purposes**

Figure 6 illustrates that when the participants were asked about the most appropriate variety for teaching and learning purposes, 57.4% chose British English, and 42.6 chose American English. The findings show that Inner Circle Englishes are believed to be the most appropriate English varieties for teaching and learning purposes. British English, however, received the highest ranking, which means that the study's participants seem to prefer British English over American English as far as teaching and learning purposes are concerned.

These findings are best explained by the following quotes:

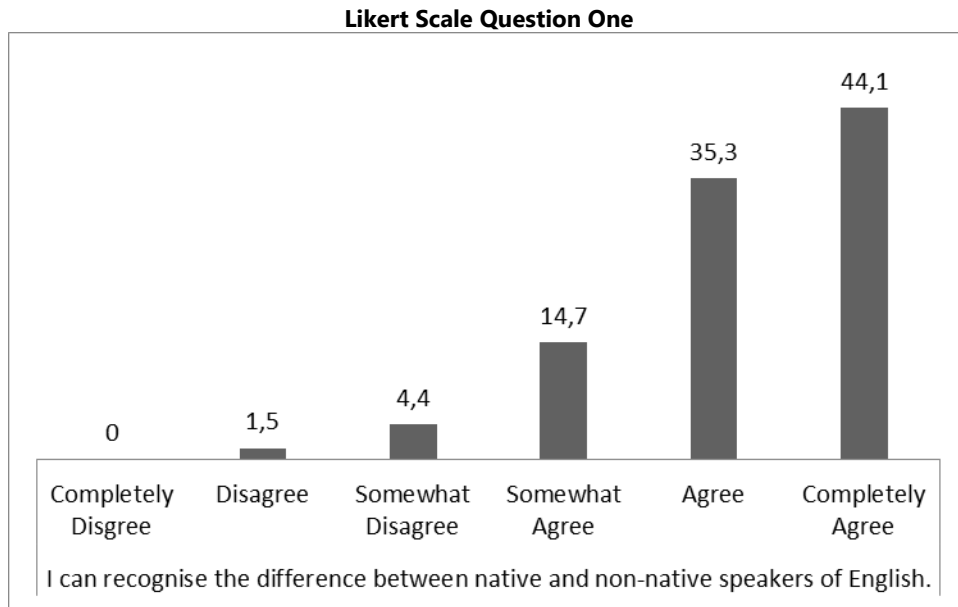
- As a language learner, I would really prefer to be exposed extensively to the American variety of English. I can relate this to my experience as an exchange student. Spending a year in the USA made me question the varieties of English students are exposed to and also question the amount of time students should be exposed to it. The exchange experience made me come to the realization that students need to consistently and constantly be exposed to the American variety of English so that their communicative and intercultural communicative competence is enhanced. Though I spent years studying English in traditional ways, my experience exposed its weaknesses as I was not able to fully and easily communicate with native speakers. Reconsideration of how English is taught in Morocco would be really highly valued. (P1)
- I chose British because British English is the original variety of English. British English vocabulary is more appropriate for teaching. However, I believe teachers should not impose a certain variety on students. Students should be given the choice. (P19)
- Like I mentioned in a previous inquiry, British English sounds better for academic/educational purposes; I also think American English is a bit difficult to listen to and extract words from for someone who is unfamiliar with it. (87)
- Well, I think using the British variety is more appropriate because it's the original. Using it for teaching purposes allows non-native speakers to know the basics of the language, along with the accent, of course.
- The American one because students are exposed to it more than any other English variety through the Internet and social media. (P107)

#### **4.2. Summary of MEFLs' Explicit Attitudes towards Varieties of English**

The responses to the Multiple-Choice questions show that almost all the participants 1) prefer Inner-Circle Englishes (AmE & BrE) over Outer- and Expanding-Circle Englishes, 2) consider American English and British English to be their most familiar varieties of English, 3) believe that American English and British English are the most appropriate English varieties for their daily life usage and 4) think that American English and British English are the most appropriate English varieties for teaching and learning purposes.

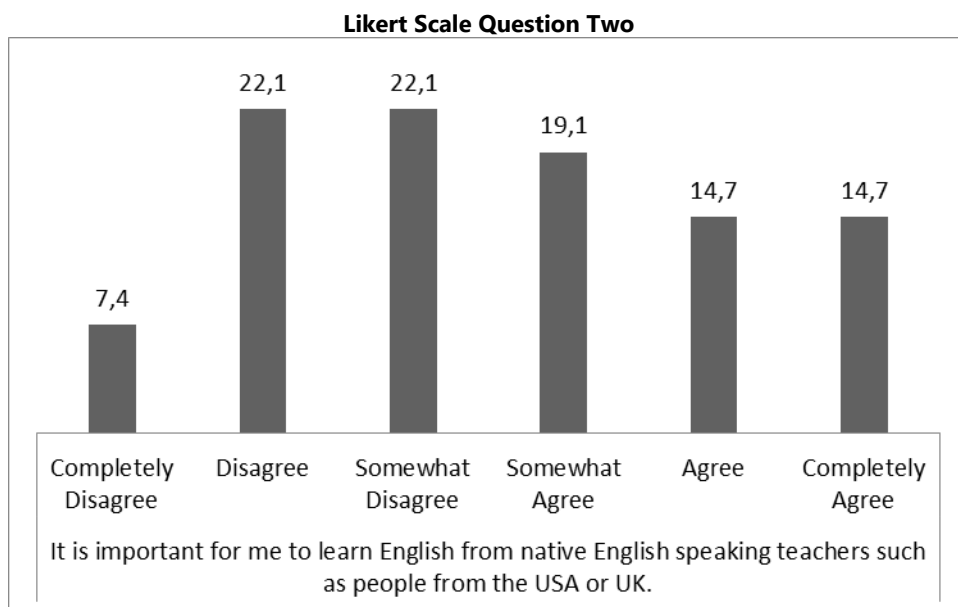
#### **4.3. The Role of World Englishes on MEFLs' Attitudes**

Following Chien (2018, p. 168), "[t]he aim of this section is to analyse the responses of the Likert scale task, which serves as a direct approach for investigating the role of WE [World Englishes]" on Moroccan EFL learners language attitudes. In this task, MEFLs were asked to indicate their degree of disagreement or agreement on a scale ranging from 1 completely disagree to 6 completely agree.



**Figure 7 MEFLs' Responses to the Likert Scale Question One**

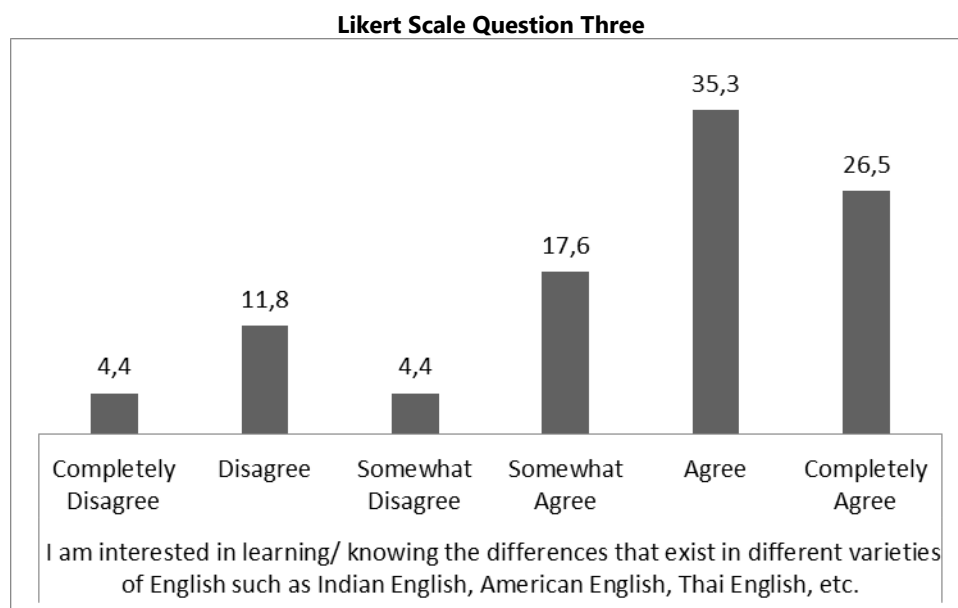
As shown in figure 7 above, the majority of MEFLs (a total of 44.1% completely agree and 35.3% agree) believe that they can easily recognize the difference between native and non-native speakers of English. Equally important, a negligible and/or almost non-existent proportion of Moroccan EFL learners (0% completely disagree and 1.5% disagree, respectively) believe that they cannot or somewhat find it challenging to distinguish between native and non-native speakers of English.



**Figure 8 MEFLs' Responses to the Likert Scale Question Two**

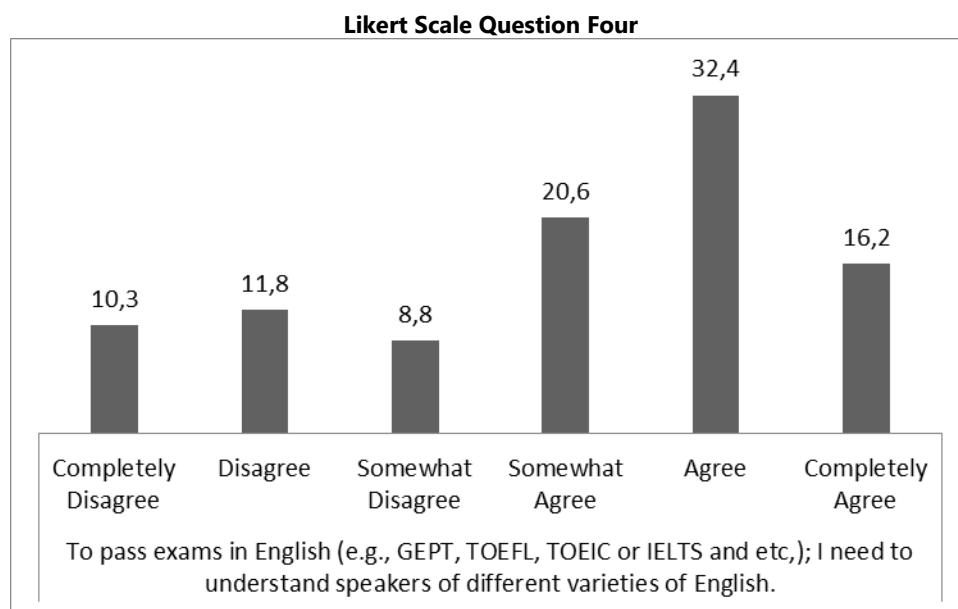
The Likert scale question in Figure 8 above delves into MEFLs' attitudes towards learning English from native and non-native speakers. The aim of the question is to unveil MEFLs' preference regarding having a native or a non-native speaker as their language teacher. What is surprising in the findings is that the participants have ambivalent attitudes towards learning English from a native English-speaking teacher. Conveniently, almost half of the participants surveyed expressed their agreement with the idea of having a native speaker as their teacher, whereas the other half expressed their indifference towards being taught by

a native English speaking teacher. The findings obtained further lend support to the assumption that native English-speaking teachers (NESTs) are not always better than nonnative English-speaking teachers (non-NESTs) as language teachers.



**Figure 9 MEFLs' Responses to the Likert Scale Question Three**

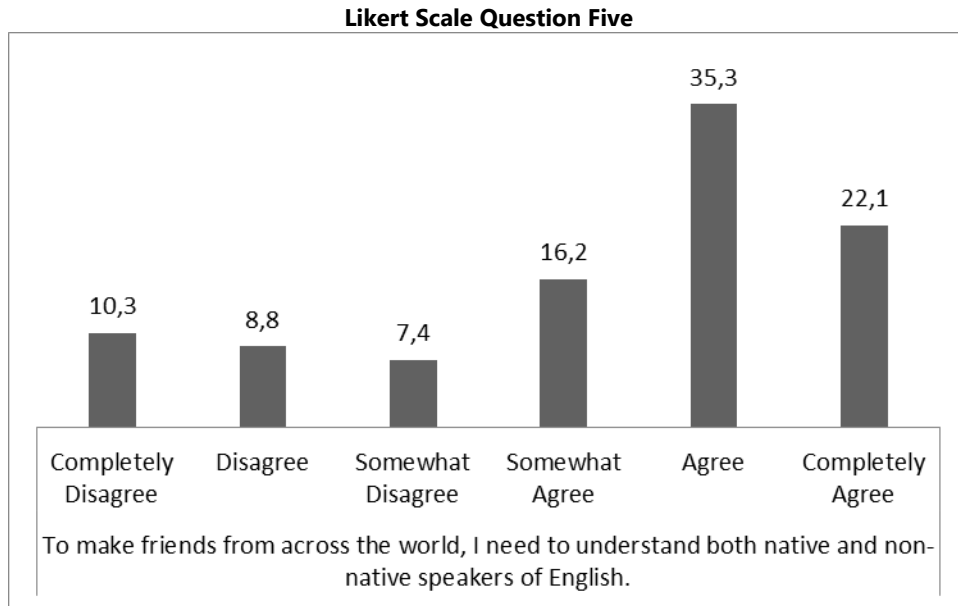
The Likert scale question in Figure 9 above discusses the extent to which MEFLs are interested in knowing or learning the differences that exist between varieties of English. Predictably, a large proportion of the participants expressed their deep interest in learning the differences between the different varieties of English. Conveniently, the majority of the participants agree and/or strongly agree (35,3% and 26,5%, respectively) that they are open to learning the differences between the varieties of English. Additionally, only a small amount of participants (a total of 11,8 % disagree and 4,4% completely disagree) indicated that they are not willing to or are not interested in knowing the differences that exist in different varieties of English speech.



**Figure 10 MEFLs' Responses to the Likert Scale Question Four**

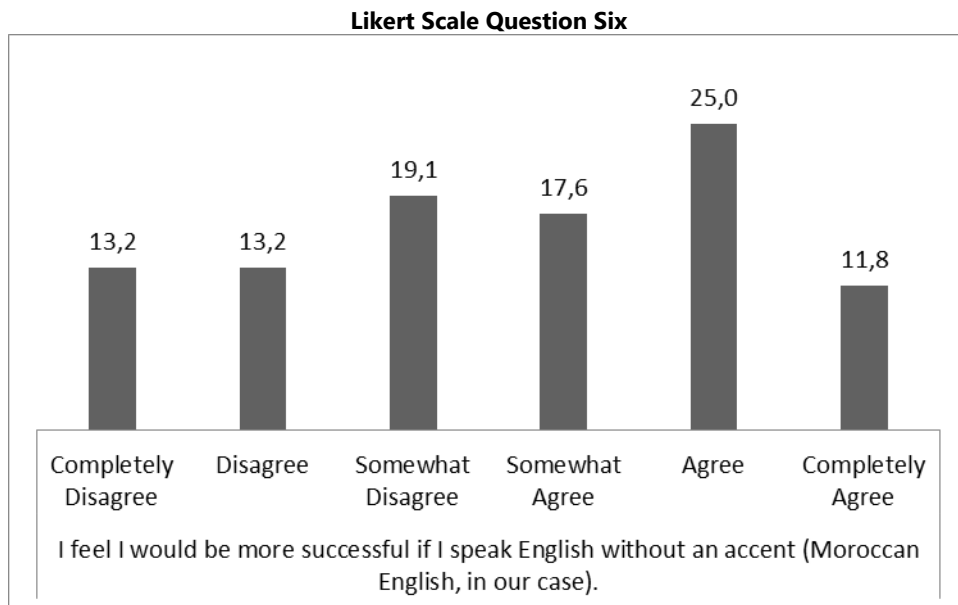
The Likert scale question in Figure 10 above deals with the importance of knowing and understanding speakers of different varieties of English to pass tests in English such as GEPT, TOEFL, TOEIC, IELTS, etc. A decent amount of the participants placed huge importance on knowing these varieties of English to pass the tests mentioned. The deciding role played by understanding speakers of different varieties of English in passing different tests is largely manifested in the number of participants who

supported the idea. Relatedly, a total of 32.4% and 20.6% agree and somewhat agree that understanding the speakers of different varieties enables them to pass different tests, whereas only a minority of the participants assume that understanding speakers of different varieties of English plays an insignificant role in passing these tests. Therefore, only 10.3% completely disagree, and 11.8% disagree with the assumption that views understanding speakers of different varieties of English as a facilitating factor in passing the tests.



**Figure 11 MEFLs' Responses to the Likert Scale Question Five**

The Likert scale question in Figure 11 above delves into the importance of being able to understand both native and nonnative speakers of English to make and sustain friends across the world and form networks. The findings demonstrate that it is crucial to understand both native and nonnative speakers of English in order to make international networks. Conveniently, a total of 35.3% and 22.1% agree and completely agree that understanding both native and nonnative speakers of English is a requirement to make new friends across the world. Expectedly, only a small proportion of the participants disagree and/ or completely disagree (8.8% disagree and 10.3% completely disagree, respectively) with the assumption that making new friends across the world requires being able to understand native and nonnative speakers of English. It is, therefore, note mentioning that the results attained clearly show that being able to understand and use English as a lingua franca is a requirement to make and sustain new friends worldwide, which further stresses the importance of English as an international language.

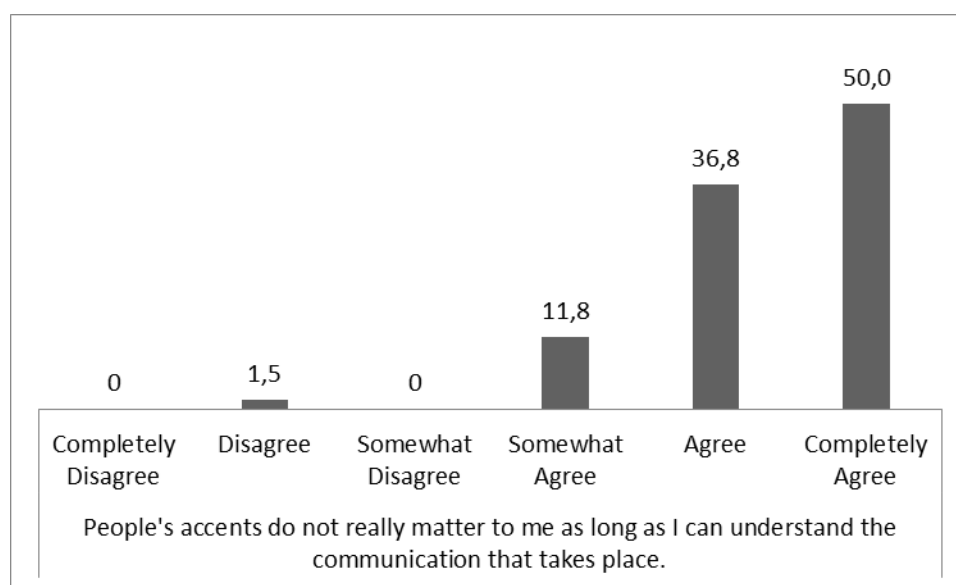


**Figure 12 MEFLs' Responses to the Likert Scale Question Six**



The Likert scale question in Figure 12 above delves into a long debated issue pertinent to speaking English with an accent. The findings indicate that MEFLs have ambivalent attitudes regarding speaking English with an accent (English with a Moroccan accent, in our case). Relatedly, 25% agree that they would be more successful if they speak English without an accent. Similarly, 11.8% completely agree, and 17.6% somewhat agree that their success is largely related to speaking English without an accent. On the other hand, 26.4% of the participants completely disagree or disagree with the idea that they would be more successful if they speak English without an accent (or Moroccan English, in our case). This finding brings to the surface the long debated issue as of whether students or language learners should opt for native-like proficiency and accent or not.

#### Likert Scale Question Seven



**Figure 13 MEFLs' Responses to the Likert Scale Question Seven**

Figure 13 above shows responses regarding whether we should focus on the accent or on getting the message through in our conversations. Interestingly, the findings indicate that a large proportion of MEFLs completely agrees (a total of 50%) and/or agrees (36.8%) with the idea that accent does not matter as long as there is mutual intelligibility and, most importantly, as long as the accent does not intervene with meaning. Similarly, a non-significant, trivial, if not daring to say, non-existent proportion of the participants disagrees or completely disagrees with the idea that accent does not matter as long as the message is conveyed. This interesting finding clearly shows that there is a high level of language awareness among MEFLs, which is largely manifested in their flexibility with and openness to the fact that meaning and negotiation strategies are more important than accent itself.

#### 4.4. Summary of the Role of World Englishes on MEFLs' Attitudes

The role of World Englishes on MEFLs' explicit attitudes towards varieties of English speech can be summarized as follows:

1. With regard to MEFLs' ability to recognise differences between native and non-native speakers of English, the majority of MEFLs expressed explicitly that they are able to recognise the differences between native and non-native speakers of English.
2. With regard to whether it is important for MEFLs to learn English from NESTs in countries such as the USA and the UK, MEFLs have ambivalent attitudes towards learning English from a native English-speaker teacher. Some of them expressed their agreement with being taught by a NEST, while the other ones expressed their disagreement with the idea of being taught by a NEST.
3. With regard to MEFLs' interest in learning/ knowing the differences that exist in different varieties of English, such as Indian English, American English, Thai English, etc., the majority of MEFLs expressed their willingness to learn the differences that exist in English varieties.
4. With regard to MEFLs' need to understand speakers of different varieties of English to be able to pass tests like GEPT, TOEFL, TOEIC or IELTS, etc., the majority of MEFLs agreed that understanding English varieties is important.
5. With regard to MEFLs' need to understand both native and non-native speakers to be able to make friends from across the world, the majority of MEFLs agree that understanding both native and nonnative speakers of English is a requirement to make new friends across the world.

6. With regard to MEFLs' feeling of being more successful when speaking English without an accent (Moroccan Arabic, in our case), MEFLs seem to have ambivalent attitudes regarding speaking English with an accent. For example, some of them agree that their success is largely related to speaking English without an accent, while others disagree with the idea that they would be more successful if they speak English without an accent.
7. With regard to whether people's accents do not really matter to MEFLs as long as they can understand the communication that takes place, the majority of MEFLs agree with the idea that accent does not matter as long as there is mutual intelligibility.

#### **4.5. Discussion**

##### **4.5.1. What are the participants' explicit attitudes towards the six varieties of English?**

As far as the participants' explicit attitudes towards varieties of English speech are concerned, the findings of the study show that MEFLs prefer Inner Circle over Non-Inner Circle Englishes. These findings are aligned with those of previous research (Almegren, 2018; Chien, 2018; Jindapitak & Teo, 2012; Mourchid, 2018). For example, Chien (2018) found that 1) most of the Taiwanese participants in his study chose Inner Circle varieties of English as their favourite (British English 47.0% & North American English 31.2%), 2) that the majority of his participants are familiar with North American English (64.0%) and 3) that the majority of participants showed their preference for North American English as the most suitable English variety for daily life usage (57.4%) and the most appropriate English variety for teaching and learning purposes (61.2%). In the same vein, Jindapitak & Teo (2012), Mourchid (2018) and Almegren (2018) found that the participants in their studies held more favourable attitudes towards Inner Circle varieties of English. One explanatory basis for this could be the social value and status associated with speaking English with British and American accents. Another plausible explanation for this attitude may be related to the fact that learners are used to hearing native speakers of English on social media, TV, and the radio more than nonnative speakers of English.

##### **4.5.2. What role do World Englishes play on the participants' attitudes towards the six varieties of English?**

- In line with Chien's (2018) findings, the findings of the present study show that MEFLs are able to recognise differences between native and non-native speakers of English. This finding is also supported by Almegren's (2018) study, which found that "Saudi students are aware of some varieties of the English language, though they seem to have varied attitudes towards the diverse varieties of World Englishes" (p. 238). MEFLs' ability to easily identify native from non-native speakers of English can be largely attributable to many factors, including their exposure to and familiarity with native speakers through movies, films and direct contact. It can also be attributable to their level of language awareness.
- As for the importance for MEFLs to learn English from NESTs in countries such as the USA and the UK, MEFLs seem to have ambivalent attitudes towards learning English from a native English-speaker teacher. Some of them expressed their agreement with being taught by a NEST, while the other ones expressed their disagreement with the idea of being taught by a NEST. This finding is supported to some extent by Mourchid, Bouaissane & Brigue's (2023) study, which found that "the majority ( $n=38$ , 50%) of MEFLs preferred to have classes with an NES teacher, 42.1% ( $n=32$ ) were neutral and 7.9% ( $n=6$ ) did not prefer to have classes with a NES speaker" (p. 8).
- The majority of MEFLs expressed their willingness to learn the differences that exist in varieties of English.
- The majority of MEFLs agreed that understanding English varieties is important to pass tests like GEPT, TOEFL, TOEIC or IELTS; this finding is supported by Chien (2018), who found that "the majority of the Taiwanese participants concur that understanding the intelligibility of both NS and NNSs speech is essential to pass different levels of domestic (e.g. GEPT) or international English proficiency tests (e.g. IELTS and TOEFL)" (pp. 269-270).
- As for the need to understand both native and non-native speakers to be able to make friends from across the world, the majority of MEFLs agree that understanding both native and nonnative speakers of English is an essential factor in making new friends across the world. This finding is supported by Chien (2018), who found that "a very high proportion of Taiwanese respondents are agreeable towards the idea that understanding both NSs and NNSs is important" (p. 270).
- As for MEFLs' feeling of being more successful when speaking English without an accent (Moroccan Arabic, in our case), MEFLs seem to have ambivalent attitudes regarding speaking English with an accent. For example, some of them agree that their success is largely related to speaking English without an accent, while others disagree with the idea that they would be more successful if they speak English without an accent. In another study, however, Mourchid, Bouaissane & Brigue (2023) found 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" (p. 8).
- The majority of MEFLs agree that people's accents do not really matter to them as long as they can understand the communication that takes place. Again, this finding is aligned with Chien's (2018) study, which found that "the majority of the Taiwanese participants are overtly in agreement with the idea that understanding the communication taking place is more important than another's accent when speaking English" (p. 271).

#### 4.5.3. *What are the pedagogical implications (if any) of the study's findings for the choice of linguistic model(s) employed in EFL classrooms both inside and outside Morocco?*

The data collected from the participants regarding varieties of English speech has yielded a number of suggestions that can be taken into account in choosing the linguistic model(s) to be employed in EFL classrooms both inside and outside Morocco. As Table 3 illustrates, the coding procedures and the thematic analysis of the qualitative data elicited from Moroccan EFL learners' suggestions regarding their views towards exposing language learners to English language variation have resulted in the emergence of nine important themes.

**Table 3 Suggestions regarding exposing students towards different varieties of English speech**

Theme	Frequency
1. Exposing students to various Englishes in the classroom by bringing in speakers of multiple varieties of English speech	30
2. Integrating native and non-native varieties of English in classes	80
3. Using modern technology in educational activities	120
4. Using literary works that are written by native and non-native speakers of English	23
5. Watching films, TV shows, etc., and listening to radio programs and songs	280
6. Encouraging learners to create digital projects on World Englishes	12
7. Fighting against the native speaker's ideology	6
8. Learning more about phonetics and phonology	4
9. Travelling abroad or benefitting from international exchange programs	69

Some of these themes are best explained by the following excerpts:

- Exposure is the key. The more students are exposed to authentic language at an early stage of their developmental learning, the better. I feel that language teachers should find ways to integrate and incorporate native and non-native varieties of English in their classes so that students can develop an awareness of the existence of other varieties. This brings me to an important idea I constantly come across. Students are big fans of having a native-like accent. It is, therefore, the job of teachers and stakeholders to make them understand that what is needed is communication and getting the message through not having a native-like accent, and this can only be attained if students' language awareness is increased. (P1)
- I highly recommend using teaching novels since novels represent different varieties of the English language, and this can enhance the level of students linguistically and culturally. (P15)
- Well, if we want our students to be aware of the various varieties of English, we are supposed to expose our students to different varieties by implementing them in our Moroccan textbooks and provide audio books so that students become familiar with these varieties. (P23)
- Raise awareness about the importance of knowing and being able to understand different varieties of English in a globalized world and how it can help learners achieve better communication skills. (P29)
- It is possible to educate students about the diversity of the English language by integrating materials presented in different English accents and using modern technology in educational activities inside and outside the English Department as well. This can also be done by integrating virtual exchange programs between Moroccan students and other students who speak English from other countries. (P65)
- It is good to help students recognize the different varieties of English, as there are many. Educators can involve their EFL students in projects on World Englishes, where each student works on a particular country, discovers the variety of English spoken by its inhabitants, and shares findings with the rest of the class. Educators can also raise their EFL students' awareness about the different varieties of English through the use of educational technologies, like video-conferencing, social media and online group chats, in which they can contact speakers from different parts of the world and learn about the varieties they speak. (P88)

#### **4.6 Pedagogical Implications**

The analysis of the participants' responses, along with the recommendations of previous research, resulted in the pedagogical implications summarized below:

- **Exposing students to various Englishes in the classroom by bringing in speakers of multiple varieties of English speech:** Matsuda (2003) believes that “[o]ne way to expose students to various Englishes in the classroom is to bring in speakers of multiple varieties” (p. 723). This means that instead of recruiting English speakers from the Inner Circle only, policy makers may decide to begin to recruit speakers of English from the Outer Circle and the Expanding Circle. “If face-to-face interactions are not possible, teachers can introduce different varieties of English through e-mail exchanges, projects that require students to visit Web sites in various Englishes, or by showing movies and video clips of World Englishes speakers” (Matsuda, 2003, p. 723).
- **Assessment focusing on communicative effectiveness:** Given the fact that the Inner Circle does not always provide the most appropriate norm for assessment (Lowenberg, 2002, as cited in Matsuda, 2003, p. 723), Moroccan EFL learners should be evaluated “on their communicative effectiveness rather than solely on grammatical correctness based on the American or British norm” (Matsuda, 2003, p. 723).
- **Teaching materials representing English as an international language users:** Matsuda (2003) suggests that “textbooks can include more main characters from the outer and expanding circles and assign these characters larger roles in chapter dialogues than what they currently have” (p. 724).
- **Creating digital projects on World Englishes:** As suggested by Participant 88, asking Moroccan EFL learners to create digital projects on World Englishes is another effective way to expose them to varieties of English speech. Put slightly different, students are asked to conduct research on the English(es) spoken in different countries and share their thoughts with their classmates. By doing so, learners will be encouraged to recognise and appreciate the variation exhibited in the English language. Conveniently, one of the authors of this article (Mourchid) was introduced to the field of World Englishes at the Master level<sup>5</sup> by creating a World Englishes digital project. The module instructor (Pr. John Battenburg) emphasised the importance of conducting original research on the introduction and current development of English in a specific country within what Kachru refers to as the Outer Circle or the Expanding Circle. He also stressed the importance of citing and analysing research appearing in major journals in World Englishes (including *English Today*, *World Englishes*, and *English World-Wide*) and in introductory books such as Jenkins’ (2015) *Global Englishes: A Resource Book for Students* in the digital project (see *Appendix B* for more information about the World Englishes digital project). The first author (Mourchid) was not introduced to the field of World Englishes before the 2016-2017 academic year (the year he was enrolled in Master’s degree courses at Cadi Ayyad University), but the module in general and the digital project in particular have helped him learn more about varieties of English speech to the extent that he fell in love with the study of English dialects and accents worldwide. Having conducted a World Englishes digital project on the English language in Pakistan, Mourchid later decided to delve deeper into the field and wrote a whole MA thesis on World Englishes in the Moroccan context with a special focus on perceptions about varieties of English speech among Moroccan university professors, MA, and BA students. This research is being expanded upon by the same author during his PhD studies and his academic journey as a novice scholar. This anecdotal evidence from Mourchid’s story with the field of World Englishes at the Master level (and currently at the doctoral level and in writing articles like this) are all good indicators of the significant impact that scholars, professors and MA programs (or any other programs) may have on developing one’s awareness about the sociolinguistic reality of English and encouraging him/ her to recognise the variation exhibited in English as it is spoken today and to appreciate it.
- **Teacher education:** According to Matsuda (2003), “teachers themselves must be aware of the current landscape of the English language” and that “every course should be informed by the current landscape of the English language” (p. 725). This means that teachers should be exposed to Non-Inner Circle Englishes as the Inner Circle does not reflect the sociolinguistic reality of English today. Matsuda (2003) also believes that “preservice teachers who are not NSs should have the opportunity to reflect on their own strengths as NNS teachers, and these issues should be discussed among all students” (p. 725).
- **Educating the general public:** Matsuda (2003) believes that educating the general public about different varieties of English speech can be achieved by school stakeholders and mass media, as the two extracts show below:

Many schools have conference days, open-campus days for prospective students, or Parent-Teacher Association meetings, where administrators and teachers can discuss curriculum strengths and innovations. These opportunities can be used to explain that incorporating World Englishes does not mean removing native varieties from English classes or replacing them with less-perfect ones; rather, they add to the current repertoire and thus enrich the curriculum. Parents are more likely to be supportive if they are better informed about the spread of English and convinced that changes are good for their children. (p. 726)

Mass media is another way to reach the general public... In countries where print and visual media can be used to reach out to the general public, applied linguists can use these media to raise people’s awareness about the role of English in global society. (p. 726)

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<sup>5</sup> Master of Linguistics and Advanced English Studies coordinated by Professor Abdellah El Haloui, Cadi Ayyad University, Faculty of Letters and Human Sciences, Marrakech, Morocco (2016-2018)

## 5. Conclusion

All in all, the present study revealed that although Moroccan EFL learners have an awareness of the existence of different English speech, they have a preference for Inner Circle varieties of English speech over Non-Inner Circle Englishes. Nevertheless, they are still willing and ready to learn about other varieties of English other than those spoken in the Inner Circle. Briefly, it is hoped that the main findings of the study will be transferred to the reality of the teaching and testing of English in Morocco and elsewhere. In other words, learners are supposed to get exposed to different varieties of English and be tested accordingly, and ideally, go beyond the monocentric approach to the teaching and testing of English both as a second and/ or a foreign language.

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## Appendix A: Questionnaire<sup>6</sup>

The following questionnaire is part of a study we are conducting to explore Moroccan EFL learners' explicit attitudes towards different varieties of English speech (World Englishes). The information given will be used for a University research project. It will be treated in the strictest confidence and will be used for no other purpose. The survey will take you less than 10 minutes to complete.

Thank you for your collaboration!

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- I consent to take part in this questionnaire:  YES

### Part 1: Background Information

**Gender:** Male/ Female

**Age:** \_\_\_\_\_

**Education:** BA Student/ MA Student/ Ph.D. Student

**University:** \_\_\_\_\_

**How do you perceive your own English level?** Beginner/ Intermediate/ Higher Intermediate/ Advanced

**How long have you been learning English?** Less than 5 years/ 5-10 years/ More than 10 years

**Have you ever lived in or visited English-speaking countries?** Yes/ No

### Part 2: Multiple Choice Questions

Please read each question and select only one choice per question.

**1. Of the following selection of English varieties, which one is your favourite?**

- ❖ American English
- ❖ British English

<sup>6</sup> This questionnaire was distributed online. The format provided here was thus slightly different but the questions were the same.

- ❖ Indian English
- ❖ Filipino English
- ❖ Japanese English
- ❖ Thai English

Please explain why:

**2. Of the following selection of English varieties, which one you are most familiar with?**

- ❖ American English
- ❖ British English
- ❖ Indian English
- ❖ Filipino English
- ❖ Japanese English
- ❖ Thai English

Please explain why:

**3. Of the following selection of English varieties, which one do you think is the most appropriate for your daily life usage?**

- ❖ American English
- ❖ British English
- ❖ Indian English
- ❖ Filipino English
- ❖ Japanese English
- ❖ Thai English

Please explain why:

**4. Of the following selection of English varieties, which one do you think is the most appropriate for teaching and learning purposes?**

- ❖ American English
- ❖ British English
- ❖ Indian English
- ❖ Filipino English
- ❖ Japanese English
- ❖ Thai English

Please explain why:

**Part 3: Your Opinion**

Statements <sup>7</sup>	CD	D	SD	SA	A	CA
I can recognise the difference between native and non-native speakers of English.	1	2	3	4	5	6
It is important for me to learn English from native English speaking teachers such as people from the USA or UK.	1	2	3	4	5	6
I am interested in learning/ knowing the differences that exist in different varieties of English, such as Indian English, American English, Thai English, etc.	1	2	3	4	5	6
To pass exams in English (e.g., GEPT, TOEFL, TOEIC or IELTS and, etc.), I need to understand speakers of different varieties of English.	1	2	3	4	5	6
To make friends from across the world, I need to understand both native and non-native speakers of English.	1	2	3	4	5	6
I feel I would be more successful if I speak English without an accent (Moroccan English, in our case).	1	2	3	4	5	6
People's accents do not really matter to me as long as I can understand the communication that takes place.	1	2	3	4	5	6

<sup>7</sup> CD, Completely Disagree; D, Disagree; SD, Somewhat Disagree; SA, Somewhat Agree; A, Agree; CA, Completely Agree

In your opinion, how can students be encouraged to learn more about different varieties of English? Please use the space below to provide any suggestions that you think are useful in raising Moroccan EFL learners' linguistic awareness about the sociolinguistic reality of English.

Thank You!

## Appendix B: World Englishes Digital Project

### Website Description

These digital projects focus on the introduction and spread of the English language. Description and analysis of linguistic features of Englishes are included. Attention is also paid to the sectors in which Englishes are used. Unless otherwise noted, statistics cited are from *The World Factbook*, and photos included are public domain. The projects were created by university students in California and Morocco.

**John Battenburg, Professor of English**  
**California Polytechnic State University**

Website link: <http://cola.calpoly.edu/worldenglishes/>

AFRICA <http://cola.calpoly.edu/worldenglishes/africa.html>

ASIA <http://cola.calpoly.edu/worldenglishes/asia.html>

EUROPE <http://cola.calpoly.edu/worldenglishes/europe.html>

MIDDLE EAST <http://cola.calpoly.edu/worldenglishes/mideast.html>

OCEANIA <http://cola.calpoly.edu/worldenglishes/oceania.html>

THE AMERICAS <http://cola.calpoly.edu/worldenglishes/theamericas.html>

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