

Coloniality through English Language Teaching In Morocco: Cultural Superiority of Northern Spaces

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Presentation's Focus and Aims

- Coloniality might be promoted through English language teaching in Morocco
- University students' language ontologies regarding English Language
- Teachers' beliefs and practices related to culture and interculturality teaching

Linguistic Situation in Morocco

- Standard Arabic and Tamazight are the official languages.
- French is the nation's second language due to colonial legacy from the 20th century.
- English is increasingly spreading in Morocco.

University Students' Language Ontologies

- Language ontology refers to how a speaker uses a language to live another reality.
- Students represented Anglophone cultures as superior.
- Moroccan culture was regarded as traditional and conservative.
- the non-western learners might be othered as inferior (Hsu, 2017).

Teachers and Professors' Beliefs and Practices related to Culture and Interculturality Teaching

- Comparison was the main culture teaching orientation.
- Teachers' practices feature representations that favor Anglophone cultures.
- These practice may present the Anglophone countries and cultures as standards (Motha, 2014, Hsu, 2015).
- These practices might encourage ELT assimilationist ideas (Vafai, 2017).

Conclusion

- Favoring Anglophone cultures in English teaching classrooms perpetuates power imbalances between the Global North and South.
- Teachers should pay more attention to their representations of local and Anglophone cultures.
- Teachers should inform their practices by decolonial approaches.
- English teaching theory and praxis has to stymie the skewed geopolitics of knowledge and power inequalities.

References

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