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| RESEARCH ARTICLE

Navigating Multicultural Curriculum Reform: EFL Teachers' Use of Movie-based Cultural Content

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| ABSTRACT

This paper chronicles the outcomes of a semester-long study involving 560 lesson plans by 39 teachers of English as a Foreign Language (EFL) in two separate language centers in Rabat Morocco. The objective of this study is to report on the practices of EFL teachers when using movie-based cultural content for Multicultural Education (ME) purposes, as instructed by James Banks (2002) Approaches to Multicultural Curriculum Reform. Two research questions guided the current study: (1) do EFL teachers incorporate movies into their lesson planning for multicultural purposes? (2) Are ELF teachers' lesson plans compatible with the principles of ME of curriculum reform? To respond to these research questions, a qualitative research design was adopted, involving content analysis of the cultural contents in the corpora of lesson plans collected. The findings revealed that EFL teachers primarily used movie-based content as instructional tools for language acquisition rather than for cultural exploration. In addition to that, teachers' lesson plans indicate a deficiency in the progressive integration of ME approaches to multicultural curriculum reform, as their content does not reflect either the principles of the Transformative Approach (AP) or the Decision-Making & Social Action Approach (DM&SAA). The study concludes by a series of recommendations to navigate Multicultural curriculum reform through the use of movie-based cultural content.

| KEYWORDS

Multiculturalism, Curriculum reform, movie-based content, lesson plans, pedagogical materials, teachers' perception

1. Introduction

Morocco is home to diverse languages and cultures. The estimates of the actual number of languages in use vary. Yet, Arabic, Berber (or Amazigh), French, Spanish and English have a special status in the overall linguistics arena in Morocco. Arabic, namely the standardized version known as Modern Standard Arabic (MSA), is the formal language in the context of religion, politics, media and education. As a Muslim and Arab country, which was historically under the French protectorate, Arabic is the symbol of Moroccans' identity and unity (Grandguillaume, 1983). Along Arabic, Amazigh represents the oldest language spoken in Morocco by Berbers. Ennaji (2005) asserts that Arabic took over Amazigh because of the spread of Islam in the seventh century A.D. in North Africa. Therefore, Amazigh remains a fundamental part of Moroccans' identity and a symbol of the country's linguistic legacy.

On the other hand, French and Spanish languages are anchored in the Moroccan society for historical, colonial and now globalization reasons. French takes the prestige of being the second language used and taught at Moroccan schools. This is because Morocco was under the French protectorate between 1912 and 1956. Sadiqi (2006) describes the existence of the French language even post-colonial era as an 'opportunity' to secure a job, an economic dependency on France, and an extension of immigration between the two countries. Regarding Spanish, the language is limited to some cities North of Morocco and its

implementation in the Moroccan educational system as a third language is very limited. English, however, gains its popularity as the lingua franca for many Moroccans who travel for business, research, and other opportunities (Bouziane, 2020, 39-40). English, nowadays, continues to compete with French at various domains including education; thus, the surge in English language programs at Moroccan universities adds to the linguistic diversity and cultural opportunities the country can offer.

Morocco is a multicultural country par *excellence*. The internationalization of the Moroccan educational system, through the implementation of foreign languages alongside the national ones, contributes in its unique way to the multilingualism and multiculturalism enrichment of the country. In this context, educators, policymakers and other stakeholders in the field of education need to adapt as well as adopt non-traditional approaches, methods and strategies to consider the principles of Multicultural Education (ME) within the context of teaching English as a Foreign Language (EFL). However, limited knowledge of ME dimensions in relation to curriculum reform, pedagogy and learning styles constitutes a worth investigating issue. This study discusses the utility of implementing movie-based cultural content for ME purposes, as instructed by James A. Banks (2002) Approaches to Multicultural Curriculum Reform. Findings of the current study have the potential to inform educators, curriculum developers and policymakers about the need to foster inclusive and culturally responsive teaching practices in EFL classes in Morocco.

2. Literature Review

Well-documented in the literature is the fact that successful EFL teachers are trained teachers who can assimilate teaching aims through their ability and skill to effectively plan and deliver lessons (Pettis, 1997; Pintrich & Shunk, 2002). They are enthusiastic, perspicuous, and interactive professionals (Murray, 1991). This agreement, however, turns into a debate soon when scholars get meticulous about the details of what makes effective EFL teaching-learning of today (Moradi & Sabeti, 2014). In this context, the present literature review seeks to systematically investigate the intricate facets of effective EFL instruction, encompassing an in-depth examination of the evolving teacher-student dynamics and the strategies instrumental in fostering optimal language acquisition within the EFL classroom. Through a comprehensive exploration of scholarly works, this section aims to provide an informed perspective on the enduring significance of successful EFL teaching. It underscores that effective EFL pedagogy, characterized by its nuanced and multifaceted nature, continues to serve as a fundamental cornerstone of language education, adeptly adapting and evolving to meet the evolving demands of a dynamic, interconnected global landscape.

2.1 Skills

The mastery of language skills, such as speaking or reading, is considered by a number of scholars a key component of ESL syllabi (Mohan, 1986). This began with segregated-skill EFL teaching, for instance, which provides lessons should be designed to instruct one skill separately from any interconnectedness with other skills (Peregoy & Boyle, 2001). ESL segregated-skill teaching could not overcome the hail of criticism assailed against it by paragons of the integrated skills approach (Hersan, 1988; Brown, 2001). These view the teaching of language as a process that interweaves around a common theme or topic (Brown, 2001). A number of studies support the claim that the integration of different language skills in ESL classroom yields positive learning outcomes provided teachers integrated them effectively (Oxford, 2001; Hinkel, 2010; Nunan, 2015).

2.2 Communicative competence and beyond

Coined by Noam Chomsky (1965), linguistic competence includes competence (a language user's innate knowledge of the rules of their L1) and performance (their linguistic production in abidance with the rules of their L1). Nevertheless, Chomsky's linguistic competence was found inadequate to account for ESL learning, and eventually was replaced by communicative competence (Cambell and wales, 1970; Hymes, 1972). Supporters of this approach believe the interest of ESL specialists and practitioner should depart from and embark on the view that the learning of a language transcends beyond its system to embrace the social context wherein it is supposed to be used (Radford, 1988; Gergen, 1999). Canale (1983) identified Four models of communicative competence, which are grammatical competence (rules of language), sociolinguistic competence (appropriate use of language), discourse competence (language structures adapted to various cohesive texts), and strategic competence (ability to overcome language obstacles when problems occur).

Although various Canale's models of communicative competence are, other scholars approach them with doubt. Nurturing their claim is that being competent at a second language is not achievable provided it were limited to Canale's components; for them, there are other competencies ESL learenrs have to attain and one of these is sociocultural competence (Celce-Murcia, Dornnei, and Thurrell, 1995). This, according to these authors, invokes the learners need to know how to communicate their ideas effectively considering the broad social and cultural aspects of the communication context. Worth to mention that key to sociocultural competence is the "ability to interact with partners who belong to different cultures" (Rakhimova et al., 2017). Cultural differences amongst EFL learners have laid the ground to the introduction of multicultural education as an approach that values what culturally distinguishes learners from one another and provides pedagogical measures to overcome these differences positively (Burnett, 1999).

2.3 Multicultural Education

Multicultural education (ME) has received the attention of a number of EFL specialists and practitioners with reference to supporting its worth and proposing ways of how to implement it. In foreign language teaching, the value of ME cannot be overstated. By embracing its principles, language educators can provide learners with a holistic learning experience that extends far beyond mere language acquisition. In today's interconnected world, fostering cultural awareness and sensitivity is as crucial as mastering the linguistic nuances of a foreign tongue. Indeed, ME offers students the opportunity to explore different cultures, traditions, and perspectives, enabling them to become more open-minded and empathetic global citizens. It not only enhances language proficiency but also encourages the development of intercultural competence, preparing learners to navigate a diverse and interconnected world with confidence and respect. In this context, ME enriches foreign language education by promoting a deeper understanding of the world and its people, fostering tolerance, and creating well-rounded, culturally literate individuals.

2.3.1 ME worth in EFL classrooms

The worth of ME in EFL classrooms has been explored by a plethora of studies. Nguyen and Phan (2019) conducted a qualitative study in which they had class discussions with Vietnamese EFL learners before and after the delivery of lessons and an observation of the teacher's multicultural connections with their learners. The study lasted for one year and concluded ME is significant for teaching learners how to successfully coexist within a culturally diverse world and that cultural awareness of teachers is a priority of any educational system around the globe. The worth of ME was also documented by Castillo et al. (2020) in their study of a Chilean EFL class. The study reached the conclusion that "students' and teachers' positive attitudes towards multiculturalism, along with their respect and acceptance for diversity...propitiated a healthy and safe learning environment" (p.1). The findings of these two studies, in addition to many others, support the claim that ME is a teaching-learning component every EFL classroom has to integrate.

2.3.2 Integrating ME in EFL classrooms

A number of studies have approached how to implement the teaching of EFL from the perspective of ME. Febriani (2019) conducted a qualitative investigation of how to implement ME in EFL classrooms in a primary school in Indonesia. The study found ME is best used in EFL contexts if its teaching is approached through an adequate consideration of the learning process, materials, and resources. Mandarani and Munir (2021) propose the integration of multicultural literature as a teaching material to develop EFL learners' awareness of the core of ME. The authors conclude the implementation of ME literature enables teachers to expand their learners' universe to different "events, histories, people, and cultures," which qualifies these learners to understand their culture (p.9). Many other studies, however, have tested the integration of ME in EFL classrooms using James Banks four approaches (1989). These approaches are summarized as follow:

   a. **The Contribution Approach:** One major characteristic of this approach is adding ethnic famous figures and celebrations to the syllabus.
   b. **The Ethnic Additive Approach:** This approach proposes and permits the addition of ethnic themes and topics to curricula.
   c. **The decision-Making and Social Action Approach:** According to this approach, curricula need to challenge students' thinking about what they study. This includes social issues, debates about values, and comments on politics. The objective is to enable students have their say about what they learn in the classroom.
   d. **Mixing and Blending the Approaches:** This allows mixing the other approaches depending on the need of the lesson and the objectives teachers set to attain them

3. Methodology

The study adopts a qualitative research method making use of textual content analysis of teachers' lesson plans. The latter not only provide information about the lesson processes but also include a section of teachers' feedback post teaching. The choice of content analysis for such research is supported by Krippendorff (2004) as it serves to analyze unstructured data within certain meaning, symbolic qualities and expressive contents. Berg & Lune (2012) add that in qualitative research, content analysis facilitates identifying patterns and themes in a systematic way.

3.1 Design

The study follows a descriptive research design though a four-step path. Content from teachers' lesson plans, particularly the sections of objectives, lesson stages and post-teaching phase or feedback, are coded, classified, thematized and interpreted.

3.2 Instrument

Teachers' lesson plans are the instrument through which data is collected prior to analysis and interpretation. The study uses a collection 560 culturally responsive lesson plans that vary in terms of form[1]. In order to respond to the research questions set for this study, data from specific sections in the collected lesson plans are taken into consideration. The first section refers to the lesson objectives since it outlines the intended learning outcomes and goals when teachers opt for movie-based instructional materials. The second section outlines the lesson stages whereby the sequence of activities and instructional strategies offer a glimpse into the pedagogical approaches used in movie-based lessons. The third and last section includes EFL teachers' reflections and feedback about the lesson taught; this section is an opportunity for them to reflect upon the effectiveness of movie integration, their observation of students' interaction and engagement with the movie, most importantly the section requests suggestions with further insights for further improvement. The content analysis of the 560 lesson plans in this study serves to gain valuable information about instructional design, implementation strategies, and the overall impact of movie integration on the promotion of multicultural principles in EFL classroom settings.

3.3 Participants

The sample of the current study consists of thirty-nine Moroccan EFL teachers comprising 20 females and 19 males from two separate English language centers in Rabat, Morocco. These participants possess a substantial understanding and knowledge of English Language Teaching (ELT), as they have completed their academic training with worldwide accredited diplomas in teaching EFL. The following table sheds light on the participant demographics.

Table 1
Participants' Profile

Location[2]	Gender	Academic credentials	Other teaching diplomas
ELC-1	(n=18)10 females, 8 males	100%	40% yes, 60% no
ELC-2	(n=21) 10 females, 11 males	100%	30% yes, 70% no

The chart presents the profile of the sample population from the two EFL language centers (ELC-1 and ELC-2). Gender representation in both centers demonstrates a balance between males and females; with ELC-1 having 10 females and 8 males, and ELC-2 with 10 females and 11 males. Participants in both centers hold formal academic diplomas including Bachelor's, Masters' and doctoral degrees. Additionally, a significant percentage of the population sample (with 40% in ELC-1 and 30% in ELC-2) has additional teaching certificates such as TEFL, CELTA, TKT or others. The profile of the participants indicates a diverse and well-qualified cohort of EFL teachers in Rabat, Morocco, making them a representative sample for the present study.

The study adopts a non-probability sampling method making use of "purposive sampling" which is commonly employed in qualitative research. According to Black (2010) this sampling technique is useful as it facilitates the selection of a representative sample in a cost-effective manner, both in terms of time management and money.

3.4 Data Collection Procedures

EFL teachers from both ELC-1 and ELC-2 were asked to share actual lesson plans conducted during the spring semester of the academic year 2022-2023. After consent was obtained from the two language centers, a total of 2833 lesson plans were received and ready for review. During the screening process, only culturally responsive lesson plans with movie-based content as instructional material were considered. Additionally, full and complete information in the sections of objectives, lesson stages and post-teaching phase were taken into account for analysis.

The screening of data resulted in a subset of 611 culturally responsive lesson plans that integrated movies with cultural content. These 611 lesson plans are found to include either short or moderately used movie sequences, which are specifically employed for teaching different cultural components. Further analysis revealed that 560 of these lesson plans utilized movies in the English language, providing a valuable context for English language instruction within a multicultural framework. From the initial pool of 611 lesson plans, 560 culturally responsive lesson plans were deemed relevant for the study as they were relevant to the study objectives; with clear information in the sections of lesson objectives, lesson stages, and post-teaching reflections. Eventually, the collected lesson plans provide comprehensive insights into the incorporation of movie-based cultural content for ME purposes.

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[1] Among the collected lesson plans, fifty percent follow the PPP model (Present, Practice, and Produce) and the other fifty percent follow the POHE model (Prepare, Observe, Hypothesize, and Experiment).
[2] ELC 1 and ELC 2 are pseudonyms for the English Language Centers the study uses

To ensure data transparency and inter-rater reliability, all collected lesson plans were shared on a secure Google Drive, granting easy access to the materials for the team of inter-raters during the data collection, analysis, and interpretation stages of the study. This rigorous data collection procedure aimed to gather rich and varied data, facilitating a thorough investigation into the utilization of movies with cultural content in EFL classrooms and their potential implications for ME.

4. Data Analysis Procedure

For this study, existing data from culturally responsive lesson plans that used movies as instructional purposes for ME purposes were analyzed qualitatively. The purpose of this analysis is to identify patterns and themes within the sections of lesson objectives, lesson processes, and post-teaching phase in the collected lesson plans.

To achieve this, first, items with cultural content were identified as codes, categorized and generated for each section using an Excel spreadsheet; this allows for a systematic organization and categorization of the data. Second, key themes and patterns were drawn based on Bank's (2002) approaches C.A.T.S. (Contribution, additive, transformative, and social action) to curriculum reform. Finally, lesson plans were evaluated based on their utilization of Bank's (2002) approaches. Hence, the assessment provides insights into the extent to which the lesson plans incorporate diverse perspectives and cultural content. To ensure data analysis consistency and agreement, the inter-raters conducted a reliability assessment test and the yielded score is found to be 0.97 indicating a high degree of reliability.

5. Results

In order to provide valuable insights into the implementation and design of lesson plans with movie-based cultural content as instructional material, the following section presents key results of EFL teachers' lesson plans from ELC-1 and ELC-2 in Rabat. The objective of this section is to set the foundations for understanding the integration of multicultural content and pedagogical strategies in EFL instruction.

5.1 Banks' (2002) Four Approaches Presence in EFL Teachers' Lesson Plans

The following figure presents the distribution of Bank's (2002) Four Approaches in the set of collected lesson plans by EFL teachers in ELC-1 and ELC-2 in Rabat. The figure shows the type of cultural contents found in the lesson plans sections. By analyzing this figure, a better understanding of the approaches utilized in the EFL classes will be drawn.

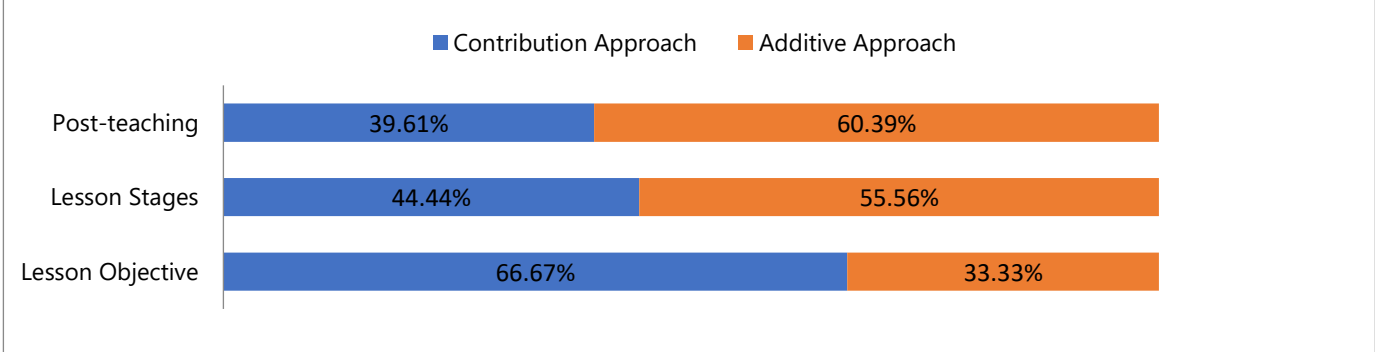**Figure 1. Distribution of Bank's Four Approaches in EFL teachers' Lesson Plans**
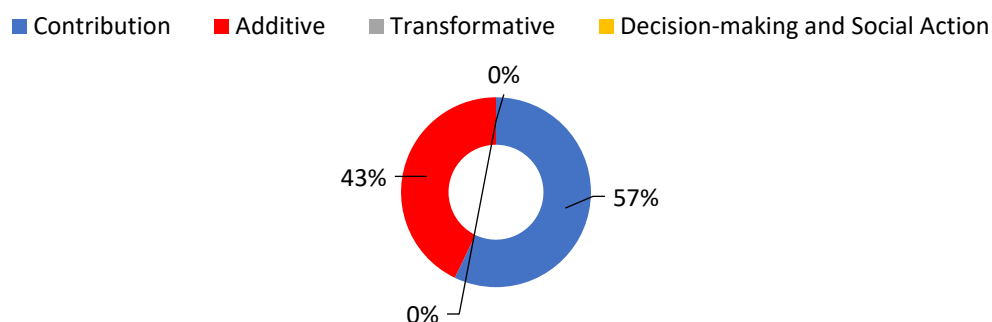
According to the present figure, data reveals that a high percentage of the collected lesson plans predominantly incorporate cultural content that aligns with the CA, accounting for 57% (320 out of 560 codes). Conversely, 43% (240 out of 560 codes) of the cultural content found in the lesson plans align with the AP. In this context, the disparity in the inclusion of cultural content among EFL teachers' lesson plans suggests a strong inclination towards designing lessons that address cultural aspects at a surface or preliminary level. On the other hand, data yielded a significant result regarding the absence of the TA and the DM&SAA in the teachers' lesson plans. Therefore, to gain a comprehensive understanding of the implementation of James Bank's Four Approaches of curriculum reform, further analysis of the lesson plans' section is deemed necessary.

5.2 Sections of EFL Teachers' Lesson Plans

The following figure presents a comprehensive breakdown of the distribution of codes assigned to the CA and AP within the three sections, namely the lesson objectives, lesson stages, and post-teaching phase, of EFL teachers' lesson plans in ELC-1 and ELC-2 in Rabat. To better understand the prevalence of the approaches to curriculum reform as suggested by James Banks (2002), a thorough analysis of each section of the lesson plans is provided below.

Figure 2. Percentage of Cultural Content in EFL Teachers' Lesson Plans

	Contribution Approach	Additive Approach
Post-teaching	39.61%	60.39%
Lesson Stages	44.44%	55.56%
Lesson Objective	66.67%	33.33%

According to the figure above, the distribution of codes found in the three sections of the lesson plans reflect mainstream principles often attributed the Contribution Approach (CA) and Additive Approach (AA). On the one hand, data reveals that the Additive Approach (AA) has a higher representation in the lesson plans section with 66.67% compared to the Contribution Approach (CA) (33.33%). This implies that there is a stronger emphasis on designing lesson plans with additional content, perspectives and cultural content from diverse cultures into the curriculum. On the other hand, the AA represents 60.39% in the post-teaching or feedback phase compared to the CA (39.61%). This indicates that teachers' reflections post teaching a lesson entails the addition of extra activities and further extensions to enhance the learning experience beyond the initial lesson.

6. Discussion
The objective of the following section is to discuss the findings and implications of the current study about the practices of EFL teachers in ELC-1 and ELC-2 in Rabat Morocco, regarding the use of movie-based cultural contents for ME purposes. The discussion section proceeds with respect to the aforementioned research questions: (1) do EFL teachers infuse movies in their lesson planning for multicultural purposes? (2) are their lesson plans compatible with the principles of ME curriculum reform?

6.1 Research Question 1: Do EFL teachers infuse movies in their lesson planning for multicultural purposes?
The main objective of the first research question was to underscore teachers' practices and strategies when using movies for multicultural purposes in EFL classes. By conducting a thematic analysis of teachers' lesson plans, results showed a significant emphasis on the focus on linguistic competence. The lesson objectives stated by EFL teachers predominantly focused on language-related goals such as improving listening comprehension or vocabulary acquisition. In many instances, the lesson objectives were set as follows "by the end of this lesson, students will be able to identify collocations related to travelling" (Teacher 11, ELC-2, personal communication, March 10, 2023). In the meantime, it is found that teachers used sequences or movie clips for pronunciation purposes rather than for cultural awareness. For instance, teacher 33 from ELC-1 states "by the end of this lesson, my students will use rehearse sequence 33.10 – 35.40 to practice word stress in the sentences" (personal communication, May 3, 2023). While these lesson objectives are important for language proficiency development, findings indicate that they are also potential flaws in teachers' lesson plans. In other words, the overemphasis on linguistic objectives often overshadows the cultural dimensions of movie-based content. Hence, it should be highlighted that lesson plans with movie-based content ought to be invested from the lenses of multicultural education in parallel with language learning or acquisition.

Furthermore, the analysis of the lesson stages section showed that teachers' inclination towards using movies is primarily for linguistic purposes. In their lesson plans, teacher 20 and teacher 07 from ELC-1 outlined the steps of the while-learning phase as follows: "after watching, students will first answer why the speaker is in a hurry, then jot down the expression of apology used in the dialogue, and finally suggest other expressions with the same meaning." While this approach highlights the mainstream practice, such as comprehension questions or vocabulary exercises based on movie scenes, it overlooks the opportunity to delve into deep cultural analysis of the content students watched. In such, teachers' lesson plans reflect a lack of awareness and missed opportunities to utilize movies for ME purposes. In other words, the focus on language-related tasks deprives students of exploring cultural practices such as apologizing, reflecting on attitudes towards lateness among other values and manners in diverse cultural contexts. This lack of awareness among EFL teachers, as reflected in their lesson plans, led to missed opportunities to promote intercultural understanding and appreciation. Worth to highlight that teacher 20 and teacher 07 could have incorporated activities that encouraged students to analyze cultural cues, challenge stereotypes, or compare cultural perspectives depicted in the movie. By expanding awareness and understanding of cultural content within movies, EFL teachers can maximize the potential of movies as powerful tools for promoting ME.

The analysis of the post-teaching phase in the corpus of lesson plans reveals a significant correlation between the effective integration of movies with cultural dimensions and students' intercultural competence. Teachers' reflections in the section of post-teaching phase indicate that students actively engaged in class discussions about stereotypes and prejudice reduction. Teacher 17 from ELC-2 writes "students did not like how Hollywood portray Arabs as oil-rich sheikhs, terrorists or belly dancers" (personal communication, April 5, 2023). Similarly, teacher 17 from ELC-1 reported that "students enjoyed the debate sparked by the movie 'Mean Girls' (2004) and discussed the persistent image of the submissive prostitute associated with Asian Americans in modern cinema" (personal communication, March 30, 2023). These teachers, along with a few others, recognize the potential of movies as powerful catalysts for intercultural dialogue and critical thinking. In such, students develop skills beyond their linguistic competences to interpret cultural cues. Therefore, such findings entail that EFL teachers are mandated to use movie-based cultural content as a powerful instrument to engage students in ME.

6.2. Research Question 2: Are their lesson plans compatible with the principles of ME curriculum reform?
The second research question seeks to investigate the alignment of EFL teachers' lesson plans with the principles of ME for curriculum reform, as outlined by James A. Banks (2002). The analysis of results indicates the predominance of the CA and AA and total absence of the TA and DM&SAA as emergent themes. Regarding the first theme, a number of lesson plans incorporated lesson objectives that centered on surface-level cultural exploration such as introducing students to different traditions or showcasing cultural artifacts. For instance, a lesson plan that presents an objective like "after watching the movie 'Halloween Ends' (2022), students will learn about a foreign and popular celebration" (personal communication, February 22, 2023) does not engage students to compare and contrast local celebrations with other international ones. Also, dimensions of the CA are merely limited to exposing students to a 'new' celebration rather than urging them to ask about its history. Similarly, it is being reported by data that when teachers incorporate movie-based content, they tend to use them as supplementary material in the lesson stages. This perception of movies as separate entities from the core curriculum fosters the predominance of CA and AA over the other approaches.

The absence of the TA and DM&SAA emerged as a prominent theme during the analysis of data. Although teachers used a variety of movies about immigration, identity, stereotypes and pollution among other topics, their lesson plans could not involve activities that encourage students to critically reflect on characters' journeys, analyze the social and cultural factors that influence their experiences and consider implications of future policies. Additionally, the lesson plans did not include enough space for post-watching discussions, debates, analysis or develop action plans to address the problems in the movies they watch. The absence of the two approaches in the EFL teachers' lesson plans does not empower students to act as agents of change.

7. Conclusion
The current study reported on the practices of EFL teachers in two separate language centers (ELC-1 and ELC-2) in Rabat Morocco, specifically focusing on the use of movie-based cultural content to facilitate ME principals. Guided by James A. Banks' (2002) Approaches to Multicultural Curriculum Reform, the study sought to address two research questions. The first aimed at assessing the extent to which EFL teachers incorporate movies into their lesson plans to promote ME principals. The second, aimed to evaluate the alignment of EFL teachers' lesson plans with the principals of ME, as suggested in James A Banks' (2002) Approaches to Multicultural curriculum reform. In order to respond to the aforementioned research questions, a qualitative research design was adopted, involving in-depth analysis of the cultural content in the corpus of lesson plans.

The study reviled key findings and insights into EFL teacher's practices and lesson plans. First, there is a common tendency among the surveyed instructors that utilize movies as teaching instruments to improve students' linguistic competence, whereas the focus on cultural exploration often takes a secondary role. In this respect, findings indicate an urgent need for a more deliberate and balanced integration of movie-based content to cover both language proficiency and cultural awareness. The second key finding highlights the discrepancy between teachers' lesson plans and the principals of the four approaches to curriculum reform as indicated by Banks (2002). In other words, the absence of TA and DM&SAA dimensions ought to be considered when designing lesson plans that use movies as instructional tools. In such, a missed opportunity for involving students in critical reflection and empowering them as agents of positive change within ME context is a significant limitation in teachers' knowledge of ME dimensions.

The current study underscores certain limitations at the level of methodology. The study adopts content analysis of lesson plans as a research instrument; this restricted the ability to conduct a thorough examination of classroom dynamics, teachers' strategies in the classroom, and teachers' methodology to teach EFL. Therefore, it is recommended to incorporate other qualitative research instruments such as interviews with students and class observations to attain a deeper understanding of EFL teachers' practices.

In the pursuit of empowering ME principals in EFL education, the current study suggests a series of recommendations. To begin with, it is imperative to reconsider mentoring and professional development for EFL teachers, not only in Rabat but also in other

similar educational contexts. The need for mentoring opportunities where specialists in ME can guide and support EFL teachers in effectively implementing and promoting ME in the classroom is mandatory. This can be achieved through organizing workshops, seminars and peer collaboration about the utility and value of ME. Also, having access to a wide range of teaching resources where movies with culturally diverse content are deemed essential for EFL teachers to rely on when teaching from ME lenses. Lastly, it is advisable to develop an assessment system for the integration of ME in EFL classrooms. In such, lesson plans, classroom activities, and students' projects are evaluated to ensure that EFL teachers are meeting ME objectives.

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