University Instructors' Perceptions about the Prominence of Culturally Responsive Teaching Pedagogy

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ABSTRACT: This qualitative study occurs in linguistically and culturally varied Moroccan higher educational contexts. It includes interviewing (10) University instructors from different universities in Morocco. The aim is to get their views and perceptions about the importance of implementing culturally responsive teaching pedagogy in their teaching methods and approaches to enhance learning opportunities for students from linguistically and culturally diverse backgrounds. The notable objective of this study is to inaugurate an appropriate teaching pedagogy to teach students from varied backgrounds and to effectively satisfy the learning and teaching processes of these culturally and linguistically diverse students. The data collected from all the participants were studied and organized according to similarities and differences. The analysis of all instructors' answers revealed their agreement that culturally responsive teaching methods and approaches are paramount to engaging culturally and linguistically diverse students in the classroom for more academic achievements.

KEY TERMS: University Instructors; Culturally Responsive Pedagogy; University Context; Moroccan Higher Education; Diverse Students

1. INTRODUCTION

In the 21st century, university instructors have many different and opposing standpoints on different approaches to addressing the needs of learners in school communities. University instructors have been trying to enhance and improve learning opportunities for students from linguistically and culturally varied backgrounds (Durden et al., 2014). In this respect, university instructors should be equipped with professional competencies, and relevant techniques to help students from culturally and linguistically varied backgrounds receive equal learning opportunities. The focus of this study is to examine the effectiveness of teaching methods and approaches that include and integrate culturally relevant policies which could empower instructors to help these students accomplish positive learning outcomes. In this vein, it has become compulsory for university instructors and school administrators to establish a system that would enable all students to receive equal learning opportunities regardless of their race, ethnicity, cultural or linguistic background.

2. STATEMENT OF THE PROBLEM

According to Mohammed Aboussaleh[1] at the 17th Forum "Arts et Métiers," held on March 15th and 16th,2017, by the National School of Arts and Crafts (ENSAM) in Meknes, over 18,000 Sub-Saharan Students registered in Moroccan Universities[2]. They come from 42 African countries to carry on their studies in Morocco. These students are from linguistically and culturally varied backgrounds. Therefore, such movement to Moroccan institutions raises problems concerning the extent to which multilingualism and multiculturalism influence their interactions vis-a-vis their classmates and instructors in the classroom settings.

The general issue is establishing methods and approaches to improve learning opportunities for students from linguistically and culturally varied backgrounds and supporting them in achieving academic success. In this context, research should be conducted on how instructors can implement more culturally responsive teaching. There is a lack of thought concerning what approaches or methods could be best addressed in this concern. If instructors are not provided with the tools to effectively and successfully satisfy students' learning and academic achievement from cultural and linguistic backgrounds, failure, high dropout rates, and social issues

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[1] Mohamed Aboussaleh, the secretary general of the Ministry of Higher Education, Scientific Research and Training in Morocco.
2 Retrieved from https://www.moroccoworldnews.com/2017/03/211623/18000-sub-saharan-students-enrolled-moroccan-universities/ (Accessed 18th January 2018. The numbers given here represent those of the year 2017, the year in which the data for the research was collected.

such as bullying will continue (Fraise & Brooks, 2015).

3. PURPOSE OF THE STUDY

This qualitative study intended to examine the perceptions of selected instructors vis-à-vis various teaching methodologies and practices recommended by scholars to address students' learning needs from diverse cultural and linguistic backgrounds. For this study, (10) instructors of varying levels of experience in Moroccan universities with formal professional-development experiences in multicultural teaching contexts were selected to be interviewed using a semi-structured interview protocol. Interviews continued until saturation was reached. Responses were collected, analyzed and interpreted.

4. RESEARCH QUESTION

After reviewing research-based culturally responsive teaching practices, this study was guided by the following question: What do selected instructors recommend to improve students' learning from cultural and linguistic diverse backgrounds?

5. SIGNIFICANCE OF THE STUDY

The effectiveness of instructors has always been the objective of the education system in Moroccan universities. However, pedagogical approaches have changed over the years, depending on leading situations. And the surroundings of a particular time or milieu. Students from diverse backgrounds always form parts of classroom populations that impose a specific pedagogical adjustment in methods and approaches to educating all students, including those from diverse backgrounds. However, many instructors at the university are unprepared for the growing number of students from different countries in today's classrooms. Thus, new pedagogical methods and approaches to improve learning opportunities for students from cultural and linguistic diverse backgrounds must be established; since current teaching methods and practices have failed to effectively and successfully address the problem of cultural and linguistic diversity in the Moroccan higher education context. In this respect, additional research is needed to inform university instructors on implementing culturally diverse techniques to educate students from culturally linguistically varied backgrounds.

6. LITERATURE REVIEW

Diversity in today's educational settings and equal learning opportunities for all students remains a persistent worry of educators and the education system. The review of literature has revealed many studies regarding concepts of multicultural education (Gay, 2013; Souto-Manning, 2013); the learning needs of students from diverse backgrounds (Masuda, Ebersole, & Barrett, 2012); the efficiency of cultural content to improve learning and achievement of students from diverse backgrounds (Ryan, & Qayyum, 2012; Briggs, 2014); besides, challenges to implementation of culturally responsive teaching (Ullucci & Battey, 2011).

Today, it is not unusual in Moroccan higher education to find classrooms where three or four different cultures and languages are embodied. Instructors and school decision-makers are challenged to get the efficiency, knowledge and skills required to address the educational needs of all students and, in particular, students from diverse linguistic and cultural backgrounds.

According to Doran (2014), students from culturally and linguistically diverse backgrounds learn best when content is taught, and the acquisition of academic skills is within the purview of their lived experiences. Based on this stance, instructors should develop techniques, methods and approaches in which culturally responsive teaching pedagogy is implemented and employed. In this perspective, instructors should make the syllabus more appropriate to the learning needs of students from cultural and linguistic diverse backgrounds, rendering them more effective teachers (Kesler, 2011). This also means high-quality education results when students' learned knowledge and skills are further developed to communicate and act together with their instructors and other people from different backgrounds and abilities.

To meet the learning needs of students from a multicultural, multiethnic, multilinguistic, and multiracial society, instructors must be conscious of the knowledge and skills these students have already acquired as well as their cultural knowledge to reach their fullest potential (Ballenger & Ninness, 2013; Gay, 2013). Additionally, instructors must welcome the learning benefits derived from multicultural perspectives infused into classroom processes by the presence of students from diverse backgrounds (Irvine & Hawley, 2011). In this respect, instructors must know the level of knowledge each student has and what students have yet to learn and acquire. Nevertheless, having this knowledge is insufficient to successfully improve and advance learning opportunities for these students. Besides, instructors also have to know the best way to present new content to students to ensure perfect understanding. This process entails instructors' multicultural awareness and willingness to develop culturally responsive teaching that communicates their cultural experiences.

Accordingly, multicultural activities must be instilled into the curriculum. This, of course, could help students develop and inculcate social interaction skills. Because culture and learning are syntagmatic, the curricular approach should include students' cultural backgrounds with appropriate activities (Parks, 2012). A multicultural pedagogical approach to teaching students with diverse linguistic and cultural backgrounds stimulates productivity and harmony in an environment where both instructors and students openly display mutual respect's culture, benefiting all concerned.

Finally, instructors are the essential resource in any classroom communications, encompassing the concerns and experiences of students in the classroom. Teachers must understand what, when and how they need cultural awareness for particular students in specific schooling situations (Irvine, 2015). Thus, instructors must inspire dialogue that could guide discussions between all students to guarantee desired results. Therefore, teachers' cultural awareness will encourage conversations and discussions among all students along chosen paths without dominating them. Yet, these teaching methods are not always enforced and implemented in schools, so no unified approach to teaching diversity exists (Gay, 2013). In this context, instructors lack critical knowledge and skills to connect with students from diverse backgrounds in their classrooms; they are also uncomfortable and fearful of addressing issues of racism in their courses (Gay, 2013; Ladson-Billings, 2014).

7. RESEARCH METHODOLOGY

In Moroccan higher education, many students in classrooms are from culturally and linguistically diverse backgrounds. Therefore, the general issue is to establish methods to improve the learning opportunities for these students, assist them in achieving academic success, and cope with social and cultural issues. Research is needed on how instructors can implement more culturally responsive teaching (Fraise & Brooks, 2015). Given the purpose of this study, ten (100) selected instructors with different levels of experience and education in a multicultural classroom environment were interviewed using a semi-structured interview protocol. Responses were collected, analyzed and interpreted.

7.1. Research Method and Design

In qualitative research, the researcher analyzes themes by recording attitudes, feelings, and behaviours. The researcher encourages participants to expand on their responses, opening new topic areas not initially considered. In this Qualitative study, the researcher reveals respondents' individual experiences in their classrooms and provides a rich and detailed picture of their feelings and actions and why people act in specific ways. The internal validity of the research findings shows the accuracy of the conclusions of the researcher's viewpoint and the viewpoint of participants and other readers of the study.

7.2. Population

The population for this qualitative study were teachers selected from Moroccan public universities, mainly ENSAM (the National School of Arts and Crafts) in Meknes, ENCG (the National School of Commerce and Management) in Fes, and Oujda and EST (Higher School of Technology) in Meknes. These schools were selected because they include students from diverse cultural and linguistic backgrounds. For this study, stratified purposeful sampling was used to determine participants for the study (as suggested by Baskarada, (2014). Stratified purposeful sampling helps represent the population on some particular trait for a specific purpose. This way of sample selection is within the parameters of the objectives of qualitative research (Suri, 2011).

Participants include male and female teachers with different years of teaching experience. Participants were selected for the study based on their willingness to participate in the research as representatives of particular groups of teachers. All participants were assured of complete anonymity and confidentiality of their responses and rights. Including the ability to withdraw from the study. The interviews were conducted individually and privately, and the recorded sessions were analyzed, classified, and sorted (as per Yin, 2014)

Semi-structured interviews with participants were used for this study. The interviews were recorded, and the data were categorized and analyzed. The data-collection methods provided different categorical perspectives for comparison. In this study, interviews are the most suitable and effective means of information garnering relevant data (Creswell, 2010; Yin, 2014). The data-collection process needs a degree of intrusion to gather information pertinent to understanding the underlying phenomenon, yet must not intrude to the extent that it interferes with participants' lives (Stake, 2010).

Standard open-ended enquiries were asked to obtain participants' perceptions and experiences. Therefore, all the respondents talked freely about their experiences, so different themes emerged for more data analysis and discussion. Thus, the researcher needed to build an atmosphere of trust. Three university teachers reviewed the interview protocol to ensure that participants' questions were relevant before data collection.

7.3. Data Collection, Processing and Analysis

Data collection was enabled by employing face-to-face interviews with participants. The debates focused on the topic of the study, bringing about meaningful information from respondents, and including follow-up questions when necessary. Open-ended questions allowed participants to fully appreciate the research and bring deeper meaning to it (as proposed by Yin, 2014). The recorded interviews with the interviewer's notes formed the basis of the collected data protocol. Collected data were evaluated and classified according to content and analyzed, putting the recorded interviewers in different categories according to content, tabulating the frequency of frequent events, and putting information in chronological order (Yin, 2014). For this reason, to facilitate thematic analysis, the researcher needed to holistically compare and contrast the themes that emerged across all participants.

8. FINDINGS

This qualitative study aimed to investigate instructors' perceptions of implementing culturally responsive teaching techniques to

improve students with diverse linguistic and cultural backgrounds' understanding of the material taught in their classroom interactions. The data obtained from participants' answers to interview questions are presented in this respect. The findings were organized to align with individual participants' answers to the research questions. The interview questions and individual participants' responses appear in Table (2).

The Interview Questions

1. What is your age?
2. How many years of teaching practice do you have?
3. What is your gender?
4. What level of students do you teach?
5. Do you have culturally/linguistically diverse students in your classroom?
6. What culturally responsive techniques do you employ in your classroom?
7. Are you interested in learning additional relevant teaching techniques?
8. Do you think teachers should be professionally trained to teach students from culturally diverse backgrounds?
9. Have you ever taken professional development training classes/workshops/courses?
10. Would you recommend culturally relevant teaching classes for some teachers?
11. Do you find difficulty in relating to students of different cultures, races, or languages?
12. Do you think that diversity is beneficial in the educational system? Explain
13. How do you deal with difficulties experienced by all diverse students?
14. Do you plan cultural activities as part of your instruction? If so, describe some of these activities.

Table 1. *Interview Question Responses*

P	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	31	3	F	2nd Y	Y	NE	Y	Y	S	Y	N	Y	E	Y/E
2	46	8	F	1st Y	Y	NE	Y	Y	S	Y	N	Y	E	Y/E
3	46	10	M	3rd Y	Y	E	Y	Y	S	Y	N	Y	E	Y/NE
4	50	15	M	4th Y	Y	E	Y	Y	S	Y	N	Y	E	Y/E
5	54	19	F	3rd Y	N	E	Y	Y	N	Y	N/A	Y	E	Y/NE
6	47	16	M	2nd Y	Y	NE	Y	Y	S	Y	S	Y	E	Y/NE
7	51	15	F	1st Y	Y	E	Y	Y	S	Y	N	Y	E	Y/NE
8	46	9	M	3rd Y	Y	NE	Y	Y	S	Y	N	Y	N/E	Y/E
9	31	3	M	1st Y	Y	N/A	Y	Y	N	Y	N/A	Y	N/A	Y/NE
10	52	17	F	4th Y	Y	E	Y	Y	S	Y	N	Y	E	Y/NE

Note. P = Participant; Q = Question; S = Some training; Y = Yes; N = No; N/A = Not Available; M = male; F = female; E = explained fully; NE = No Explanation given.

8.1. Data Representation and Analysis

Participating instructors' age ranged from 31 to 52 years, and in teaching experience from 3 years to 19 years. Participants (5) and (9) reported having minimal participation in professional development training on teaching students with diverse backgrounds. Yet, all participants are interested in receiving additional culturally responsive teaching and training and recommend culturally responsive education and training for all teachers. All participants except Participant 5 had students from backgrounds in their classrooms. All participants were unanimous regarding the need for continuing training for teachers to be able to address the challenges presented by multicultural and multilinguistic classrooms. Eight participants received varying degrees of training, some more than others, yet all the participants wanted to have additional training. The findings are organized according to the interview questions, which focused on implementing culturally responsive teaching pedagogy and the value of such employment.

8.2. Achievement of Research Question

To answer the question: What do selected instructors recommend to improve students' learning from cultural and linguistic diverse backgrounds? Is the cornerstone of this qualitative study. In this respect, all participants agreed that ongoing training programs are essential for teachers to maximize learning opportunities for cultural and linguistic diverse students. Although all participants answered positively, only Participants (2), (4), (5), (7), (8) and (10) offered detailed descriptions of the culturally relevant techniques employed in their lecture plans. This could be understood from many participants' extracts. Participant (2) explained,

"I find effective methods to arouse students' interest and increase participation in classwork by *making connections to students' prior knowledge to extend their understanding; posting new vocabulary in different languages, and using flags of students' countries of origin to decorate the classroom",*

Participant (4) elucidated that,

"Further described using a discussion period to allow students to freely interact and exchange cultural information about each other's countries of origin, such as food, religion, sporting activities, clothing and costumes".

Participant (5) stated,

"I use students' home language to explain difficult sections of my lecture. In this way, students comprehend more fully the material being taught."

Participant (8) added,

"I also use cultural visuals and examples to facilitate understanding."

Students in different classes may make regular progress in academic accomplishments based on these thoughts. They can learn each other's languages and customs gradually over time. They may also be able to compare and contrast the various cultural differences that exist in their classroom interactions. For this reason, teachers' abilities to communicate with their students using their home language give them a definite superiority and edge to display in the classroom. Hence, it is highly recommended that all teachers of diverse cultural and linguistic students use culturally responsive teaching in today's multicultural and multilingual classrooms.

All participants answered in the affirmative when answering Question 12: When diversity is embraced and contained in the educational system, it can benefit all shareholders in the educational system. In this respect, Participant (1) said that

"Absolutely, diversity is obligatory, and it should be embraced in the educational system since many students come from different cultural backgrounds, there is richness in their language, traditions, and experiences".

While Participant (2) inscribed that

"Embracing diversity for the teacher is beneficial in many ways. This could facilitate and enable more openness and trust in the relationship between students and their teachers. Students perform well, and teachers deliver sound lectures in a trusting environment".

In this context, all the participants agree that when diversity is embraced, it can benefit all shareholders in the educational system. Students go through new cultures first-hand by making friends from different countries with different languages and whose customs and lifeways are different from theirs. They freely interact by learning each other's languages and ways. To this end, several cultural clubs were formed, such as the Jamaican Cultural Club, Ghanaian Cultural Club, and other cultural activities that students celebrate at school, such as *"la Journee Culturelle des Etrangers Art Métier".* These clubs operate independently but frequently with permission from the school.

9. DISCUSSION

The theoretical framework that escorts this study is based on establishing ways and means to improve students' learning opportunities from diverse backgrounds. It also supports them achieve academic success and coping with different social-cultural issues in the host countries where they are enrolled to carry out their studies. The framework involved a process whereby selected participants were interviewed and asked open-ended questions on their perceptions regarding the value of culturally responsive teaching pedagogy for educating students from cultural, linguistic diverse backgrounds. The views expressed were the independent perspectives of each Participant and were not influenced by the interviewer. The results were generally expected in light of the literature on culturally responsive teaching in schools with multicultural classroom populations and many racially and ethnically diverse students.

Study findings meant that although (8) teachers were exposed to training that prepared them to effectively teach cultural and linguistic students, ongoing professional development training was needed to address the increasing presence of students from

diverse backgrounds in classrooms. Also, cultural responsive teaching training must be made compulsory for all teachers. It is plain from the data collected that there should be a more rigorous effort by those in authority to ensure that all teachers are afforded training opportunities to improve their teaching skills. In particular, their ability to address the needs of students from diverse backgrounds (Aceves & Orosco, 2014).

Culturally proficient instructors are directly responsible for influencing students' achievement (Garnett, 2012). Many culturally diverse students are not proficient in English, do not speak English well, or sometimes communicate with a made-up language that is part French and part English. Hence, Instructors must become agents of change in the development of culturally responsive teaching in schools across the Moroccan higher educational system. A cultural approach to teaching and learning has yielded satisfactory and pleasing outcomes. Hence, schools are becoming more involved in change (Li, 2011, 2013). Teachers have confidence in culturally responsive approaches or teaching and learning methods as the best approach for educating cultural and linguistic diverse students. It is also appropriate because when instructors use this approach, it could help them make the adjustment needed to ensure learning opportunities are maximized for students from diverse backgrounds. The results were also expected based on the literature review on education and diversity.

Interview Question (6) was answered fully by Participants (3,) (4), (5), (7) and (10). These participants provide their answers with more explanations. Their answers positively agreed that they all employ culturally responsive teaching in their lectures and classrooms. The techniques used by Participant (3) revealed an admitted lack of adequate training in culturally responsive teaching but encouraged the need for additional cultural responsive education and training for teachers. Participants (4), (5), (7) and (10) used similar methods with only slight variations.

Participant (4) first sought to know what students had already learned as a starting point and fashioned future lessons to meet what they needed to know. Participant (5) used national flags to awaken awareness and instil a sense of national pride in students, to express respect for their customs and culture. Additionally, Participant (7) posted vocabulary in different languages to irritate students' curiosity and interest. Participant (10) organized classroom cultural discussions asking students to participate in discussions whereby students explored different cultures and customs and shared their newfound knowledge with their classmates. Other participants answered and thoroughly explained the question by using cultural visuals and examples to reinforce their lessons. They find it practical to communicate with students in their home language from time to time. They also reported getting excellent results using this approach and easy coexisting relations with students of different cultures and languages.

Interview Questions (6) and (14) were considered to let participants freely discuss the teaching techniques they found most compelling and operative in teaching their students. Teachers' goals are to inspire students' interest, encouraging them to be energetically involved in their academic progress. All teachers agreed that culturally responsive pedagogy or approach is unquestionably compulsory to improve cultural and linguistic diverse students. There should be ongoing training programs for all teachers, notwithstanding how much training they have received. They recognized that research in the field continues and that new culturally responsive teaching methods are constantly being recommended.

Contributors in this study had varying degrees of prior professional development training from which they benefitted; nevertheless, such training included only a minimum of participation and involvement in learning how to be a culturally capable teacher. In this respect, all participants considered English as a second language proficiency a necessary tool for all teachers of cultural and linguistic diverse students. Thus, teachers must adjust to this demographic change by implementing effective teaching methods relevant to the learning needs of cultural and linguistic diverse students.

The responses of participants (3), (4), (5), (7), and (10) to Interview Question 6 provided the answer to the investigation question of this study. Participant (3) describes various methods employed in the classroom. Such lessons involved knowing what students already knew and using this knowledge to plan future lessons on what students needed to know, what cultural knowledge they accumulated over the past year, and how it contributed to their educational achievement and academic advancement. In answers to Question (14), Participants (4), (5), (7), (8) and (10) scheduled different cultural activities as part of their lesson procedures. After delivering an intercultural communication lecture, participants (4) and (8) added a presentation and discussion on a cultural misunderstanding. Participants (5) and (10) exhibited cultural artefacts to make students how to be interculturally competent and knowledgeable to avoid conflicts.

Participant (7) uses many gestures to facilitate a clear understanding of non-verbal communication and other culturally and socially unavoidable codes. As an example of cultural activities planned as part of instruction, Participant (7) displayed a presentation about ethics and barriers to intercultural communication where students exchanged cultural information about their respective countries. Other participants also instructed students to prepare slide presentations of some aspects of their country's culture and customs. Presentations must begin with specific details such as country of origin, language spoken, national dishes, flag, national clothing, and national anthem title.

The information investigated in the research question of this study was the perceptions of instructors as to the value of culturally responsive teaching in meeting the needs of cultural and linguistic diverse students. All participants in this study agreed that culturally responsive teaching is the appropriate pedagogical approach to improve students' academic success from diverse backgrounds. Some teachers explained the culturally responsive teaching methods they employed in their lesson plans and voiced

satisfaction with the successful implication of culturally responsive teaching techniques in teaching students from diverse backgrounds. Others admitted they benefitted from learning new cultures, languages, and customs of various countries.

In this study, instructors have expanded their thinking to include the complexities and advantages of teaching diverse cultural and linguistic students. Significant demographic changes in communities have forced teachers to approach and bring about teaching methodologies to match prevailing circumstances by implementing culturally relevant techniques. Henceforward, culturally responsive teaching is highlighted as the basis for effective teaching in today's multicultural classrooms. Further, results from this study suggested that future research in the field may lead to new culturally responsive teaching techniques for addressing multiculturalism and other diversity problems in the classroom and methods for improving existing practices.

The outcomes of this study suggested that some teachers were being trained to embrace and use diversity to teach students. Although some teachers had some professional training based on the sample size, others were not fully prepared to meet the challenges posed by diversity in classrooms. Those who had some training wanted additional training. Those whose training was inadequate desired to be trained as proficient educators of all students and were interested in reaching and achieving efficiency and expertise in being culturally relevant teachers.

In general, progress was observed. The positive outcomes attained from implementing culturally responsive teaching techniques underlined the need for continuing programs for teacher training, enabling them to be expert educators of culturally diverse cultural and linguistic students. The results of this study may provide incentives for future research in the field. Finally, the significance of this study is well served by its effects. It exposed that although standards and pedagogical approaches have changed over the years, instructors have made attempts to establish more suitable means better to serve the needs of cultural and linguistic diverse students.

10. IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

The general issue raised in this study was to establish methods and approaches to improve the learning opportunities for students from diverse linguistic and cultural backgrounds to assist them to achieve academic success. The problem statement outlined the consequences that will result if teachers are not provided or equipped with the tools to effectively satisfy the learning and academic achievement of their cultural and linguistic diverse students. The study involved the voluntary participation of (10) selected instructors from different Moroccan universities. Participating instructors were asked to give answers to (14) open-ended questions. They were provided with a well-versed consent form to participate in the study. Responses were collected, processed, and analyzed.

Partakers in this study were a sample of instructors from different Moroccan universities. According to the findings, instructors' professional development training varied in preparing teachers with the specialized skills and cultural knowledge needed to efficiently address the academic enhancement well-being of cultural and linguistic diverse students. Findings revealed a lack of specific programs designed to address the challenge of changing demographics and the resulting explosion of students from diverse classroom backgrounds. Teachers experienced varying degrees of training designed to address the challenges presented by the multicultural, multilingual, and multiethnic students in today's diverse classrooms.

Future researchers may use the findings from this study to profoundly investigate the benefits of taking on diversity and its use in helping cultural and linguistic diverse students advance their academic standing. They can also acquire the social skills necessary to function efficiently in communities in their adult lives.

The topic of this study is deep and current in today's education community: school principals, planners of curriculum, educators, members of communities, students, and student counsellors, among others. All stakeholders in the education network should have interest in this study. Suppose teachers are not provided with the tools to satisfy the learning effectively. In that case, the academic achievement of their cultural and linguistic diverse students, failure, high dropout rates, and social issues will continue.

This study is important because it seeks to address teachers' appropriateness and proficiency to meet students' academic needs and social well-being from diverse backgrounds. Future research in this field may uncover new techniques to improve current culturally responsive teaching, increase students' knowledge base, encourage further academic growth, and improve social skills. Hence, since the population composition of communities around Morocco is increasingly changing with the addition of migrants from various foreign countries, schools must make the necessary adjustments to accommodate a high rate of enrollment of cultural and linguistic diverse students. In that way, emphasizing the importance of teacher training in culturally efficient techniques is paramount.

11. CONCLUSION

The data obtained from this study provided perspectives and viewpoints on the value of culturally responsive teaching to enhance students' learning opportunities from diverse backgrounds, thereby enabling them to gain academic success. The overall disposition of all participants interviewed confirmed a lack of a formal program designed to assist them in getting the detailed knowledge and skills to teach students from diverse backgrounds.

All teachers received culturally responsive teaching training; some received more than others. However, all participants believed that culturally responsive teaching techniques were necessary for teaching cultural and linguistic diverse students, and all

voiced their desire to be more fully trained to meet this challenge. The perceptions of participants were examined and compared. The methods employed by various teachers showed many similarities and some differences. Teachers' responses to the study's research question were discussed and explained.

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