Moroccan Secondary School English Teacher's Perception: Science and Literary Stream Students' Performance

Mbarek Oukhouya Ali[1*]

ABSTRACT

The study investigates the perceptions of Moroccan secondary school teachers regarding the academic performance of science and literary stream students aged 16 to 18. Through a combination of mail surveys, unstructured interviews with English teachers, and discourse analysis, the research identifies that English as the second foreign language in Moroccan schools influences the perceived advantages of science stream students over their literary counterparts. The findings align with a previous study and suggest that science students often pursue literary studies at Moroccan universities post-baccalaureate. The research delves into the distinctive characteristics of science stream students and proposes recommendations for governmental and ministerial reforms in the Moroccan educational system. The study underscores the historical incorporation of English in the Moroccan educational system since 1956 and highlights recent developments, such as the expansion of English language teaching to middle schools. It emphasises the impact of English language learning on students' future orientations and tendencies in higher education. Ultimately, the study aims to draw attention to English teachers' perceptions to facilitate positive changes in the Moroccan educational system, urging the education ministry and relevant authorities to consider reforms.

INTRODUCTION

Since gaining independence in 1956, English has been an integral part of the Moroccan education system, highlighting its significance to education authorities from the outset. According to Bahmad (2020), the first English department at a Moroccan university was established in the 1960s, and the university continues to produce qualified human capital that is crucial for national education. Initially, English was introduced to public schools in Morocco as a second foreign language, with French as the primary foreign language. However, a noteworthy development occurred in 2023 when English language teaching (ELT) expanded to middle schools, marking a significant step forward in English education within the Moroccan public educational system. The success or failure of this language integration largely depends on the ministry's language policy and the perceptions of teachers, just to name a few factors. Ultimately, this represents a shift from viewing English as a foreign language to embracing it as a language of instruction and teaching. In the Moroccan education system, the languages of instruction are Arabic, French, Moroccan dialect, and recently English. For instance, Islamic education, history, and geography use standard Arabic. However, French dominates scientific subjects like physics, earth and life sciences, math, and technology sciences. Unlike this, the Moroccan dialect, as the mother tongue, is helpful in explanation, but it is not a standard language. The factor of globalisation emphasised the advancement of English from a second foreign language to a status language of instruction, such as baccalaureate international in English. Therefore, this paper's goal is an examination of secondary school English teachers' perceptions of students' performance based on their streams, be they science or literature—a crucial aspect of the study's focus. Here, the hypothesis is that since literary students attend four and five hours per week, whereas scientific students study three hours of English, literary students will do better in English in the teachers' perceptions. Nevertheless, the question is not how students learn but how teachers perceive their students' performance and attainments. The research paper aims to draw attention to the perceptions of English teachers and their impact on learning outcomes. It is important for the education ministry and concerned organisations to understand how teachers' perceptions influence students' success. The socioeconomic integration of literary students into the job market is a significant challenge for both the ministry and Moroccan families. For example, graduates of history and geography programs often struggle to find work outside of national and higher education institutions. By identifying these perceptions, new policies and decisions can be made to address these issues. However, simply training teachers to teach effectively is not enough to ensure visible learning. The research gap that needs to be addressed is the disconnect between teachers' perceptions and students' achievements in different streams in order to promote positive change and progress.

LITERATURE REVIEW

Over the years, English language instruction in Morocco has made impressive strides. Moroccan public schools offer four foreign languages: French, English, Spanish, and German. Ouakrim (1986) found that "English emerged

[1] FLDM, Sidi Mohamed Ben Abdellah University, Fes, Morocco.
[*] Corresponding author's e-mail: mbarekoukhouyaali@gmail.com

as the preferred language by an overwhelming majority" among respondents (p. 18). In terms of availability and courses offered in Baccalaureate international programs, French and English are the dominant foreign languages. The Centre Pédagogique Régional (C.P.R.) provides a two-year course with a significant emphasis on Teaching English as a Foreign Language (TEFL) to prepare students for first-cycle teaching in public secondary schools. According to Ouakrim (1986), the École Normale Supérieure (E.N.S.) is responsible for training students to become second-cycle teachers (pp. 18–19). This is how Moroccan university students enter the national education system as teachers. The Strategic Vision (2015–2030) is a significant initiative in Moroccan public education. Its objectives are to provide education for all Moroccans, ensure equal opportunities for all genders, and integrate individuals into society. According to ICSEI (2020), the vision tackles the issue of low literacy rates by acknowledging the link between low literacy and economic and linguistic diversity (p. 3). As a result, the vision has recently expanded English language education in Morocco by introducing it holistically across public middle schools starting in 2023/2024. Moroccan teachers' perceptions of teaching have been studied and found to be closely tied to self-realization, a sense of purpose and mission, and lifelong development (Ezer *et al.*, 2010). Years of teaching students at various levels, such as the Common Core and first and second baccalaureates, have shaped these perceptions. These levels show differences in the orientation and personal tendencies of students based on their academic performance and accomplishments. Furthermore, when students are making significant decisions regarding their academic trajectory, educators, parents, and other stakeholders can influence them.

Human Perception and Teaching

There is a wealth of research on sensory modalities and learning styles. Three main types of sensory modalities have been identified: visual, auditory, and kinesthetic. The concept of "learning styles" refers to the idea that people prefer to acquire information in different ways. Students are more likely to learn efficiently when instruction is tailored to their preferences (Pashler *et al.*, 2009, cited in (Cuevas, 2015). Tailoring educational approaches to individual learning styles can have a significant impact on student performance (Dunn & Dunn, 1978). Incorporating multiple sensory modalities through multisensory learning offers many benefits, including improved memory retention and comprehension (Mayer & Moreno, 2003). The importance of learning styles and sensory modalities is likely to influence teachers' perceptions.

Cognitive Load Theory

The concept of cognitive load theory is both intriguing and applicable in this context. Widely recognized as the pioneer in this field, John Sweller's seminal research in the late 80s and early 90s established the fundamental principles of this theory. He has remained an influential figure in the realm of educational psychology and cognitive science, actively contributing to the evolution of this field. By emphasizing the importance of managing cognitive load, this theory has the potential to enhance the overall learning experience (Kalyuga & Sweller, 2004). Given its relevance, it is likely to resonate with the perceptions and practices of English teachers.

Perceptual Learning

The study of perceptual learning and its lasting effect on cognition holds significant relevance to this research. A notable study has shown that perceptual learning can improve students' capacity to identify and interpret significant patterns (Goldstone, 1998). This can be attributed to four key mechanisms of perceptual learning: attention weighting, imprinting, differentiation, and unitization. Ultimately, the benefits of perceptual learning extend to human perception.

Technology and Visual Learning

There are numerous discussions surrounding the integration of technology and visual elements in education. Research has explored the impact of multimedia presentations, interactive simulations, and virtual reality on learning effectiveness (Clark & Mayer, 2023). This raises an important question: Can technology influence a teacher's perspective on their students' academic progress?

Cultural and Individual Differences

When it comes to human perception in education, it's important to also consider the influence of cultural and individual differences. Vygotsky's groundbreaking research delved into the impact of factors like cultural background and language proficiency. on learning. This work has had a significant impact on the fields of education and psychology, shaping our understanding of the role these factors play in the learning process.

What is a perception?

Perception can be defined in various ways, encompassing beliefs, opinions, awareness, sight, ability, and thinking. According to the Cambridge Dictionary (2023), the first definition of perception is "a belief or opinion held by many people based on how things seem." The second definition refers to "the quality of being aware of things through the physical senses, especially sight." The third definition describes "someone's ability to notice and understand things that are not obvious to others." The fourth definition represents "a thought, belief, or opinion based on appearances and awareness through physical senses, particularly sight, held by many people." Finally, the fifth definition signifies "the way someone thinks and feels about a company, product, service, etc." (Cambridge Dictionary, 2023). Ultimately, a teacher's perception is likely to rely on awareness, sight, ability, and thought.What is the nexus between teachers and perception in secondary schools?

Digital Technology and Perception:
The impact of digital technology on our daily lives has been a topic of extensive research, particularly on how it affects our perception. Studies have delved into the effects of screen time, virtual experiences, and digital media on various aspects of cognitive development, including attention spans and visual processing. In a study by George *et al.* (2023), it was found that increased use of social media correlates with a decline in self-esteem and overall life satisfaction. Academic performance has also been found to be negatively impacted by social media and gaming at night, which disrupt sleep. For young people, like secondary school students, this is especially concerning because excessive social media use can harm academic achievement.

Neuroplasticity and Learning:
Ongoing research underscores the brain's remarkable neuroplasticity, revealing how the acquisition of new skills, knowledge, and cognitive exercises can result in structural changes that impact perception (Draganski *et al.*, 2006). Essentially, refreshing one's common knowledge periodically can have a significant impact on their overall perception.

Aging and Perceptual Changes:
As our population continues to age, there is a growing interest in understanding how our perceptions change over time. Sanchez Ruiz (2021) has found that "teacher data from 48 countries were analyzed to understand the relationship between age and innovativeness. Teachers' perception of innovativeness was positively associated with their age but negatively related to colleagues' age" (p. 1). This argument holds true regardless of a teacher's age. Ng and Feldman (2013) have also noted that "older workers are more likely to have longer organizational tenure, but negative age stereotypes can contribute to the perception that long-tenured workers are less innovative and more resistant to change." Recent studies have explored age-related shifts in sensory processing, cognitive decline, and compensatory mechanisms (Lindenberger, 2014). Ultimately, when considering effective teaching and its impact on student outcomes and grades, it's important to take into account the potential effects of aging on a teacher's perception.

Virtual Reality (VR) and Augmented Reality (AR)
The emergence of VR and AR technologies has sparked investigations into how immersive digital environments impact our perception. These studies focus on the influence of virtual experiences on spatial perception, presence, and the integration of virtual and real-world stimuli (Riva *et al.*, 2016). Ultimately, the unprecedented representation of modern life through virtual reality continues to reshape human perception.

Perception and Social Media
In today's world, social media platforms have become integral to the lives of both students and teachers. Ongoing research has explored the impact of social media usage on social perception, self-image, and interpersonal relationships (Primack *et al.*, 2017). Overall, the research suggests that the negative effects of social media on human perception can lead to widespread symptoms of depression and anxiety.

Environmental Changes and Perception
The impact of environmental factors, such as climate change and urbanization, on human perception and well-being is a topic of great interest (Rink, 2018). Research has shown that vulnerable groups, particularly children, are more severely affected by the effects of climate change, including poverty and social isolation. Education plays a crucial role in promoting the personal and professional growth of children, ensuring their well-being (Leal Filho *et al.*, 2023). climate change can also have varying effects on human perceptions, depending on social class and living conditions.

Cross-Cultural Studies on Perception:
The study of perception has increasingly recognized cross-cultural differences as a critical factor in research investigations. Nisbett and Miyamoto's (2005) work explores how cultural background and experiences influence visual perception, cognitive styles, and the interpretation of sensory information. Their research sheds light on the interrelation between cross-cultural studies and perception.

Perception and Gifted Education:
Recent research has delved into the reciprocal nature of perception and Gifted education, which pertain to highly talented and exceptional students in their respective fields. One study investigated parental attitudes toward their gifted children and highlighted the importance of positive perceptions from parents, educators, and other stakeholders in promoting and nurturing gifted education. According to Washington (2022), "The persistent problem of practice is a lack of guidance for the gifted adolescent's well-being development (Bireley & Genshaft, 1991) partnered with the lack of understanding of perceptions of their personality dimensions such as temperament and character, combined with their gifts and talents" (p. 274) The researcher has identified a concerning issue in gifted education when it comes to the development of adolescents and young people's well-being. Specifically, this issue stems from a lack of consideration for their temperaments and character traits that align with their unique gifts, potentials, abilities, skills, and talents. Fortunately, positive parental intervention can help shift teachers' perceptions on this matter. How does the teacher's perception change?

Professional Development and Training:
In 2009, Darling-Hammond et al. shared a compelling observation. By providing teachers with ongoing

professional development and training, their skills and knowledge can be enhanced, ultimately transforming their students into active and engaged learners. This continuous learning process may even lead to a positive shift in the teacher's perspective on teaching and learning.

Policy Changes and Educational Reform
In his 2015 work, "The New Meaning of Educational Change," Fullan contributes valuable insights to the ongoing discussion surrounding education reform. Through his research, he explores how changes in education policies can shape teachers' perceptions of their roles and responsibilities. Ultimately, Fullan's work highlights the profound impact that policy shifts can have on the attitudes and practices of educators.

Technology Integration in Education
The integration of technology in education can be met with resistance from teachers and students due to their beliefs and attitudes. In 2005, Ertmer posed an important question about the beliefs of teachers: Is it the final frontier in our quest for technology integration? Through research, Ertmer discovered that incorporating technology in the classroom can transform teachers' perceptions of teaching and learning. This research underscores the importance of understanding teachers' beliefs about teaching, as it is critical for effective technology integration.

Student Diversity and Inclusion:
Villegas and Lucas (2002) underscore the pivotal role culturally responsive teaching plays in preparing teachers for diverse classrooms. The authors stress the need for teachers to evolve their perceptions of cultural responsiveness and inclusive practices as classrooms become more heterogeneous. This evolution requires a deep understanding of the complex interplay between culture, language, and instruction, and a willingness to engage with students from diverse backgrounds in a meaningful and authentic way.

Student Outcomes and Achievement:
In her 2008 study, Hattie delves into the intriguing notion of "visible learning." This research highlights the crucial role that teachers' perceptions play in shaping student outcomes. Essentially, the teacher's impact on the student's learning and achievements is readily apparent. By recognizing the link between their efforts and student success, teachers can develop a more positive outlook and refine their teaching methods accordingly.

Teacher Collaboration and Professional Learning Communities:
As educators, how do we handle the challenge of students who struggle to learn? This is a question that often arises when teachers encounter difficulties in the classroom. In the field of education, research has been conducted on the benefits of collaborative professional environments.

DuFour and Eaker's (1998) work on professional learning communities highlights the importance of shared learning and collaborative problem-solving. Through such environments, teachers can develop a more positive outlook and make strides toward positive change in their profession. The literature review explores topics that are open for debate concerning teachers' perceptions. This study illuminates significant research in the conceptual and theoretical framework of teaching practices and perceptions. Higher education is a valuable resource for the training and qualifications of national education teachers. The aforementioned factors are likely to influence and shape teachers' perceptions.

METARIALS AND METHODS
The methodology employed in research is a key factor that impacts both the data collection process and the subsequent discussions of results. In this particular study, the data collection involved a mail survey along with two unstructured interviews. For the analysis and discussion of the data, discourse analysis was utilized as a powerful tool. Further elaboration on each of these components will be provided in the following sections.

Mail Survey
As a secondary school teacher, you may be familiar with the quantitative research method of a mail survey. If you are an English teacher who has joined a national WhatsApp group, you may have been kindly asked to fill out a questionnaire with clear instructions. The purposes of a mail survey are varied and nuanced. Mangione (1998) suggests the use of a mail survey to investigate (1) the geographic distribution of a sample, (2) the sample's dependence on the issue under study, and (3) through questions that employ a close-ended style (p. 1). To explore English teachers' positive and negative perceptions of their students with regard to grades and streams, an electronically designed mail survey with six questions has been distributed to public English language teachers' groups on WhatsApp. Both female and male respondents are included to ensure gender equality and equity, with a specific focus on scientific [technique, physics, earth and life science, economy, mathematics, etc.] and literary [languages, history and geography, literature, philosophy] streams.

Unstructured Interview
Conducting interviews can be a valuable tool for understanding the reasoning behind English teachers' choices and answering any questions they may have. According to Brinkmann and Kvale (2015), interviews are a "mutual exchange of views between two persons conversing about a theme of mutual interest" (p. 4). Pickering (2008) further emphasizes the importance of interviews, stating that they allow participants to reveal themselves as both creators of meanings and texts, and consumers engaged in specific practices and possessing certain attitudes (p. 84). DiCicco-Bloom and Crabtree

(2006) also note that unstructured interviews can be particularly helpful in this regard. Ethnographers gather data through participant observation and record field notes as they observe from the sidelines and/or as they join in the activities of those they are studying. During this process the investigator identifies one or more 'key informants' to interview on an ongoing basis and takes jottings or short notes while observing and questioning. (p. 315) These definitions emphasize the participants' role as knowledge creators, granting them authority over the resulting interview texts. Additionally, teachers' beliefs, attitudes, awareness, and thoughts are deeply ingrained in their perceptions. Qualitative interviews provide a means of questioning the assumed and overlooked aspects of Moroccan secondary school English teaching practices. How do English teachers interpret their students' progress and accomplishments? Is it the concept of 'visible learning' that shapes their perceptions?

Discourse Analysis.

Fairclough developed discourse analysis as a research method. It involves three interrelated processes that correspond to three interrelated dimensions of discourse in Fairclough's (1989, 1995) paradigm for CDA. The first dimension involves analyzing the subject, which can be either verbal, visual, or both. The second dimension is concerned with the methods used by individuals to create and receive the subject matter, including writing, speaking, designing, reading, listening, and viewing. The third dimension focuses on the sociohistorical circumstances that shape these actions. Fairclough believes that each of these aspects requires a distinct form of analysis, which can be categorised into three types: description (text), interpretation, and explanation (social). Therefore, discourse analysis-related studies on teachers' perceptions primarily aim to understand how teachers interpret, comprehend, and make meaning of their roles, responsibilities, and the educational environment they operate in. Employing a mixed methodology approach for conducting a study facilitates a comprehensive understanding, thorough elucidation, and interdisciplinary interpretation. In order to attain educational equality and equity, it is crucial to alter teachers' perspectives. As a result, students' self-assessments can lead to positive changes in both their accomplishments and teachers' perceptions.

Research and discussion

This research study draws on the researchers' personal experience teaching in secondary school. Their day-to-day observations and co-teaching experiences provide valuable context for analyzing and interpreting the results. Furthermore, a mail survey was administered to teachers of varying levels of experience and from a range of public institutions, including both male and female educators.

The research employs a quantitative method and unstructured interviews to gain insights into the perceptions of English teachers. The study features six questions, presented in sequential order, and their corresponding data is showcased via graphs. This approach is advantageous in that it allows for the exploration of the underlying reasons behind such perceptions.

The research study features male and female teachers. The teachers in question work in state-sponsored secondary schools, and their university degrees, diplomas, training, or academic achievements do not affect their eligibility to participate. Secondary school teachers must possess a bachelor's in English, irrespective of their students'
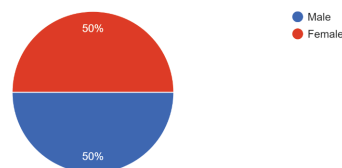

Figure 1: Gender representation of English teachers in secondary schools.

levels. This approach ensures that the study can gather their perceptions without any bias.

In the Moroccan education system, teachers in public secondary schools are assigned two levels to teach in each school year. Students are required to achieve a passing grade in three levels to earn a baccalaureate certificate. Depending on their performance in baccalaureate transcripts, they may be directed toward tertiary education or professional training institutes. Typically, experienced teachers are assigned to teach higher levels, such as 2nd baccalaureate (12th grade), while novice teachers teach lower levels, such as common core (10th grade).

The research sample involves three categories of teachers. The first category of teachers teaching 28.4 percent of common core and 2nd baccalaureate level [10th and 12th grade]. The second category encases common core and 1st bac level [10th and 11th grade]. The third category concerns the 2nd and 1st BAC levels [12th and 11th grades] The research sample included teachers with varying levels of teaching experience, categorized into four types. Sixteen percent of the sample were one-to-five-year experienced teachers, while 33 percent were six-to-ten experienced teachers. A significant proportion, 28 percent, fell into the eleven-fifteen-year-experienced category, with the remaining 23 percent comprising teachers with sixteen-to twenty-year experience. It is
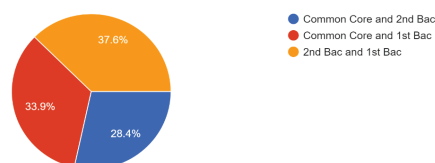

Figure 2: Three levels of study are a must in secondary schools.

noteworthy that the majority of participants in the study had taught English for at least ten years.

The significance of teachers in molding students' perspectives on various academic paths cannot be emphasised enough. Experience is a pivotal factor in developing a nuanced comprehension of the variables that affect student learning. For educators of English, years of experience equate to a more profound comprehension of their duties and obligations, as well as the intricacies that influence learning in public high schools. As educators accumulate experience, their observations become more sophisticated, resulting in a more comprehensive understanding of the discipline and its principal motivators. Teachers' teaching experience in the research sample refers to four types. The first type is one-to-five-year experienced teachers, representing 16 percent. The second type is six-to-ten experienced teachers, which make up 33 percent. Again, a third type is eleven-fifteen-year experienced teachers, representing 28 percent. The last type of research sample is sixteen-to twenty-year experienced teachers, comprising 23 percent.

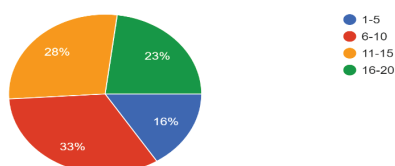3. How many years have you taught English so far?
100 responses

Figure 3: Teaching experience of English teachers in secondary schools.

Remarkably, the majority of teachers who participated in the study have taught English at least for ten years.

English language teachers teach all streams, without exception. However, science stream students receive fewer teaching hours [three hours] per week than literary students [five hours] at the second baccalaureate level. The curriculum and lessons for the school year are equally scheduled in a single, unified textbook. Class switching between streams is possible from science to literature, but not the other way around. These administrative measures make literary streams undesirable as an option or choice for "weak students."

Scientific and literary streams are usually available in public secondary schools in Morocco. Teachers have selected options based on which best suits their student streams. Their selections demonstrated that all of the

4. What is the stream of students you teach this year?
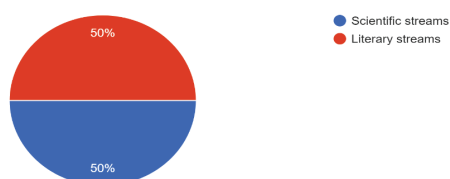100 responses

Figure 4: The streams are assigned to every teacher, irrespective of level.

participating teachers have a variety of streams. This alludes to a particular issue with the homolog curriculum and condensed syllabus that the relevant ministry has approved for use in secondary English education.

The perceptions of English language teachers about scientific and literary students' English learning, performance, and good command are insightful and illuminative. The perception per se includes the opinion, awareness, and beliefs of such English teachers accumulated over years of professional teaching careers and ELT supervisors' remarks and reports. Teachers' performance is measured by a yearly visit organised by an English language teaching supervisor without notice. After the one-session visits, teachers must receive

5. Based on your teaching experience, which stream of students do better in English learning, performance, and good command?
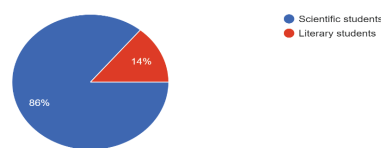100 responses

Figure 5: Teachers' insights into favourite streams in performance and English learning.

constructive feedback. The feedback is about their teaching methods, practices, and approaches to learning. Remarkably, this supervisor's report is conducive to promotion and recruitment in higher positions. This examines the teacher's viewpoint regarding parents of students studying science at the secondary school level. The raised questions underscore the teachers' clear understanding of the crucial role played by parents in guiding and monitoring their children during this educational phase. The education of secondary school students extends beyond the individual responsibilities of students and teachers, encompassing ethical, social, and psychological dimensions that call upon parents to actively support their children. The teachers' perception is strengthened by the evident concern and interest shown by parents in staying informed about their child's school progress.

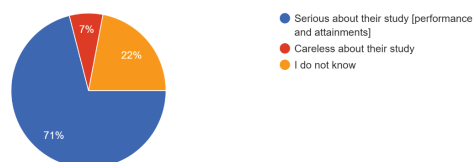6. What do you think about parents of scientific students ?
100 responses

Figure 6: Parents of students and type of relationship with their performance and study.

RESULTS AND DISCUSSION

The aforementioned findings indicate a preference among English teachers in Moroccan public secondary schools to instruct students in scientific streams rather than literary ones. Various factors influenced this impartiality. Understanding this inclination is crucial for

ELT supervisors, higher education ministerial authorities, and relevant entities to address the issue. English teachers' perceptions likely stem from these considerations, contributing to the conclusion that "Moroccan baccalaureate holders from science streams opt for studying in literary streams at university" (Bouziane & Rguibi, 2018). Consequently, it is reasonable to propose that literary stream students should have the option to pursue scientific subjects without the prerequisite of a scientific background baccalaureate certificate. This conclusion prompts an exploration of the reasons behind these students' choices and their academic tendencies. Based on the discussions and interviews conducted, several factors support the English teacher's observations regarding disparities in student learning outcomes. Firstly, English teachers may adopt a uniform teaching approach that fails to address the diverse needs of students. Secondly, ministerial policies tend to favor specific groups of students, allowing, for example, a transition from a scientific to a literary stream but not the reverse. Thirdly, regions facing climate challenges, such as high temperatures in Southeast and rural deserted areas, coupled with a lack of recreational facilities, green spaces, and infrastructure, can significantly affect learning results. This contributes to issues like rural migration, school failure, and dropout rates. Another factor to consider is the motivation of teachers, who play a crucial role as the primary influencers in the classroom. English teachers translate government objectives, including the hidden curriculum, into practical learning situations that impact student perspectives. The absence of meaningful learning outcomes is attributed to governmental policies in national education, leading to teacher strikes, psychological crises, social vulnerabilities among students, and the professional and psychological instability of English teachers. A fifth factor involves the diminishing positive self-image of teachers in Moroccan society, creating a contrast between past and present perceptions. In conclusion, the government responds to instances where teachers are unable to teach with measures such as wage cuts, work suspensions, or dismissals. The perceptions of English teachers in Moroccan public secondary schools about the performance and learning experience of students are interesting and surprising, irrespective of their gender, teaching experience, levels assigned and taught, and stream of students taught. Noticeably, the majority of English teachers put literary students at a disadvantage by virtue of their held perceptions. This perception advantages teaching scientific stream students over literary stream students for several reasons. A contracted-based female teacher teaching for eight years in Rabat said that "scientific students in all levels are more serious about the study, fastidious about schedules of activities and engaged in classroom activities. They are always hard working and ready to work, especially girls". Another male teacher with 20 years of teaching experience in a rural area in Tinghir explains the reasons for this conspicuous distinction of scientific students. He

said, Today's students are unlike those we used to know before. Students used to work hard regardless of their streams and age. Now, scientific students are usually the hope for the success and reputation of the [governmental] secondary schools in national baccalaureate exams results to excel in the region and on a national scale.

Secondary school students of scientific streams remain the primary investments of the secondary schools in Morocco to scale up in the regional and national classifications of the highest grades. Add to this, literary students seem to be open-minded to students with low interests in hard work, inertia, less work, and passive learners to some extent. This issue of perceptions might pose a problem for prospective teachers in the process of facing the learning difficulties of literary students. The policy followed in secondary school education contributes to the perceptions held by English teachers. The backup plan addresses the national and regional exams-related subjects in both streams. Normal circumstances aid teachers in the completion of the ministerial curriculum on time in May. The literary streams resort to memorisation and understanding, while the scientific streams need to digest, demonstrate, prove, and reason loads of work given, such as physics and math lengthy lessons.

CONCLUSION

Moroccan public secondary school English teachers are fully aware of the existing differences in learning styles and learning strategies among students of diverse streams. In the scientific stream, students tend to learn by doing and construct their knowledge partially independently from teachers using inductive reasoning methods. Unlike scientific stream students, literary students usually hinge on their teachers' knowledge in major stages of learning and still use memorisation and remembering as a ready-made analysis method of learning, like in philosophy. Passive learning is embodied in the majority of literary students, whereas scientific students typify active learning as creators of their own knowledge. Teacher-talk time is less in scientific students' classes, while literary students necessitate teacher-talk time to increase. Moroccan authorities concerned with teacher training and ELT supervisors are summoned to address cultural competence that can positively impact teachers' perceptions.

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