

# Will COVID-19 Pandemic Change the Status of Online Teaching in Morocco?

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**Abstract:** Numerous projects, programs, and a plethora of research studies have justified the validity and advantages of e-learning as a powerful means of delivering quality education and enhancing classroom-based instruction. By this token, the most critical impact in education in recent years is the increase and acknowledgment of adult distance and online education programs as an efficient approach for quality learning. Online learning focuses on a wide range of technological-based learning platforms, delivery methods, and the integration of educational technology components into the learning environment. The advent of modern technology has provided students at various levels, with the opportunity to participate in enhancing their education in an environment that is diversified, rich in best practices. This article addresses the state of online teaching among English language teachers in Moroccan universities via three main phases- before coronavirus lockdown, during the lockdown, and beyond the lockdown. The research findings revealed that Moroccan university English language teachers rarely resorted to online teaching before the pandemic because of some constraints, such as lack of training and lack of technical support. The findings also revealed that there is substantial enthusiasm in the use of online teaching during the pandemic confinement. However, the responses revealed a vivid relinquishment of that enthusiasm to use online teaching after the lockdown.

**Keywords:** COVID-19, pandemic, digital platforms, in-person teaching, Online teaching, lockdown

## 1. Introduction

COVID-19 disease was first detected in Wuhan, China, on 31 December 2019. The virus spreads and is transmitted among humans, which was confirmed by the World Health Organization (WHO) on 20 January 2020. The COVID has challenged and crippled the advancements in several sectors, including education. The pandemic has resulted in complete home confinement worldwide, and Morocco did not make the exception. As of today, around eight million sixty thousand five hundred and fifty cases have been confirmed cases of COVID-19, including forty-four thousand and two hundred ninety deaths according to a report released by WHO on 17 June 2020. The pandemic has culminated in a complete shutdown of all the industries and various sectors; the educational institution is not an exception to this. The shutdown of educational institutions has triggered anxiety among the students and the teaching community. To overcome this anxiety, the teaching community has been adopting innovative methods and digital tools to interact with the students and focusing on the curriculum during the lockdown.

Amid this COVID-19 lockdown, teachers and students live in a technological era in which they are submerged with a plethora of mobile technology and learning tools, including pads, computers, and iPhones. Digital platforms, such as Google Classroom, Discord, Hangouts, Zoom, Microsoft teams, Moodle so on and so forth, all allow interactive audio or videoconferencing and enable professors to interact with their students while they are away from their schools and universities. Other digital learning tools such as webcams, electronic books, and audio devices can help in recording lectures that they can use at their convenience. The

development of these devices has imparted instructors with innovative tools to enhance teaching and learning for students during home confinement.

Technology devices are necessary to achieve success in the online environment. In this respect, several stockholders strongly believe that the integration of computers in schools and universities is significant if countries aim at development and prosperity (Sooknanan, 2002). Most of today's jobs demand an understanding of information and communication technologies and suitable computer skills. As a result, professors need to be qualified to integrate computers into their classroom practices. If nations intend "to meet the challenges of the information age, then educators will have to realize their responsibility to utilize the existing and emerging technologies" (Finaley, 2003, p.10). By this token, means that instructors are highly recommended to develop adequate and practical training to be able to make successful use of computer technologies in their classrooms.

## 2. Strengths of Online Learning Online

Online teaching offers the convenience of time and space, the capability of catering for a more substantial student population, and attracts a new group of digital learners. Rovai (2002) suggested that instructors, who adopt supportive methodologies, could support students be connected by dint of a strong sense of community, leading to a productive and successful online experience. Communication by dint of the discussion tools can also help enhance and foster student achievement. According to Karsenti (2003), many studies have shown that a student can learn more and faster with ICTs. The authors of those researches also point out that Open and

Distance learning is a “fascinating and unique” teaching and learning option. There are many advantages in terms of flexibility, accessibility, communication, increased interaction, and diversification of teaching and learning modes. The educational system has witnessed considerable changes because of technological advances. Students are now more autonomous at managing their learning toward their specific wants (Cooley & Johnston, 2001). The costs of implementing online courses are usually costly, which involves training, software, and computers. Nevertheless, in the long run, online courses could be cost-effective for higher education institutions. Online courses require no commuting or parking expenses, no facilities, limited severe weather issues, and allow access to library databases from everywhere with Internet connections.

### 3. Online Teaching Tools

A digital learning platform is a piece of software designed to assist during the educational process profoundly. There is a range of alternatives within reach, based on the needs of the institution. They comprise learning management systems (LMS), learning content management systems (LCMS), as well as virtual classroom tools and virtual learning environments (VLE). Digital learning platforms have changed the face of education. This change applies to all spheres: online learning, offline learning and blended learning. It is also true of all educational organization types, including schools, universities, and language training institutions. Most education institutions have become aware of the high importance of digital tools are contemplating offering online programs, especially during this challenging period of lockdown. This tough time prompted instructors to use a variety of tools, either from social media or pure educational platforms.

Every day, millions of individuals communicate through social media such as Facebook, WhatsApp, Twitter, LinkedIn, Google Doc, and Blogs. Social media applications have become the tools of choice for messaging and marketing, as well as personal socializing. However, more recently, social media tools are being recognized for their usefulness in education, whether virtual or campus-based. They can be used to improve teaching and to learn in educational institutions through discussions, chats, group activities, and videos of lessons. The integration of social media into the curriculum allows educators to increase practices of scholarly teaching.

Web-based training platforms are integrated software solutions for e-learning. They provide a range of tools for transmitting and acquiring new knowledge, skills, and attitudes, which aims at encouraging and guiding the learning process through the use of computer and Internet connection. An outstanding illustration is MOOCs (massive open online courses). MOOCs are open, free, and online courses provided to a large audience of learners (Karsenti et al., 2015). It is considered to be a new form of remote education whose popularity in universities in the USA, Europe, and other places can be described as phenomenal in recent years. MOOC's acronym was initially

proposed in 2008 to designate a form of teaching that integrates the dimensions of the Web (Siemens, 2005). MOOCs. According to an OECD report, training using MOOCs contributes significantly to the current development of higher education, although their progress is slower than projected.

### 4. ICT in Moroccan Education

The integration of ICT in Morocco has become one of the major priorities of decision-makers. The Moroccan government has been aware of the critical role ICT-based education plays as an efficient engine in the Information Society. Article 10 of the National Charter of Education and Training of 1999 emphasized the integration of ICT in education and backed up the acquisition of computing facilities at schools, along with the promotion of distance learning. Many programs and initiatives, led and supported by the government, are taking place in the context of a long-term strategy that aims at covering all education sectors and regions to provide equal opportunities for all citizens (Hamdy, 2007). Accordingly, since October 2005, Morocco has been engaged in a national project in order to usher Morocco into the digital age. Thus, the period between 1999 and 2009 was announced as the “education decade.” Accordingly, the government emphasized five key themes to pave the way for knowledge in development and to achieve effective use of ICTs: education, governance, private sector development, e-commerce, access. These themes set the ground for the national strategy for ICT development and together were called the e-Maroc plan (Development of the E-learning in Morocco, 2007).

This national will to integrate ICTs has been translated into other concrete actions through the establishment of several programs and projects in the educational context in Morocco. The aim is to equip public educational institutions in Internet access and multimedia resources. In order to generalize access to ICT and the benefit of teaching/learning, several strategies and programs have been put in place over the past decades. At the national level, Morocco has adopted the e-Morocco Numeric 2010 strategy, which has been launched in January 2005. This program has set as strategic priorities, such as defining a clear and precise vision of the place of ICTs in the overall development process of our country. In 2009, Morocco also adopted the Plan Maroc Numeric 2013 in order to promote the mainstreaming of ICTs in all areas, promote the ICT sector, and thereby reduce socioeconomic disparities related to their use.

This national willingness to integrate ICT has materialized through the implementation of several programs and projects in the educational context in Morocco. The Morocco Wide Area Network (MARWAN). This project has been adopted to improve connectivity at the level of institutions. The network's goals were to interconnect all higher education and research institutions and provide them with internet access, encourage ICT in Morocco, and share resources. Another program is the Innovatic” project, which is the Moroccan

version of the program “Innovative Teachers” that Microsoft worldwide launched (Lablidi et al., 2013). The GENIE program is another type of operational implementation of the national strategy to generalize ICT in Education. It is based on four main components: infrastructure, teacher training, digital resources, and development of uses. In addition to these programs, major reform projects have put special emphasis on the use of ICT in education, namely the Charter National of Education and the Strategic Vision 2015-2030.

Higher education got its share from the ICT programs. In this regard, Moroccan universities benefited from several projects. APOGEE, known as “Application pour l’Organisation et la Gestion des Enseignements et des Etudes) was launched in 2004 following the emergency Plan. The initiative aimed at helping, assessing, and managing the increase of student numbers entering tertiary education in Morocco. The program has been adopted by more than 15 universities so far. Besides, the Moroccan government has launched several incentive programs for the benefit of the entire administrative staff, teachers, and university students, such as INJAZ (INJAZ AL-Maghreb), a program that targeted the acquisition of computers for preferential prices, and free internet access for one year. Some universities have implemented national DWE (Digital Work Environment) such as SAC (Central Authentication Service) in Hassan 1st University in Settat, or DEUW (Digital Environment University Work) in Hassan II University in Casablanca, and have recruited specialized teachers in ICT. In 2006, an ambitious leading ICT project was launched by Ibn Zohr University. It has led mainly to create a Virtual Moroccan Campus. The campus aims to pool the resources of e-learning programs throughout the university system, with the ultimate goal of developing full remotely-provided courses of study at the vocational, undergraduate, and graduate degree levels.

## 5. Digital Teaching in Morocco During Coronavirus Pandemic

As studies have been suspended in the bid to avoid groups and crowded gatherings, which might allow the spread of the novel coronavirus (COVID-19), the education sector has responded to home confinement with an abrupt shift to online learning. Accordingly, since the early spring of 2020, Moroccan universities have been experiencing an unparalleled massive shift from traditional in-person education to online education. On account of the widespread Coronavirus disease (COVID-19), all Moroccan universities have begun online education. In a short time, faculty instructors sat in front of their personal computers and started teaching their students. The use of digital platforms has witnessed a giant leap because of coronavirus. Because of class suspension, a joint press release from the Ministries of Education and Trade announced on March 22 that Morocco’s telecommunication operators would afford free internet access to all online learning platforms. The initiative seeks to ensure the continuity of the pedagogic approach aiming to provide all students with the opportunity to benefit from remote learning in the best

conditions. In the same vein, Morocco’s Ministry of Education announced on March 19 that the Broadcasting and Television National Company (SNRT) had dedicated the Arriyadia TV, a popular sports channel, to university lectures for Moroccan students. The television channel broadcast lectures from 8 a.m. to midnight daily to ensure the continuity of the course delivery until the end of the academic year.

The decision of the Ministry is a precautionary action to avoid unnecessary gathering that might be serious for the spread of COVID-19. During this period of lockdown, all universities in Morocco are opting to provide online courses for students to study and learn at home to ensure students’ continuation of learning and compensate for missed classes. In-class studies have been suspended indefinitely amid the spread of the novel coronavirus pandemic (COVID-19). Universities such as Cadi Ayyad University in Marrakech, Ibn Zohr University in Agadir, and Hassan II University in Casablanca announced the opening of online education platforms on their websites. Faculties of Cadi Ayyad University decided to use online platforms such as MOOCs and YouTube to connect with students at home. Hassan II university adopted using E-learning, Teams platforms. Besides these platforms, Professors are given more freedom to use other digital platforms, namely Zoom, Whatsapp, Facebook, and Youtube.

## 6. Research Method

The population considered for this study is constituted of Moroccan university English language teachers and students from the English Studies department. Indeed, 54 teachers and 40 students are the number of respondents who participated in this investigation during the coronavirus lockdown period. Four English Studies Departments belonging to four different faculties took part in the investigation. 17 teachers at the Faculty of Letters and Humanities Ain Chock- Casablanca, 14 teachers at the Faculty of Letters and Humanities Ben M’sik-Casablanca, 16 teachers at the Faculty of Letters and Humanities Abu Chouaib Adoukali- El Jadida, and seven teachers from the Faculty of Letters and Humanities-Mohamedia. 40 students from the same faculties participated in the study, 10 from each faculty. In this study, the questionnaire and interviews involving respectively university English language teachers and students were utilized as a data collection. The questionnaire instrument questionnaire is divided into three major parts- The teachers’ use of online teaching before coronavirus lockdown, their use of distance learning during the period of the confinement, and prospects of online teaching use after the end of the lockdown.

In this investigation, the questionnaire is used as a data collection tool to gather the necessary data. Admittedly, the questionnaire is one of the conventional instruments utilized in conducting surveys. A pilot study has been conducted among English Language teachers at the Preparatory Classes before the actual collection of data to evaluate the instrument and its suitability. The respondents were asked to complete the questionnaire and state any questionable or unsuitable wording items. Indeed, most of the respondents noticed that the items

in the questionnaire are clear. However, some of them affirmed that it would be better to include space to account for their answers. The questionnaire is sent through bulk emails using Google forms survey. To analyze the data from the questionnaire, the Statistical Package for Social Sciences (SPSS) version 19 is employed. The majority of the respondents are males 70%, whereas the females represent 30%. The study also involved 40 students from the participating faculties. The students were interviewed via email exchanges. One question is a closed-ended question seeking to find out whether the participants are taking their lessons online or not during the pandemic lockdown. This closed-ended question is followed by an open-ended one and concerns non-users of distance learning seeking to know the reasons behind their reluctance. Another open-ended question is about expressing their justified preference to either type of learning- online learning or in-person learning.

## 7. Findings

### 7.1 Use of Online Teaching before COVID-19 Pandemic

Along with the provision of MOOC, the government has allocated large budgets to implement several projects as mentioned earlier (INJAZ, MARWAN, GENIE...) to motivate the entire administrative staff, teachers and university students. Given all these efforts invested, university instructors are expected to be motivated and more involved in distance learning. However, when asked whether they used to incorporate digital tools to ensure distance teaching before the pandemic lockdown, only a minority (11.1%) of the English language participants said they use this type of teaching; whereas 88.9% of them asserted that they have never used it.

**Table 1:** Responses related to the use of online teaching before coronavirus pandemic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	11.1	11.1	11.1
	No	48	88.9	88.9	100.0
	Total	54	100.0	100.0	

The alarming results shown above concerning the low use of online teaching raises a legitimate question about the reasons behind the respondents' reluctance to use information and communication technologies (ICT). According to British Educational Communications and Technology Agency (BECTA, 2004), the barriers that usually explain the impeding factors against the implementation of ICT in teaching fall into two categories-teacher-level barriers and institutional constraints. In this research, the participants responded to the barriers related to training, material support, and the lack of interest in using online teaching. Table 2 below shows that only 9.3% of the English language participants voiced their lack of interest in the use of online teaching. 22.2% of the responses blamed the lack of material support. However, a significant majority of the participants (68.5%) believe that lack of training is a real stumbling block that stands against their adoption of distance teaching.

**Table 2:** Response to barriers that impede the use of online teaching before the pandemic

Valid	Lack of training	37	68.5	68.5	68.5
	Lack of material support	12	22.2	22.2	90.7
	Lack of interest	5	9.3	9.3	100.0
	Total	54	100.0	100.0	

Many research studies confirm the above result as they believe that effective training is crucial if teachers are to implement ICT effectively. Accordingly, lack of training is a recurrent issue in several research works (Albrini, 2006; Balanskat et al, 2006; Beggs, 2000). Similarly, Gomes (2005) states that lack of training in digital literacy, lack of pedagogic and didactic training in how to use ICT in the classroom and lack of training concerning the use of technologies in specific areas are obstacles to using new technologies in classroom practice.

### Use of Online Teaching during COVID-19 Pandemic

COVID-19 impacted several sectors and forced them to shrink by reducing their activities or, in most cases, cancel them. The education sector has responded to home confinement with an abrupt shift to online learning. In this regard, starting from the spring of 2020, the outbreak of the COVID-19 caused Moroccan universities to close the campuses and forced them to initiate online teaching. Accordingly, all Moroccan universities have been experiencing an unparalleled massive shift from traditional in-person education to online education. On account of the widespread of Coronavirus disease (COVID-19), all Moroccan universities have begun online education. Thus, in a short lapse of time, faculty instructors rolled their sleeves and sat in front of their personal computers to teach their students. To explore the state of online teaching use among the participants, the study dealt with three main issues. The participants were asked whether they are using practicing online teaching or not, what digitals they are using, and to what extent they are satisfied with distance teaching. 98.1% of the participating university English language teachers asserted that they are teaching their students online. Only a very tiny proportion of them (1.9%) said they are not using technological devices in their teaching during the lockdown.

**Table 3:** Online Teaching Use during COVID-19 Pandemic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	53	98.1	98.1	98.1
	No	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

While the world continues to live in lockdown, the impact of the novel coronavirus has brought about changes in the type of digital platforms used in education. Before the pandemic outbreak, there a substantial use of social media, including but not limited to Facebook and WhatsApp. However, during the pandemic, there was a shift from these social media to purely educational platforms. The results obtained in this study show that participants use each platform separately or mostly use a variety and a merge of more than one platform in their online teaching. At the top of these tools are Zoom (85.2%), Moodle

(53.7%), a fusion of Zoom, Google classroom, teams, and Moodle is used by (100%) of the respondents. A merge of Zoom, Google classroom, and Moodle is used by a proportion of (96.%).

**Table 4:** Use Distribution of Platforms Use

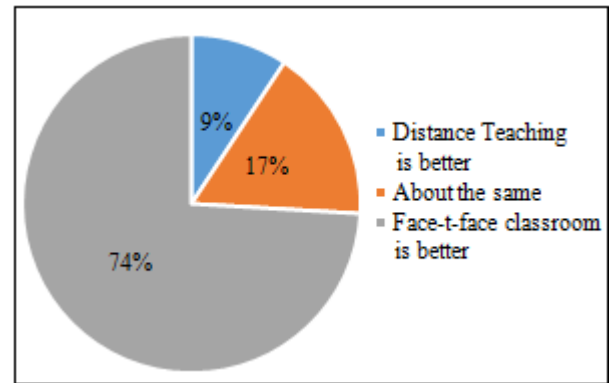
Valid		1	1.9	1.9	1.9
	Facebook, Teams, Moodle	1	1.9	1.9	3.7
	Google classroom	1	1.9	1.9	5.6
	Google classroom, Moodle	2	3.7	3.7	9.3
	Moodle	24	44.4	44.4	53.7
	WhatsApp, Google classroom, Moodle	1	1.9	1.9	55.6
	WhatsApp, Moodle	6	11.1	11.1	66.7
	WhatsApp, Zoom, Google classroom	1	1.9	1.9	68.5
	WhatsApp, Zoom, Google classroom, Moodle	7	13.0	13.0	81.5
	WhatsApp, Zoom, Google classroom, Teams, Moodle	1	1.9	1.9	83.3
	Zoom	1	1.9	1.9	85.2
	Zoom, Google classroom, Meet, Moodle	1	1.9	1.9	87.0
	Zoom, Google classroom, Moodle	5	9.3	9.3	96.3
	Zoom, Google classroom, Teams, Moodle	2	3.7	3.7	100.0
	Total	54	100.0	100.0	

The exploration of online teaching use and the different platforms employed in this respect would not be complete without asking the participants about the extent of their satisfaction with distance teaching. 48.1% claimed they are very satisfied; 20.4% said they are mostly satisfied, 25.9% claimed they are satisfied; only small minority said they are dissatisfied.

**Table 5:** (Dis)satisfaction with Online teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	26	48.1	48.1	48.1
	Mostly Satisfied	11	20.4	20.4	68.5
	Satisfied	14	25.9	25.9	94.4
	Dissatisfied	2	3.7	3.7	98.1
	Very Dissatisfied	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

Given that the informants have experienced both types of teaching, they were asked to make a comparison. 74% of the respondents claimed that class teaching is better than online teaching; only 9% said the opposite, and 17% of the English language teachers asserted that both types of teaching are about the same.



**Figure 1:** Comparison between Online Teaching and In-Person teaching

As regards students, the interview revealed that 21 out of 40 students are taking online courses during this pandemic lockdown; whereas 19 students said they are not. This means that a considerable proportion of 52% are jumping on the wagon. The nineteen students who are not following lessons online provided different reasons for their reluctance. Omar, a student from the Faculty of Letters and Humanities- Ben M'sik said "We have only one computer and at home and I have to share it with my four brothers and sisters, and my mobile phone is old and I cannot use it to follow the lessons". Another student, Khadija from the Faculty of Letters and Humanities- El Jadida said "I live in a small village and I have a bad internet connection". Hicham from the Faculty of Letters and Humanities- Ben Ain Chock said "I have difficulty to understand the lesson from online classes". Sara, from the same faculty said "We are not prepared technically to follow online classes". Aymen, a student from the Faculty of Letters and Humanities- Ben M'sik "There are many interruptions in the lessons. The voice of the teachers is not clear". Mehdi from the Faculty of Letters and Humanities- Mohamedia said "I live in a small apartment and my little brothers make a lot of noise so I cannot follow the lesson. Also, I have problems with connection". Concerning the 21 students who are attending online classes, they were asked to express and justify their preference to either type of learning: online learning or in-person learning. 13 students, which corresponds to 61.90 % expressed their dissatisfaction with distance learning; whereas 33.33 % of these students voiced their satisfaction.

**7.2 Prospects of Online Teaching Use after COVID-19 Pandemic**

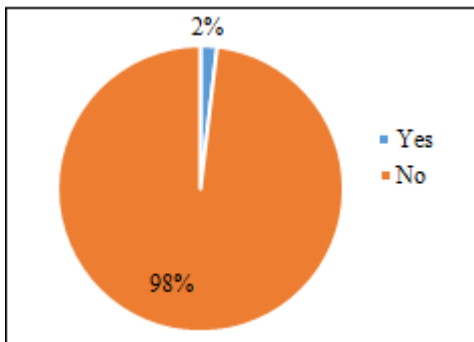
The COVID-19 pandemic is a huge challenge to education systems. Until countries can judge when to ease restrictions and resume normal life, anxiety about the extent and duration of the special COVID-19 arrangements will continue. Moreover, the return to normality will not be a simple one-time transition to life as it used to be. In this context of preoccupation about the future, the English language teacher were asked about their frequency of teaching online. 22.2% of the respondents claimed that they will always use distance learning; 48.1 of the informants said they will often carry on

using online teaching; 27.8 asserted they will rarely resort to online education.

**Table 6:** Online Teaching Use Post COVID-19 Pandemic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	12	22.2	22.2	22.2
	Often	26	48.1	48.1	70.4
	Rarely	15	27.8	27.8	98.1
	Never	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

The last question the informants were asked is if online teaching could take the place of in-person teaching. As a response, an overwhelming proportion of 98.1% are clinging to in-person teaching and said that it would never be replaced by online teaching, and only a small minority (1.9%) believe that online teaching will rule out class teaching.



**Figure 2:** Will Online Teaching Replace In-person teaching after COVID-19 Pandemic?

The results shown above in Figure.2 imply that English language teachers will resume their class-based teaching. This attitude reveals that teachers often prefer to stay in their zone of comfort and shun any challenges that they might face while trying to implement novel approaches and new technological tools.

## 8. Discussion

The research question, “Did you use to practice online teaching before COVID-19 pandemic?” triggered low results. A minority of the informants (11.1%) asserted they had used distance teaching before the pandemic. This low score prompted seeking the reasons behind this reluctance. In this vein, the respondents blamed the lack of training (68.5%). However, during the sudden pandemic outbreak, the proportion of using remote teaching jumped to (98.1%) without any prior preparation or any training. The question that arises is how Moroccan teachers managed to jump on the wagon along with their co-workers worldwide and start using various platforms in their e- teaching? Undoubtedly, the lack of training is a serious impediment that the supervising Ministry should handle. There were many teachers during the pandemic who underwent crisis experiences. However, in Morocco, there were many fantastic, highly creative teachers who adopted strategies and innovative tools to adapt

themselves to the new challenging context as fast as the impediments appeared. There was an urgent need for a shift from a defeatist mindset to a challenging one. Accordingly, many Moroccan teachers demonstrated great maturity and promptness in incorporating e-teaching in this challenging time without any training.

According to BECTA (2004) and a plethora of research (Dawes, 2001; Larner and Timberlake, 1995; Russell and Bradly, 1997 and Jones, 2004), self-confidence is a significant barrier to the adoption of ICT by teachers in the classroom. Similarly, Beggs (2000) contended that teachers’ “fear of failure” causes a lack of confidence. In this vein, it seems that both Moroccan teachers and students have managed to overcome apprehension from using ICT during the COVID-19 pandemic. The high proportion (88.9%) of online use, as well as the variety of platforms used during this period, implies that Moroccan university English language teachers have overcome their fear. Also, positive responses were recorded by English Studies’ students. The interviews with the participating students in the study revealed that more than half of them (52%) are taking their lessons through technological educational platforms. Hopefully, the wall of lack of confidence and fear starts to crumble heralding a brighter future for distance learning in Morocco.

## 9. Conclusion

Based on the statistical analysis of the survey data, the conclusions that can be drawn from this investigation are the following:

A large proportion of Moroccan English teachers at the tertiary education level did not use practice e-teaching before the COVID-19 breakout. However, during COVID-19 home confinement, nearly all the university English language teachers (98.1%) showed great zeal in incorporating ICT in their teaching to keep the curriculum on track during the lockdown without any prior preparedness or any training. This enthusiasm and will expressed by teachers during the pandemic lockdown seem to compensate for the lack of training that was revealed from the results to be a severe impediment that stands against the incorporation of ICT in remote teaching. Apparently, amid emergency periods, teachers can draw on their zeal, experience, will, and empathy to face challenges. It is in stressful times that we should try harder, dig deeper down in ourselves to find out dormant potentialities. It is thanks to this spirit that the English language teachers managed to carry out online teaching and expressed their satisfaction with the work they have performed. They achieved this not by lamenting about the lack of training, but by believing in themselves. However, if a positive spirit backed up by training and in-service professional development, surely our teaching could realize miracles. Every crisis is also an opportunity, We must hope COVID-19 pandemic will continue to prompt more teachers to draw on their potentials to deliver better teaching.

More significantly, nearly half of the university English language teachers (48.1%) seemed to be very satisfied with their online experience amid the lockdown. The results also show that though English language teachers showed enthusiasm for the use of ICT in their remote teaching during the pandemic, they still cling to in-person teaching after the lockdown. Nevertheless, there is still a considerable majority (74%) of university English language teachers who believe that class teaching is better than online teaching. This means that in the post-pandemic phase, many of these teachers will resume traditional teaching. There is no harm in resuming class-based teaching provided that teachers occasionally incorporate e-learning in their teaching. A kind of blended method is required. Blended courses, known as hybrid or mixed-mode courses are classes whereby a part of the traditional class-based instruction is replaced by web-based online learning. Online teaching and class teaching should by no means be seen as mutually exclusive but rather complementary. By adopting this approach, teachers and students who resist change and prefer to stay in their zone of comfort will feel more secure.

This pandemic could genuinely change education for the better. For centuries the field of education has been conservative and resistant to change. Throughout history, it had moved from using the slate to the blackboard and chalk. Nowadays, students are just a finger-click away from the tremendous knowledge found on the internet. Coronavirus has provided universities with Zoom, Microsoft Teams, and Google Classroom. The technology has turned a laptop screen into a classroom, where students and teachers see each other and can interact in a genuine and collaborative online learning. It is a provisional back during the difficult situation that we are facing. However, Moroccan English language teachers expressed their preference to class-based teaching. Yet, when it comes to the jobs of the future, it will be a more significant advantage to have both a computer language and a foreign language. To benefit from both types of teaching in what is known as a hybrid approach seems to be more efficient and more enriching than adopting either one. Nevertheless, if the pandemic is to stay longer and online teaching will gain more ground, concerned authorities should guarantee more equity so that underprivileged students will be able to benefit from remote teaching.

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