



RESEARCH ARTICLE

The Critical Importance of Differentiated Instruction, Democratic Pedagogy, and Critical Pedagogy in Moroccan English Language Education

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ARTICLE INFO	ABSTRACT
Received: May 21, 2024	<p>This study examines Moroccan English teachers' perceptions on the importance of diverse instruction and democratic classrooms. A semi-structured questionnaire with closed and open-ended questions was delivered to 50 Moroccan instructors of English. The responses demonstrate a strong consensus on the crucial need for differentiated learning to meet students' diverse requirements, which reflect varying levels of aptitude, interests, and learning styles. Teachers emphasized that differentiation is critical for both academic performance and creating an inclusive learning environment in which all children can thrive. Furthermore, the data show a high support for democratic classrooms that reflect the ideas of democratic society. Teachers stressed the importance of such classrooms in encouraging collaboration, creative thinking, and a sense of personal responsibility among students. These characteristics are essential for developing knowledgeable and involved citizens. Finally, this study emphasizes the critical importance of incorporating differentiated learning methodologies and democratic practices into Moroccan English education in order to improve educational outcomes and educate students to be engaged and responsible members of their surroundings.</p>
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INTRODUCTION

In the field of education, the search of effective teaching approaches and classroom conditions that promote student progress and societal relevance is an ongoing commitment. This study dives into Moroccan English instructors' perceptions on two critical elements: differentiated learning and democratic classrooms. Differentiated learning treats individuals' various academic demands, interests, and learning styles, with the goal of tailoring their educational opportunities appropriately. In the meantime, democratic classrooms promote an environment in which democratic society's principles—such as active engagement, cooperation, and critical thinking—are mirrored and promoted among students.

The Moroccan educational environment, like that of many other countries, presents issues in serving pupils' diverse requirements within an internationally accepted educational framework. Addressing these difficulties necessitates an investigation of instructional techniques that not only accommodate

varied student profiles but also foster proactive citizenship and societal involvement. Differentiated methods of learning are viewed as critical in this regard, since they enable instructors to successfully tailor their teaching approaches to specific students' needs.

Furthermore, the notion of democratic classrooms is consistent with broader educational objectives such as teaching students to be informed and engaged citizens in a society that is democratic. Democratic classrooms improve academic learning by fostering student voice and engagement, as well as cultivating fundamental abilities and values for civic engagement.

This study has two main goals: first, to investigate Moroccan English teachers' perceptions of the importance and adoption of differentiated learning strategies in their classrooms; and second, to investigate their views on the role and significance of democratic practices in the setting of learning. The question that is driving this research is: *How can differentiated learning and democratic classrooms be effectively integrated into Moroccan English teaching to improve academic performance while fostering civic involvement among students?*

This study aims to provide insights that may impact educational policies and practices targeted at enhancing the significance of English language learning in Morocco by examining these objectives and research areas. The ultimate objective is to promote students' achievement in a multicultural and democratic society by emphasizing the critical role that differentiated instruction plays in building equal and high-quality schools that meet the diverse needs of every student.

LITERATURE REVIEW

Approaches that support democratic values and accommodate a range of learning demands are essential in light of the changing nature of education. It is commonly acknowledged that democratic pedagogy and differentiated education are successful in accomplishing these objectives. While democratic pedagogy places a strong emphasis on student participation and collaboration in the learning process, differentiated instruction entails adapting teaching strategies to fit varying learning styles and capacities. Together with these techniques, critical pedagogy (Freire, 1970) provides a strong framework that emphasizes the significance of social justice (Giroux, 2020) and student empowerment in the educational process. Critical pedagogy is a comprehensive approach to inclusive education that enhances the goals of diverse and democratic pedagogies by encouraging critical thinking and challenging societal inequities.

School systems around the world are becoming more aware of the value of differentiated learning in meeting students' diverse requirements [(Gheysens, Coubergs, Griful-Freixenet, Engels, & Struyven, 2022) (Smets, De Neve, & Struyven, 2022) (Scarparolo & MacKinnon, 2024) (Melesse & Belay, 2022)]. Carol Ann Tomlinson (Tomlinson, 2017) and other educational theorists developed differentiated curriculum, which advocates for tailoring teaching approaches to pupil readiness levels, interests, and learning profiles. This method differs from the traditional one-size-fits-all education model, aiming to maximize pupil involvement and academic accomplishment by adapting teaching techniques to individual learning needs (Hall, Strangman, & Meyer, 2003). What is more, when it comes to being prepared for a certain activity, people learn in what is known as their "zone of proximal development" (ZPD) (Vygotsky, 1978). This is the range in which students can complete an assignment under supervision but not yet on their own. The idea highlights how crucial social support and engagement are to the learning process. Accordingly, "*The teacher's job is to push the child into his or her zone of proximal development, coach for success with a task slightly more complex than the child can manage alone, and, thus, push forward the area of independence*" (Tomlinson et al., 2003).

According to Tomlinson and Allan differentiated learning not only improves academic performance, but also increases students' confidence and enthusiasm in educational settings (Tomlinson & Allan, 2000). This pedagogy also provides “*different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively.*” (Tomlinson, 2017). Despite their theoretical basis and favourable results in a variety of curricular contexts, the real-world implementation and application of differentiated learning methodologies within particular national school systems, such as Morocco, is still unexplored.

Similarly, democratic norms in educational contexts (Kocoska, 2009) have received substantial attention for their role in promoting active citizenship (Crick, 2007) and societal participation among students. John Dewey, a fundamental figure in educational philosophy, stated that democratic classrooms give opportunity for pupils to develop critical thinking abilities, communicate productively with peers, and participate responsibly in the community (Dewey, 1933), importantly, “*Democracy cannot flourish where the chief influences in selecting subject matter of instruction are utilitarian ends narrowly conceived, for such purposes will not enlist a large number of independent and freely thinking individuals.*” (Dewey, 1933). Democratic education (Shor, Matusov, Marjanovic-Shane, & Cresswell, 2017) focuses on student voice, collaborative decision-making, and engagement with society in schools, with the goal of preparing students to participate in democratic communities (Wood, n.d.). According to Gruenewald, democratic teaching approaches promote student outcomes such as academic performance, civic knowledge, and emotional and social growth (Gruenewald, 2003). Yet, the level at which these ideas are incorporated into educational practices in certain country contexts, such as Morocco, remains an important subject of research.

Differentiated pedagogy in inclusive education, based on Piaget's concepts of cognitive development and constructivism, adapts methods of instruction to meet the requirements of varied learners especially in primary and secondary education (Lawrence-Brown, 2004). Piaget's phases of cognitive development emphasize the importance of tailoring instruction to the learner's developmental stage, encouraging active learning and analytical thinking (Huitt, 2003). Constructivism, which emphasizes the role of learners in developing their own understanding, promotes individualized instruction by supporting a variety of activities tailored to individual style of learning and skills (Vygotsky, 1978). This strategy provides an inclusive environment in which all students, regardless of ability, can participate meaningfully and reach their full potential (Corley, 2005). Teachers who use differentiated pedagogy use variable grouping, continuous evaluation, and responsive instruction to address each student's unique needs (Hall et al., 2003). As a result, this pedagogical paradigm not only adheres to Piagetian and constructivist ideas, but also ensures equal access to education (Tomlinson & Imbeau, 2023; Kanval et al., 2024).

In Morocco, like in many other countries experiencing educational reform, the implementation of differentiated learning and democratic practices is crucial (Imouri, 2021; Rashid et al., 2023) to improving educational equity and equipping students for active citizenship in a globalized world. The Moroccan educational scene is distinguished by diverse student backgrounds, various levels of academic aptitude, and a growing focus on inclusive education (Johnstone, Schuelka, & Swadek, 2020; Jam et al., 2014). Differentiated instruction can address these differences by providing individualized learning experiences that cater to Moroccan students' specific requirements, encouraging equitable access to high-quality instruction (Khochen-Bagshaw, 2020).

Furthermore, the incorporation of democratic practices in Moroccan schools (El Khdar, Rguibi, & Bouziane, 2019) is consistent with national educational goals aimed at instilling democratic principles and civic responsibility in pupils (Le Conseil Supérieur de l'Éducation, 2015) in a multicultural community like Morocco (Ennaji, 2005). Moroccan schools may foster a generation of

knowledgeable and involved citizens by promoting democratic concepts such as acceptance of diversity, openness to expression, and active involvement in decision-making processes (Le Conseil Supérieur de l'Éducation, 2015). Importantly, a study conducted at a polytechnic institution in Morocco investigated the perspectives of language for specific purposes professors regarding differentiated instruction. The findings showed that, in spite of obstacles like class size and inadequate training, teachers place a high importance on differentiated instruction while teaching English and French. The results emphasize how critical it is to remove these obstacles in order to successfully improve LSP pedagogy (Tirizite & Marjane, 2024; Jam et al., 2013). However, the practical application of these concepts in the Moroccan educational system necessitates thorough examination of cultural norms, administrative institutions, and teacher preparation (Bouziane, 2020).

Studies on differentiated learning and democratic practices in Morocco remain scarce, particularly in terms of their combined influence on improving educational quality and encouraging democratic citizenship. Moreover, O'Meara stated that: *"There have been numerous studies conducted that show that even after receiving a great deal of training on differentiated instruction, most teachers are still not putting it into practice in the classroom."* (O'meara, 2011). This study aims to bridge this gap by investigating Moroccan English teachers' perceptions on incorporating differentiated learning methodologies and democratic practices into their classrooms. By investigating teachers' experiences, challenges, and perspectives, this study hopes to provide insights into effective instructional methods that are consistent with Moroccan learning objectives and global educational reform trends.

METHODOLOGY

This study uses a semi-structured questionnaire to explore Moroccan English instructors' perceptions on differentiated learning and democratic classrooms in educational contexts. The choice of a semi-structured questionnaire is based on its ability to investigate complicated phenomena and generate rich qualitative and quantitative data (Bryman, 2016). The questionnaire includes both closed-ended and open-ended questions, providing a balanced approach to eliciting varied perspectives and insightful thoughts from participants.

The implementation of a semi-structured questionnaire with 50 Moroccan teachers provides a diverse and representative sample, allowing for the investigation of everyday actions and viewpoints in the educational context (Creswell & Creswell, 2017). Closed-ended questions designed to collect quantitative data are evaluated with the Statistical Package for the Social Sciences (SPSS). This quantitative analysis includes numerical summaries and statistical comparisons that shed light on the frequency and distribution of attitudes and practices among respondents (Creswell & Creswell, 2017).

In contrast, open-ended questions are evaluated using thematic analysis, a qualitative method for identifying patterns and themes in textual data (Braun & Clarke, 2006). Manual thematic analysis (Braun & Clarke, 2006) enables a comprehensive study of teachers' perspectives, yielding detailed insights into their experiences, attitudes, and issues connected to differentiated learning and democratic practices. This study employs a mixed-methodologies approach, using both quantitative and qualitative methods to triangulate results and provide a thorough understanding of the research issue (Braun & Clarke, 2006). The study examined the validity and reliability of the questionnaire given to Moroccan English instructors in order to guarantee the reliability of the results. The internal consistency and reliability of the questionnaire are shown by the Cronbach's alpha coefficient test results, which are displayed in the table that follows:

Table 1. Cronbach's alpha coefficient test for the questionnaire validity and reliability

Cronbach's Alpha	N of Items
0,80	8

The reliability data for the questionnaire used in this study are displayed in the table, which uses the Cronbach's Alpha coefficient to determine internal consistency. The questionnaire has strong reliability, showing consistent measurement of the underlying construct, with a Cronbach's Alpha of 0.80 and 8 items. The validity of the conclusions drawn from the data analysis of the study is confirmed by this reliability.

The researcher presented the questionnaire to Moroccan instructors online using Google Forms (<https://shorturl.at/knP2x>) to promote broad participation and ease in data collecting, with concerns regarding ethics, such as informing respondents that their responses would be kept anonymous and used only for research purposes. This strategy enabled researchers to reach out to a varied set of educators from various areas and school types, allowing for a more thorough representation of viewpoints on differentiated learning and democratic classrooms in Moroccan English language instruction. The researcher then used SPSS for quantitative analysis of closed-ended questions to quickly process and analyse the collected data. This methodological approach ensures a thorough examination of teachers' viewpoints, resulting in useful insights for educational research and practice in Morocco and elsewhere.

RESULTS

This analysis is based primarily on descriptive statistics using percentages and focuses on gender, age, specialization, academic rank, and work experience.

Table 2. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-40	32	64,0	64,0	64,0
	40-65	18	36,0	36,0	100,0
	Total	50	100,0	100,0	

The age distribution of the research participants indicates that most of them, 64%, are between the ages of 20 and 40, accounting for 32 teachers. Additionally, 36% of the respondents, or eighteen individuals, are aged 40 to 65. The study has a total of 50 participants, which represents 100% of the sample.

Table.3. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	50,0	50,0	50,0
	Female	25	50,0	50,0	100,0
	Total	50	100,0	100,0	

The gender distribution of the individuals taking part is equally distributed, with 50% male and 50% female. There are 25 male and 25 female participants, for a total of 50. This results in a completely equitable representation of gender in the study, with each gender accounting for 50% of the overall sample.

Table 4. Years of teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10	33	66,0	66,0	66,0
	10-30	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

Participants' years of teaching experience reveal that 66% (33 teachers) had 0-10 years of experience. Individuals with 10-30 years of teaching experience represent 34% (17 teachers) of the sample. This culminates in a total of 50 individuals, or 100% of the sample. The cumulative proportion indicates that by incorporating individuals with up to 30 years of experience, the sample totals 100%. This diverse teaching experience offers a thorough overview on differentiated pedagogy in Morocco.

Table 5. Current teaching position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle school teacher	11	22,0	22,0	22,0
	High school teacher	39	78,0	78,0	100,0
	Total	50	100,0	100,0	

The participants' current educational positions show that 22% (11 teachers) are middle school teachers. High school teachers account for the remaining 78% (39 participants) of the sample. This yields a total of 50 participants, representing 100% of the sample. The considerable proportion of high school teachers provides detailed insights into the procedures at this educational level. Incorporating middle school teachers ensures a more comprehensive understanding of differentiated pedagogy across various stages of schooling in Morocco.

This sample of 50 participants, which includes both middle and high school teachers with diverse teaching experiences, provides a strong framework for investigating the application of differentiated learning and democratic instructional methods in Moroccan English language learning. The study's goal is to find productive methods for promoting inclusive and student-centred classrooms customized to the unique requirements of Moroccan learners by investigating the opinions and practices of teachers at various professional phases and educational levels. This comprehensive approach ensures a detailed knowledge of how pedagogical innovations can improve educational outcomes in varied classroom contexts in Morocco.

The results section is divided into two main phases. First, the quantitative data findings are presented, providing numerical insights into the study's parameters. Following this, a qualitative examination using thematic analysis reveals deeper conclusions and trends in the data. These sections provide a detailed comprehension of the research outcomes from both quantitative and conceptual viewpoints.

Phase 1: Quantitative data

Before addressing differentiated instruction, respondents were asked about their familiarity with this teaching method as shown below:

Table 6. Differentiated instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately familiar	12	24,0	24,0	24,0
	Very familiar	30	60,0	60,0	84,0
	Extremely familiar	8	16,0	16,0	100,0
	Total	50	100,0	100,0	

The statistics show that a considerable majority of respondents (76%) are either very knowledgeable or highly familiar with differentiated learning, indicating that this pedagogical technique is widely understood and implemented among the teachers examined. This level of familiarity offers a solid foundation for deploying individualized learning methods in educational environments.

To better understand the compatibility of teaching methods with students' learning styles and competencies, respondents were asked how frequently they differentiated their teaching approaches as shown below:

Table 7. How often do you differentiate teaching approaches based on students' learning styles and skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occasionally	12	24,0	24,0	24,0
	Moderately	9	18,0	18,0	42,0
	Frequently	24	48,0	48,0	90,0
	Always	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

The table shows the various frequencies with which teaching approaches are adapted to students' learning styles and abilities. A significant majority of respondents (48%) stated that they frequently differentiated their teaching approaches, with 24% reporting occasional differentiation. A smaller number of teachers (18%) reported moderate differentiation, and a minority (10%) stated that they always adjust their teaching strategies accordingly. These findings highlight a wide range of techniques for incorporating personalized learning strategies into educational situations.

Building on their knowledge of differentiated instruction, respondents were asked to identify the primary benefits of using this method of instruction in English language schools.

Table 8. In your opinion, what are the key advantages of differentiated learning in English language classrooms?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enhancing classroom inclusivity	23	46,0	46,0	46,0
	Addressing diverse learner needs	27	54,0	54,0	100,0
	Total	50	100,0	100,0	

The statistics show that, while respondents are typically familiar with differentiated teaching, they see its main benefits in English language classrooms as addressing diverse student needs (54%) and increasing classroom inclusion (46%). These findings emphasize the link between knowledge with and appreciation of the tangible advantages of individualized methods of learning in school settings.

Based on these insights into differentiated instruction, the feasibility of using this technique in Moroccan education was looked into to better understand attitudes about changing teaching methods to unique pupils needs.

Table 9. Do you think differentiated learning is doable in Moroccan education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	18	36,0	36,0	36,0
	Agree	25	50,0	50,0	86,0
	Strongly agree	7	14,0	14,0	100,0
	Total	50	100,0	100,0	

These findings add to the awareness of differentiated instruction's benefits, with respondents expressing diverse levels of agreement on its practicality in Moroccan education. The majority (64%) responded agreement or strong agreement, indicating a good outlook for the actual application of individualized instructional techniques to meet various learner requirements within the Moroccan educational framework.

Continuing the investigation of differentiated instruction and its practicality in Moroccan education, the integration of democratic practices in classrooms, such as collaborative decision-making and student voice, has been investigated to determine their frequency of use.

Table 10. How frequently do you incorporate democratic techniques, such as collaborative decision-making and student voice, in your classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	34	68,0	68,0	68,0
	Often	10	20,0	20,0	88,0
	Always	6	12,0	12,0	100,0
	Total	50	100,0	100,0	

The statistics show different levels of democratic practice implementation in educational settings, with a large majority (88%) claiming that shared decision-making and student input are used occasionally or frequently. This shows a widespread recognition of the need of creating participatory learning environments, which is consistent with the concepts of inclusion and student-centred educational methods found in previous research on differentiated teaching and its viability.

Regarding discussions concerning the frequency and viability of differentiated instructional strategies, the teachers' difficulties experienced during their implementation were investigated to better understand the hurdles faced by educators as illustrated below:

Table 11. What problems do you face while implementing differentiated instructional techniques in the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of resources (e.g., materials, technology)	8	16,0	16,0	16,0
	Large class sizes	37	74,0	74,0	90,0
	Time constraints	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

According to the findings, the most prevalent problems in using differentiated teaching strategies are managing large class numbers (74%) and coping with time constraints (10%). Furthermore, a significant proportion of respondents (16%) highlighted a lack of resources, such as materials and technology, as a barrier. These findings highlight the practical challenges educators experience in efficiently adapting education to meet diverse student requirements, regardless of previous questionnaire responses that acknowledged the positive outcomes and practicality of differentiated strategies.

Building on the exploration of effective educational practices, the discussion now focuses on the benefits of integrating diverse learning strategies and democratic methods in classrooms to foster a positive and inclusive learning environment.

Table 12. How can diverse learning and democratic methods help create a pleasant classroom environment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encourages student engagement	20	40,0	40,0	40,0
	Enhances collaborative learning	30	60,0	60,0	100,0
	Total	50	100,0	100,0	

The statistics show that adopting varied learning methodologies and democratic ways not only increases student involvement (40%) but also improves collaborative learning (60%). These findings highlight the importance of having an inclusive classroom atmosphere in which students actively participate in the learning process, developing a sense of community and working together. Using these techniques, instructors can create a supportive environment that encourages academic accomplishment and interpersonal development of abilities among students.

Extending the investigation into effective educational approaches, we now look at the perceived advantages of differentiated learning and democratic classrooms in equipping students with active participation in Moroccan society. Understanding these viewpoints gives light on how educators perceive the relationship between educational techniques and societal preparation, with a focus on the significance of inclusive and participatory learning settings in instilling civic responsibility and societal contributions.

Table 13. To what extent do you think differentiated learning and democratic classrooms prepare students for active engagement in Moroccan society?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	16	32,0	32,0	32,0
	Completely	34	68,0	68,0	100,0
	Total	50	100,0	100,0	

These findings highlight the transformative power of differentiated learning and democratic classroom practices in raising a generation of active citizens in Moroccan society. Instructors can help to create a society in which individuals are equipped to make positive and meaningful contributions to their communities by providing students with not only knowledge of academia but also the ability to think critically and a feeling of civic responsibility. This holistic approach to education promotes the development of balanced individuals who are ready to face the difficulties and prospects of the future.

The tables show that differentiated instruction and democratic strategies are widely used by Moroccan teachers in their classrooms. These strategies are popular because of their capacity to meet various learner needs, increase student engagement, and build collaborative learning settings. Despite problems such as huge class sizes and time limits, educators believe these approaches are effective at preparing pupils for full engagement in society. The incorporation of democratic methods, including as collaborative decision-making and student voice, is regarded as critical in encouraging student participation and creating a good classroom environment suitable to learning. Overall, these findings highlight the transforming power of individualized and participatory instructional practices in Moroccan education, ensuring that students acquire the necessary skills and values for their future responsibilities in society.

Phase 2: Quantitative data

Theme 1: Methods of Instruction for Differentiated Learning

Potential data	Codes
Incorporation of Technology	Multimedia educational tools- Digital learning environments- Educational technologies- Personalized learning- Dynamic educational programs-
Flexible Grouping	Competency-driven groups - Peer-to-peer cooperation- Collaborative projects - Flexible work teams- Cooperative learning
Diverse Tasks	Tiered assignments-Differentiated tasks-Project-based learning-Personalized Assignments-Rotational task assignments-Selective assignments

The study found that teachers use a variety of teaching styles to meet the diverse needs of their students. Differentiation is accomplished through methods such as technological integration, flexible grouping, varied tasks, and offering diverse resources. For example, some teachers employ multimedia applications and online platforms to engage pupils with diverse learning styles. Others develop tiered assignments to accommodate different levels of skill and understanding. Furthermore, flexible grouping enables students to collaborate in dynamic teams that can be changed to meet their constantly evolving requirements and competencies. In this regard, one teacher stated that:

"I use various teaching strategies, including interactive exercises, individualized assignments, and group projects, to cater to different learning styles, utilizing technology, project-based learning, and frequent formative assessments to adapt their teaching methods to suit the needs of every student."

Some participants also place a high priority on selecting curriculum that aligns with standards and using diagnostic testing to determine students' readiness and preferences. They use input from students to improve instruction and increase the relevance of what is learned. Teachers may better understand each student's needs and progress by conducting one-on-one sessions and regular assessments, which fosters a positive learning atmosphere. To meet a range of learning styles and aptitudes, they employ differentiated instruction strategies. Teachers stay current on best practices through professional development initiatives and collaboration with peers. Technology in the classroom increases student engagement and offers more options for individualized instruction. Another teacher mentioned that:

"Students can interact with the content in ways that best fit their learning styles by using learning devices and choice boards, which results in a more individualized learning process."

Teachers also use techniques like assigning pupils to work on a variety of tasks and gathering questions for class review. These teaching strategies encourage students' active engagement and increased comprehension. In the classroom, they also support the development of critical thinking abilities and interactive learning. In this field, a participant says that:

"I depend on formative assessments for understanding each pupil's progress, adapt methods of instruction, identify areas for guidance or difficulties, and promote peer and self-assessment for more profound reflection."

By fostering an interactive classroom, these strategies hope to improve student development and performance. Through the integration of various techniques, educators aim to foster lifelong learners

who possess the necessary competencies for future success. Importantly, these techniques enable students to develop into self-sufficient thinkers who can overcome obstacles in and outside of the classroom, having a favourable effect on their educational path and beyond.

Theme 2: Implementation of Democratic Practices in the Classroom

Potential data	Codes
Sudent Leadership	Responsibilities of Leadership-Opportunities for determining decisions Boards of students-representatives of the class-leaders of projects Mentors who serve as peers
Open Discussions	Class Discussions-Open-ended conversations-courteous Conversation-Exchange of viewpoints-cooperative Dialogues-Talks about solving problems
Project-Based Learning	Community-based Initiatives-Practical problem-solving-collaborative initiatives Multidisciplinary Activities-Projects including service learning-projects that are inquiry-based

In order to improve student involvement and get them ready for active citizenship, teachers also reaffirmed their strong conviction in supporting democratic principles. These methods include promoting genuine conversations, holding discussions, focusing project-based learning on local problems, and acting out democratic procedures. They stressed how crucial it is to instil in pupils' democratic ideals like tolerance for other viewpoints, teamwork, and social justice. Additionally, educators incorporate opportunities for students to exercise leadership and decision-making abilities into both extracurricular and classroom tasks. Teachers and educators hope to develop knowledgeable, responsible future citizens who can make valuable contributions to both their local communities and society at large by fostering an atmosphere that is conducive to discussion and open discussion. In this domain, two teachers stated that:

"To foster democratic values, I promote open debate and discussion, as well as fostering intellectual curiosity and respect for different perspectives,"

"Incorporating cooperative processes for decision-making in instruction promotes the participation of students and nurtures skills essential for ethical citizenship."

Giving students a say in decision-making and guaranteeing their active involvement are key components of implementing democratic principles in the classroom. In order to promote cooperation and responsibility, teachers lead class meetings in which students participate in the establishment of guidelines and exercises, one teacher stated that:

"I conduct group discussions where pupils are able to express their concerns and offer input to decisions that are made regarding classroom rules and tasks"

In the classroom, democratic values must be implemented by providing students with opportunities for active participation and a voice in decision-making. Teachers facilitate student participation in the creation of rules and assignments as a means of encouraging personal responsibility and ownership. This approach sharpens negotiation and consensus-building abilities while cultivating

respect for divergent viewpoints. Pupils who take part in these activities prepare to be active citizens as well as have a stronger understanding of democratic values like fairness and inclusiveness.

DISCUSSION

This study looked into the perspectives and actions of Moroccan English teachers toward democratic classrooms and differentiated instruction. Understanding how these teachers view and use these pedagogical approaches within the Moroccan educational setting was the main focus of the study topic. The results show that most teachers are aware of differentiated learning techniques and regularly use them in their classes. To address the varying needs of students and promote diversity, they believe that differentiated learning is crucial. This lends credibility to the theory that Moroccan teachers understand the advantages of tailored instruction to meet the needs of students with different backgrounds and learning preferences (Tomlinson, 2017).

The study also showed that teachers were very committed to encouraging democratic methods in the classroom (Freire, 1970). Numerous individuals reported including student-centred activities, like group decision-making and open interactions, to encourage participation and inclusion. This method helps students become more adept communicators and critical thinkers (Giroux, 2020) while also preparing them to be active members of a democratic society (Dewey, 1933). The results highlight Moroccan teachers' proactive approach to modifying lesson plans to meet the requirements of a wide range of students while incorporating democratic principles into their education.

The study's goal, which was to determine how to better incorporate democratic classrooms and differentiated instruction into Moroccan English language instruction to boost students' political engagement and academic achievement, has been addressed by the findings. So, the findings have answered the question that guided this study: How can differentiated learning and democratic classrooms be effectively integrated into Moroccan English teaching to improve academic performance while fostering civic involvement among students?

The findings additionally revealed that although differentiated learning is accepted and used, there are obstacles to its application, including big class sizes and time restraints (Tomlinson & Allan, 2000). Despite these challenges, teachers use a variety of teaching strategies, such as flexible grouping and incorporating technology, to successfully modify their lessons to fit the needs of every student (Hall et al., 2003). The current research highlights the adaptive strategies used by teachers and proposes a sophisticated strategy to achieving personalized learning within the limitations of the Moroccan school system.

The study indicates that Moroccan educators successfully implement democratic strategies such as group decision-making and student participation in class activities. These techniques are thought to be essential for promoting critical thinking, civic engagement, and student involvement (Crick, 2007). The findings demonstrate how these methods align with broader educational goals, like preparing pupils to participate actively in democratic societies. This supports the notion that democratic educational environments not only improve academic achievement but also cultivate the values and foundational skills required for meaningful participation in society (Gruenewald, 2003).

Instructors emphasized the need of fostering democratic principles such as social justice, cooperation, and tolerance through classroom exercises, which improved the comprehension of how these values are actually applied in Moroccan classrooms (Le Conseil Supérieur de l'Éducation, 2015). This recognition demonstrates how committed teachers are to raising civic-minded pupils. There is

opportunity for more research and standards in educational practices, as the study also observes differing degrees of democratic policy implementation across various educational contexts and levels.

In order to fulfil the needs of a wide range of pupils, teachers also underlined the importance of differentiated teaching. They put a lot of focus on using a range of teaching strategies to improve student engagement and comprehension, as well as adapting content to meet various comprehension levels and learning styles (Lawrence-Brown, 2004). Regarding procedures, teachers emphasized the use of flexible teaching strategies that allow students to learn at their own pace and with the learning modalities of their choice. Teachers emphasized the importance of giving pupils a variety of opportunities to demonstrate their knowledge, encouraging creativity, and taking into consideration individual interests and abilities in their final words. These techniques foster inclusive learning settings while supporting students' overall academic and emotional-social skill development (Corley, 2005).

All in all, this study offers insightful information about Moroccan English instructors' beliefs and methods around differentiated instruction and democratic classrooms. It demonstrates that while teachers recognize the benefits of democratic principles and personalized learning, there are variations in how these ideas are used in the classroom because of variables like classroom dynamics, resource availability, and educational regulations. In order to successfully integrate differentiated learning and democratic practices in Moroccan schools, these findings highlight the need for targeted professional development and supportive policies (O'meara, 2011). This will eventually improve educational performance and foster student civic responsibility (Bouziane, 2020).

Pedagogical and theoretical implementations

The transformative potential of incorporating democratic principles and differentiated instruction into Moroccan English language education is highlighted by this study. These teaching approaches not only cater to the different requirements of pupils but also act as stimulants to foster greater awareness of social justice, cooperation, and tolerance in the students. Moroccan educators foster fundamental abilities for active engagement in democratic societies and improve academic achievements by implementing democratic classroom methods and personalized learning strategies. This integrated strategy not only equips students to meet challenges in the future, but also helps them develop into responsible global citizens who can make significant contributions to their communities. The study's conclusions support more research into and application of cutting-edge teaching strategies that create inclusive classrooms and encourage lifetime learning abilities

CONCLUSION

To sum up, this study offers insightful information about how Moroccan English instructors view and use differentiated instruction and democratic classrooms to better serve a wide range of student needs and promote civic engagement. Though instructor perspectives were the main focus, in order to provide a thorough evaluation, future study should include evaluate concrete learning results and include student viewpoints. Examining how institutional support and cultural settings affect these instructional methods' implementation could help shape focused educational improvements in Moroccan schools. To increase understanding and improve the applicability of these approaches, long-term research and comparison evaluations with other worldwide educational systems are advised. Furthermore, continuous professional development programs are essential for providing instructors with the abilities and information required to successfully execute differentiated

instruction and promote democratic principles in the classroom. By addressing these aspects, educational equity can be achieved, and pupils can be better prepared for active engagement in a globalized community that values analytical thinking and civic responsibility.

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