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**THE NEED FOR EDUCATIONAL EQUITY THROUGH
MULTIMETHODOLOGY AND DIFFERENTIATION
IN THE MOROCCAN EFL CLASSROOM**

Abstract: All current educational documents in Morocco, the *Strategic Vision 2015-2030* included, mandate the use of hybrid modes of instructional delivery and assessment tools to meet the pressing demands of diverse student population. The Moroccan English as Foreign Language (EFL) classroom success is contingent on how well EFL teachers know the learners they serve on daily basis. The EFL classroom in general is a volatile social milieu with diverse human dimensions. This paper is an attempt to probe the theoretical foundations behind the need for multimethodology and differentiation. It primarily addresses the premises of the Strategic Vision 2015-2030 which warn against the one-size-fits-all instructional modes. Then it addresses the challenges in the teaching of languages in Morocco. Alternatively, it suggests implementing differentiated instruction and multimethodology to rethink the educational instructional practices in an attempt to maximize students' academic growth, increase their engagement and trigger quality learning. Finally, it briefly introduces a model of differentiation in teaching and assessment that goes hand in hand with the major orientations of reform in Morocco and the international standards of differentiated instruction.

Key words: strategic vision, differentiated instruction, multimethodology , flatness , one-size-fits-all

1. Introduction

This paper provides an overview of the current Moroccan educational context that mandates the need for a new paradigm shift in instructional methodology especially in the field of Teaching English as a Foreign Language (TEFL). The Strategic Vision 2015-2030 (SV), a document drafted by the Higher Council of Education, Training, and Scientific Research (Council henceforth). Council, (2015) calls for reconsidering the paradigm of teaching and learning in the hope of meeting the pressing challenges and demands of the third millennium. Particularly, this document focuses on questioning the current instructional practices that prevail in the Moroccan educational setting, namely the one-size-fits-all approach. This model is criticized quite often by stakeholders (Council, 2014), yet no concrete action has been taken. Only highly centralized reform attempts come and go each couple of years which lack concrete practicality and hence never gain momentum. Instead, the new paradigm, differentiated instruction (DI) and multimethodology is introduced as a potential response to the actual position of instructional methodology and as a key to solving the existing pitfalls of the traditional model to teaching in general and EFL included. Within this framework, this paper describes the theoretical foundations that underpin the new paradigm of differentiation namely the theory of learning styles (Reid, 1995), Howard Gardener's theory of Multiple Intelligences (Gardner, 1983), and the Zone of Proximal Development, as suggested by Vygotsky (1978), and proposes a model of differentiation in the Moroccan educational context.

2. Context

The Moroccan education system is unequivocally suffering from chronic dysfunctions characterized by the one-size-fits-all approach to instruction and assessment along with a prescribed curriculum. TEFL is no exception to this matter (see Bouziane, 2018). Under the pressures of the national requirements (standardized textbooks and standardized tests), EFL teachers are likely to prepare one lesson plan and deliver it to all the classes they teach regardless of the learners' mixed abilities and individual needs, bearing in mind that "identical tasks won't always be a good fit for everyone in the classroom" (Tomlinson & Imbeau, 2010: 54). Not only this, they also assess students in one similar way without considering the students' differences and sometimes their disabilities. Moreover, teachers tend to know little about the students' socio-economic status, their interests, strengths and weaknesses as there is no institutional mechanism that requires collecting such information. As a result, little focus is placed on identifying the personal learning needs of individual students (Tomlinson & Imbeau, 2010). These unfair practices towards young learners have resulted in an educational system that underserves, or even ill-serves, them.

Specifically, languages in general and foreign languages in particular have always appeared in all the subsequent reforms since the National Charter for Education and Training (Charter henceforth) was put in place in 2000. They appeared in *Lever 9* in the National Charter for Education and Training (COSEF, 1999), in *Project 20* of the Emergency Plan (MoE, 2008), in *Lever 13* of the Strategic Vision (Council, 2015), and in *Articles 31-32* of the Framework Law 51.17 (GoM, 2019). Nearly all these reforms focused on two main recommendations: reinforcing the teaching and learning of the two official languages, Arabic and Amazigh, especially after the latter was recognized as an official language in the 2011 Constitution, and boosting the teaching and learning of foreign languages with a particular focus on English over the last five years. However, the challenges related to language learning in Morocco still persist in languages in general (Bouziane, 2018), in French (Bouziane & Rguibi, 2018), in French and Arabic in the first year of high school (Council, 2016), in Arabic and French in primary and middle schools (Council, 2009), and in reading in the 4th Grade (Mullis et al., 2017).

3. Current instructional approach: The one-size-fits-all

The common denominator of all successful educational systems is the attempt to reduce the prevalence of the one-size-fits-all approach to education. Therefore, there is a need to rethink traditional approaches to instruction and to revisit instructional practices in Morocco. For an instructional equity to take place, EFL instructors should not fail to see students' differences and respond to such diversity in different ways to avoid the *instructional flatness*, a term coined by John Goodlad to describe the American classrooms (Orlich, 2001). "Learning-style teachers teach different children differently, unlike traditional teachers who teach an entire class in the same way with the same methods" (Haar et al., 2002: 143). EFL teachers are invited to adopt alternatives to the current model which depends heavily on lecturing as the primary delivery mode. Instead, a new paradigm of instruction called differentiation is needed at this juncture in the Moroccan educational history. Differentiated instruction is mainly based on a variety of instructional skills to accommodate each and every learner. It also fosters students' autonomy as mandated by the English language guidelines for secondary schools (MoE, 2007). Hopefully, by adopting this paradigm, the Moroccan school will become a school of equity and quality as aspired in the Strategic Vision 2015-2030 (Council, 2015).

4. The advent of the Strategic Vision (SV) reform

The current status of EFL instruction in Morocco along with other major concerns in education has compelled educationalists and stakeholders to react

proactively. The King of Morocco, Mohamed VI, devoted a whole speech to the reform of education on 20 August 2013 in which he called for a big reform as the achievements attained since the implementation of the National Charter of Education and Training in 2000 and the subsequent reforms remain below the aspirations of the country. Subsequently, the project labeled the Strategic Vision 2015-2030 (SV) set to take place between 2015 and 2030. The SV is grounded in three fundamentals for the new school: “Quality for all, equity and equal opportunity, individual fulfillment and social progress.” (Council, 2015: 8). The SV aims to bridge the divide between school and society through changing the dynamics of the whole educational system in an attempt to dismantle the old vision of perceiving school. The reform is comprehensive in nature, yet it underscores the need for educational equity both in the content of what students should learn and the instructional system teachers should use to deliver the curriculum. The reform also promotes the teaching of foreign languages, English included, effectively given their importance in a highly competitive twenty-first century job market. In its first pillar or lever, the SV calls for action to create a school of *fairness* and *equal opportunity* through “Implementing the principles of equal access to education, learning and training without discrimination” (Council, 2015: 11). It is deemed that such a strategy needs differentiated instruction to cater for the learners’ differences, including learners with special needs. Like the Framework Law, the SV aims to “ensure that students at the end of high school: master the Arabic language, communicate in the Amazigh language, know at least two languages” (Council, 2015: 17).

5. The Implications of the SV in the EFL setting

The implications for EFL teachers are various and many. Among these is the urgent need to accommodate all types of learners who walk daily in the EFL classrooms gearing their potential towards growth and social progress. It is undoubtedly clear that high school students in Morocco, like any other students of the 21st century, live in a world of personalization; however, teachers still tend to overlook their variance (Tomlinson & Imbeau, 2010). If students learn at their own pace and their proclivities are well taken into account in a differentiated way, they will be able to acquire the skills necessary for their integration in the job market. They will eventually build a positive mindset and climb the ladder of social progress. To implement the teachings of SV, EFL instructors need to be aware of, and cater for, students’ learning disparities and individual needs and therefore should be equipped with inclusive pedagogical practices like differentiation and multimethodology. Such awareness implies adopting actions by which EFL instructors avoid the obsolete ways of language provisions to cater for all types of learners both in instruction and in assessment.

6. The call for instructional multimethodology and differentiation

The plea for multimethodology, the use of a variety of teaching procedures, becomes indispensable in EFL classes in Morocco because students' background experiences differ enormously. Hence, teachers are required to appeal to every student's learning modality and provide enough multimethodological experiences for them to reach maximum growth (Orlich, 2001). By varying activities, teachers will accommodate the spectrum of individual differences and avoid being stuck in the proverbial rut which is the natural outcome of the 'flatness' that characterizes our language classroom in general (Orlich, 2001). Teachers need to adapt their teaching styles to match the learners' preferences. Multimethodology is ascribable to an educational philosophy called differentiated instruction (DI). The latter is defined as "a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated" (Wormeli, 2006: 3), or, according to Tomlinson (1999: 6), it "is a total way of thinking about learners, teaching, and learning". Any effective teaching philosophy in the world should bear in mind students' differences and affinities.

In full accord with common sense, teachers must not force-fit students into ready-made moulds and walk them in lock steps to traverse the same learning roads (Tomlinson 1999). Eventually, there is an urgent need for DI that takes into account students' differences especially in language classes where students' readiness, aptitude, motivation, pace of learning and levels are different. Moroccan EFL learners should become fully independent thinkers and assume leadership roles in a highly competitive twenty first century job market. The *Official Guidelines* of teaching English in high school urge "teachers to help learners develop the necessary skills to become more successful and independent learners" (MoE, 2007: 44). DI goes hand in hand with the principles embedded in these guidelines and also in the SV principles which mandate plurality and equal opportunities for each and every learner inside and outside the confines of school.

7. Theoretical foundations backing up the need for multimethodology and differentiation

The rationale behind suggesting multimethodology and differentiated instruction lies in its underlying theories and practical suggestions such as learning styles (Reid, 1995, Pritchard, 2009), Gardner's Multiple Intelligence theory (MI) (Gardner, 2011), and the Zone of Proximal Development (ZPD) (Vygotsky, 1978).

7.1. Learning styles and their implications

One integral part to understanding the urgent need for differentiation in education is through understanding learning styles and implementing teaching styles accordingly. Different definitions and categories are provided in the literature (Reid, 1995, Pritchard, 2009, Hawkar, 2014 among others), but listing them is beyond the scope of this paper. In general, the reviewed literature shows that “When teachers understand students learning styles and adjust their teaching to those styles, students learn” (LeFever, 2004). More effectively, Peacock (2001: 4), after surveying many previous studies, starts with, and through his study confirms, the following premise: “The consensus is that when student and teacher styles are better matched, students are likely to work harder both in and outside the classroom and also to benefit much more from their EFL classes”. However, it is a hard undertaking to unravel the learners’ learning styles because they are the least apparent dimension of individual differences (Orlich, 2001). Knowing about learning styles helps teachers reach out to all students in their classrooms and teach them effectively (LeFever, 2004). Likewise, matching teaching styles with students’ learning styles is likely to yield better results of performance (Tomlinson & Imbeau, 2010, Peacock, 2001, Hawkar, 2014). The way students learn helps them try new things and become motivated to the learning process. Peacock (2001: 15) suggests a better way of matching teaching styles with learning styles by saying that “teachers should strive for a balanced teaching style that does not excessively favor any one learning style — rather that tries to accommodate multiple learning styles”.

Awareness of learning styles (visual/auditory/kinesthetic) helps instructors gear their input delivery towards making it appropriate for each learner’s type and thus implementing effective teaching. EFL Instructors are invited to increase their understanding of how learners learn and need to be conscious of individual learning styles to ensure maximum learning success. “Effective learning occurs when instructors affirm the presence and validity of diverse learning styles and maximize the climate or conditions for learning in and out of the classroom” (Sims & Sims, 1995: xi). Similarly, it may reduce failures of learning and frustration (Peacock, 2001).

Although research suggests that EFL learners prefer some learning styles (Peacock, 2001), EFL teachers need to use a diversity of differentiated input in the hope of responding to the mix of the students’ preferences and strengths during their learning process. The results emanating from empirical research partially back up this suggestion as the findings show that the mismatch between the learning style and teaching style yields insignificant effects on proficiency and motivation whereas the match shows only limited significant positive effects on them (Toyama & Yamazaki, 2019). However, Gardner (2011: 408) questions the match hypothesis and explains that “students have managed to learn even

when lessons are in no way tailored for them, presumably because most curricula are redundant, and because the students themselves possess an array of intellectual strengths and strategies on which they can draw”. More radically, some skeptics claim that the learning styles theory needs more empirical evidence informed by more rigorous research based on neuroscience and cognitive development (Macdonald et al., 2017) and others refer to it or as a *meshing hypothesis* with “no adequate evidence base to justify incorporating learning styles assessments into general educational practice” (Pashler et al., 2009: 105) or even as a *myth* and *pseudo science* based on anecdotal evidence (Westby, 2019). Details about this debate are beyond this article.

7.2. Multiple Intelligences theory (MI) and its implications

The theoretical foundations of this study are also anchored in the works of Gardner’s Multiple Intelligences theory (MI) in which he claims that human beings possess a battery of intelligences and that intelligence is fluid, not fixed, and that teachers should cater for all differences within the same classroom when delivering instruction and designing assessment. Multiple intelligences show how human beings interact with the world because they represent different preferences for learning or thinking. (Tomlinson & Imbeau, 2010). Teachers must nurture all types of intelligences within their classrooms and allow for different affinities among their learners. Teachers’ instructional approaches should not seclude the other types of intelligences. Instead, they should create opportunities for varied learners because they learn in different ways. Intelligence is variable, dynamic and multifaceted. Hence, teachers must strive to nurture all types of intelligences among their learners and align them with the mandated curriculum.

The MI implication for the current research is that teachers must nurture all intelligences and create rich experiences for each learner. Gardner (1993: 15) clearly states that: “It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences”. The traditional linguistic and logical way of doing school does not yield any positive impact on students’ learning outcomes. Hence, the need for differentiated instruction that calls for equity and excellence through building multiple intelligences and nurturing differences among students. He further adds that our culture had defined intelligence too narrowly. Tomlinson’s (1999) critiques state that in order to develop intelligence in schools, educators seem convinced that only narrow, analytical slices of verbal and computational intelligence are important. This is the case with our Moroccan schools which focus on math and drills, the old chalk and talk approach. Gardner (1983), however, broadens educators’ understanding of intelligence by suggesting the MI theory which redefined the *Stanford Binet IQ* score and our understanding of

intelligence, and put forward the possibility that each learner has somehow a potential intelligence that teachers should nurture.

Specifically in EFL classes, many studies report the relationship between multiple intelligences and learning languages or learning styles. Ansari & Khatibi (2018) report many studies that show relationship between multiple intelligences and the language learning strategies, the learning of skills and vocabulary, and motivation. Then they show that, in Iranian EFL students (n=303), some intelligences are significantly correlated with some language learning strategies at the three levels under study, that is elementary, intermediate and advanced. They report that their results go in-line with previous studies. Similarly, they show that there is a relationship between multiple intelligences scores and the proficiency levels. However, they report no relationship between multiple intelligences at different proficiency levels and gender. Similarly, Baleghizadeh & Shayeghi (2014) claim that there are significant positive relations between most of multiple intelligences and social learning styles with varying degrees except between spatial and musical intelligences and learning style preferences. Akbari & Hosseini (2008) report that both the Iranian students' (n=90) IQ scores and multiple intelligences correlate positively with the use of language learning strategies. However, when scrutinized separately, their musical intelligence does not correlate with any of the learning strategies and the positive correlation occurs only between kinesthetic intelligence and memory learning strategies. In another study, differentiated instruction based on multiple intelligences and learning styles has enabled an experimental group (n=30) to outperform their control peers (n=30) who have received input without differentiated instruction in learning vocabulary (Alavinia & Farhady, 2012). More interestingly, cross-culturally driven studies report new findings. Wu & Alrabah (2009) compare Taiwanese and Kuwaiti students' preferred learning styles and multiple intelligences. They have found that the two groups show consistent inclination towards some learning styles and that these styles are related to their multiple intelligences within each group but there are variations across the two groups. However, the researchers cautiously explain that the variations need further research to claim that a cultural group is characterized with certain strengths or abilities in learning styles or multiple intelligences over another.

Teachers have been investigated, too. Starting from the premise that teachers use teaching strategies that are aligned with their multiple intelligences, Dolati & Tahriri (2017) conduct a study on how 30 EFL teachers' classroom activities are inspired by their multiple intelligences. They find that only teachers of logical-mathematical type are influenced by their dominant intelligence whereas other types implement activities that are not influenced by their dominant intelligences. At the level of perceptions, Savas (2012) investigates the problem of whether pre-service English language teachers (n=160) think that learning a language is directed by linguistic intelligence. Only 3% of them think so, but others think that all types of intelligences are used in the language learning processes.

As explained above, teachers are invited to provide multiple-intelligence inspired instruction. The studies show that there is positive relationship between multiple intelligences and language learning strategies and styles. Therefore, teachers should provide input that addresses all types of multiple intelligences. Such an approach can be developed through differentiated instruction. Practically, teachers can use the MI inventory developed by different authors to know or help their students to know about their multiple intelligences. For example, the ones by Armstrong (2009) whose objective “is to begin to connect you to your own life experiences with the eight intelligences.” (Armstrong, 2009: 21, see also *ibid.* pp. 22-26 for adult inventory and pp. 35-38 for students’ checklist). Similarly, Hironaka-Juteau (2006: 160) believes that “[D]elivering instruction based on MI affords students with opportunities to pursue their strengths” justifies why instructors should use MI inventory.

7.3. Vygotsky’s Zone of Proximal Development (ZPD) and its implications

Another integral part of the theoretical conception of this work finds its roots in the works of Vygotsky’s Zone of Proximal Development (ZPD) which refers to “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (Vygotsky 1978: 86). In other words, ZPD is about the intellectual level learners can reach alone on his/her own and the level they can reach with the help of a teacher or adult. Teachers, then, are required to provide instructional input within the range of the learners’ capacities and hence allow for differentiation. Teaching is meaningful only if it promotes cognitive challenge. Humans learn best with moderate challenge and through scaffolding and accommodation within their ZPD until a skill is mastered. Teachers should align instruction with the learners’ zone of proximal development. “Learning should be matched in some manner with the child’s [learner’s in this case] developmental level. Learning and development are interrelated” (Vygotsky, 1978: 85). In Piaget’s understanding, if the learner fails to learn a given concept, it means he/she is not in their development stage while for Vygotsky, it means that instruction was outside ZPD (Orlich, 2001). More importantly, in language and learning and especially to dissipate any ambiguities, Dunn & Lantolf (1998) warn against relating ZPD to Krashen’s *i+1* theory which he introduced in Krashen (1982), and elaborated later in Krashen (1985), on the grounds that not only are the two theories “non-translatable but also the respective theoretical frameworks in which each construct is embedded are equally non-translatable, and hence incommensurable.” (Dunn & Lantolf, 1988: 414). However, ZPD has advantages especially when associated with scaffolding. Shooshtaria & Mir

(2014) conduct an experimental study on 30 EFL learners to check the effect of socio cultural theory, implemented as peer and tutor feedback, on the learners' performance. Results show that peers' and tutor's non-random scaffolding enables the learners not only to progress significantly in their writing quality but also to develop their strategy application. In a different skill, namely speaking Khaliliaqdam (2014) follows how six learners have developed in their speaking skills after benefiting from activities of scaffolding within ZPD framework. The learners are reported to develop significantly because they are learning in a cooperative and supportive atmosphere.

Like the previous theories discussed above, scaffolding within ZPD theory helps with the learners' progress in a diversity of skills. The key approach to implementing such activities and distributing them appropriately is differentiated instruction. By doing so, teachers will overcome another challenge of EFL classes, mixed ability or multi-level classes (Alavinia & Farhady, 2012) in learning vocabulary (Valiandes, 2015) and in teaching literacy and reading among others. It is acknowledged that as learners progress, they become more heterogeneous because their paces of learning differ.

8. Exam Accommodation to differentiate for students (with special needs)

Another indication of the Strategic Vision 2015-2030 is the willingness to bring about some reform to education in the Moroccan context is thinking about students with special needs in terms of assessment. According to the ministerial circular (N:052/15 issued in 2015) and within the framework of the Strategic Vision 2015-2030, the Moroccan Ministry of Education emphasized on differentiating assessment for one section of learners which has often been neglected for decades, namely students with special needs (Council, 2019a). The recommendations stated in the circular mandate the accommodation of assessment conditions, especially during national standardized exams (Baccalaureate exams, both regional and national). The objectives of the circular are threefold; first, it allows more time for these students to accomplish their exams. Second, it allows the students who fall within this category to take the test with the assistance of a partner who is not an exam candidate. Third, it insists on the availability of an invigilator who is used to sign language and communicating with the visually-impaired learners.

The loophole of the accommodation circular is that it only talks about standardized assessment (BAC Exams). It neglects formative assessment during the school year for persons with any disabilities who remain significant challenges for classroom teachers. The best alternative is to administer assessment that meets these students within the framework of DI. Similarly, EFL instructors are required to fashion out assessment tools that cater for all types of

learners in their classrooms. More (action) research is badly needed in this area to share best practices especially those related to dynamic assessment and assessment literacy. By doing so, they will meet the reform principles which are mainly based on equity and quality.

9. Implications

Although the Higher Council for Education Training and Scientific Research (Council, 2019b) has suggested indicators for a follow-up of the implementation of the Strategic Vision 2015-2030, they need to know how to gauge pedagogical impacts. The Council has developed the National Index of Development of Education which includes equity (50 indices), quality (50) and promotion of individual and society (57). This index assesses the outcomes rather than the process of getting to these outcomes. The assessed period of 2015-2018 shows that only equity has reached a reasonable percentage. "The origin of the development deficit of education in Morocco comes mainly from the quality of education and specifically from the sub-dimension of the acquired school skills by the students who have long struggled to catch up the delays the country has accumulated in this matter." (Council, 2019b: 5). Thus, the deficit lies in the teaching and learning for which differentiated instruction can be a promising solution. The various surveyed studies confirm the positive impact of this approach on the quality of education in general and of EFL in particular.

To implement the differentiated instruction in Morocco, there is an urgent need for inserting it both in pre-service and in-service training. The curricula of pre-service training do not include differentiation as a module. Rather, it is left at the lecturers' discretion to cover it and it should become systematic and institutional. The training curricula should include, in addition to a reasonably comprehensive input on the theories related to differentiation together with the characteristics of the Strategic Vision, the adopted approaches in the literature. For example, Valiandes & Neophytou's (2017) model suggests that their *Teachers' Professional Development Program for Differentiated Instruction* (DDP) should transform "instruction into a dynamic, pleasant, satisfying, self-regulated, and effective process based on students' needs and characteristics" (Valiandes & Neophytou, 2017: 123). More specifically, a systematic DDP should cause changes at the levels of the teaching practices, students' achievements, and teachers' attitudes and perceptions towards differentiated instruction. Another model examines theory and research providing support for a differentiated instruction model that addresses "student readiness, interest, and learning profile for a broad range of learners in mixed-ability classroom settings." (Tomlinson, et al., 2003: 119). These authors list the hallmarks of an effective model of a differentiated instruction program which should be proactive, flexible, knowledge centered, and especially learner

centered. Added to these features of a teacher training model, a model in New Zealand highlights the role of technology in self-directed learning which will free teachers to customize their input to respond to the learners' needs (Ashton, 2017).

Another implication has to do with the use of technologies in a DI program. As it is noticed, the DI is too demanding in terms of students' follow up and needs detection. A learning management system (LMS), such as Moodle, which features a powerful tracking system, flexibility of assigning tasks to individuals or groups or the whole class together with setting competencies and providing students with checklists to follow their progress, will pave the way for self-directed learning. This platform also supports collaborative and supportive learning. Perhaps the ultimate application in an LMS which will help with DI is dynamic assessment. An example of such online applications is provided by Ebadi & Rahimi (2019) and Vakili & Ebadi (2019) using Google Docs.

A more important implication in Morocco is the call for more research on DI. The topics of this research include the problem of whether the Moroccan learners share some learning styles and multiple intelligences; whether the teachers' inputs and classroom management practices are aligned with the learners' needs; whether the implemented textbooks cater for the Moroccan students' learning styles and multiple intelligences; whether teachers are inspired by literature as reflected in their perceptions and attitudes towards DI; which model should be suggested for teacher training; and which technology to use in DI. Investigating these topics implies that alternatives will be put forward.

10. Conclusion

A deep reflection on the practices of EFL teaching in Moroccan secondary schools shows that it needs some change to meet the immense students' differences. EFL teaching in Morocco should adhere to the major orientations as set in the Strategic Vision 2015-2030. In order to do so, EFL instructors who still cling to the traditional one-size-fits-all approach should shift to DI in order to better serve their students. It has been raised in this article that Morocco has not yet put its teaching staff in the track of DI, and the latter is timidly introduced in teacher training programs. It is strongly recommended that the stakeholders should put DI as an approach to all the subjects. Morocco has already tried approaches such as teaching by objectives in the 90s, competency-based instruction in early 2000 and integrative approach which was abandoned a few years ago, but all of these have not yielded any good results, though their appropriate implementations need to be empirically investigated. Alternatively, and in the absence of any adopted approach so far, DI seems to be promising. By adopting it systematically and providing adequate training in its foundations and implementation, EFL not

only will thrive but also meet the national major orientations and above all meet the UN Goal 4 requirements of the 21st century skills.

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