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TESIS DOCTORAL

The Teaching of English as a Foreign Language in South Morocco (Tinghir Province): Descriptive and Analytical Study of Middle School and Secondary

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Tesis Doctoral

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The Teaching of English as a Foreign Language in South Morocco (Tinghir Province): Descriptive and Analytical Study of Middle School and Secondary

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Note: The picture in the title page, taken in South Morocco, is courtesy of Dr Domínguez-Rodríguez's personal stock. I have permission to make free use of it.

◀ **Acronyms** ▶

5C's	Common Standards in Foreign Language Education (*Communication, Cultures, Connections, Comparisons and Communities*)
AFH	Affective Filter Hypothesis
AMCI	*Agence Marocaine de Coopération Internationale*
AVM	Audiovisual Media
BEC	*Brevet d'Enseignement Collegial*
BEG	*Baccalauréat d'Enseignement General*
BETP	*Baccalauréat d'Enseignement Professionelle et Technique*
CLT	Communicative Language Teaching
DEUG	*Diplôme d'Etudes Universitaires Générales*
DEUP	*Diplôme d'Etudes Universitaires Professionnalisées*
EFL	English as a Foreign Language
ELT	English Language Teaching
GMT	Grammar Translation Method
ICT	Information and Communication Techonology
L2	Second Language
MES	Moroccan Education System
MHE	Ministry for Higher Education, Executive Training and Scientific Research
MNE	(Moroccan) Ministry of National Education
MRA	(Moroccan) Ministry of Religious Affairs
n/a	Not applicable (or no information available)
NCET	National Charter of Education and Training
SDT	Self-Determination Theory
SFL	Second Foreign Language
SNS	Social Networking Sites
STT	Student's Talking Time
TEFL	Teaching of English as a Foreign Language
TPR	Total Physical Response (approach)
TTT	Teacher's Talking Time
USA	The United States of America

1. Introduction

1.1. The place and status of the English language in Morocco

Morocco is a multilingual and diglossic country in which a specific variety of Northern-African Arabic –a hybrid between Classical Arabic and the so-called Modern Standard Arabic (Errihani, 2016)− is considered the official state language and the mother tongue of the majority of Moroccan citizens. Arabic was reinstated in the country after the end of the French colonization in 1956 (Eckert and McGonell-Ginet, 2013; Ennaji, 2005; Sadiqi, 2003). When Morocco gained independence, the official reinstation of Arabic was thought as "a means of asserting the country's Arab-Islamic identity, and its cultural independence from Western influence. The idea that Arabisation restore[d] authentic Moroccan identity was a popular one, which persuaded the mass of the population to support it" (Marley, 2005, p. 1489).

From 1st July 2011 onwards, the Moroccan Constitution expresses that Arabic and Berber (with three varieties: Tarifit, Tashelhit and, the most commonly used, Tamazight) are the two official languages of the country, although the latter is mostly used as a vernacular in rural areas and in oral communication. At present, Tamazight Berber is taught in primary schools together with Arabic and French (Errihani, 2016). This 2011 Constitution also "supports learning foreign languages and also stipulates that the most widely used foreign languages shall be taught as a means of communication, integration and interaction with other societies in the spirit of openness to other cultures and civilizations" (Sassi, Chaibi and Najbi, 2011, p. 607).

Furthermore, the French language is still closely linked to the Moroccan reality due to historical, political and economic reasons (Eckert and McGonell-Ginet, 2013; Ennaji, 2005; Errihani, 2016). In fact, French is, in general, the first foreign language

children learn at school, being powerfully considered "Morocco's window to the West" despite the aforementioned institutional struggle for identity (Sadiqi, 2003, p. 49). And since the formal Moroccan Education System (MES) was built up by the French, its influence on national politics and economy is notable nowadays and spreads over many generations (Bidwell, 1973; Brett, 1986; Ennaji, 2005; Lepage, 2008; Sadiqi, 2003; Segalla 2009). As Errihani (2016) puts it: "Although it holds no official status in Morocco, French continues to enjoy wide-spread prestige and the use in the business, finance, science and technology sectors; it is also an important language for the cultural and regional ties that it represents for the government and elites of Morocco" (p. 117). Within the Moroccan education system, Sassi, Chaibi and Najbi (2011) indicate that French is taught "in kindergartens and the first and second grades of public primary schools [...] French also is the medium of instruction for some technical disciplines in upper secondary schools, as well as for higher education institutes and engineering schools" (pp. 607-608).

In relation to the formal study and use of English as a Foreign Language (EFL) in Morocco, both Abu-Talib (1985) and Errihani (2016) present a comprehensive review of Moroccan international relations with other English-speaking countries that hint at its importance as a vehicle of communication. According to Abu-Talib (1985), for instance, Morocco's history and strategic geographical position in North Africa have always facilitated contacts and interchanges with the United States of America (USA) and Great Britain alike, leading to the increase and development of EFL, on the one hand, and to the involvement with the culture surrounding the language, on the other. One of the early ways of introducing EFL in Morocco was, back in the 19th and 20th centuries, by means of immersion courses offered by missionaries before Moroccans were sent to Great Britain for further military and technical training for workforce (Benmansour, 1996).

After the independence of Morocco in the late 1950s, the determination and interest in learning English as a Foreign Language has increased steadily (Ennaji, 2005; Hyde, 1994). The global reach of English is evident nowadays and the government and the private sectors are conscious of the urge to promote the teaching-learning process of EFL among the population to succeed in the field of

international communication, professional opportunities and access to the latest advances and technological devices (Errihani, 2016). According to Benmansour (1996) such an increasing interest "affected people from all walks of the life and age groups" (p. 18) in Morocco and, as a result, a gradually higher number of Moroccan citizens have started to attend scheduled accredited courses, usually at important American and British centers in the country, which cover Primary, Secondary and Tertiary Education (note that Al-Akhawayn University at Ifran, the most prestigious institution in the country jointly created by King Hassan II and King Fahd of Saudi Arabia in 1995, uses English as a vehicle of instruction) (*cf.* Aherrahrou and Makhoukh, 2016; Benmansour, 1996; Ennaji, 2005; Errihani 2016; Sassi, Chaibi and Najbi, 2011).

On this basis, the teaching of foreign languages in Morocco has become a very important issue for the two governmental agencies overseeing education in Morocco −the Ministry of National Education (MNE) and the Ministry for Higher Education, Executive Training and Scientific Research (MHE)− as well as for other political and official institutions (Ness and Lin, 2013). In fact, the MNE has established English and Spanish as Second Foreign Languages (SFL) behind French in secondary schools across the country (Ennaji, 2005). Although the *National Charter for Education and Training* (NCET, 2005 revision) explicitly mentions that English and/or Spanish must be introduced in Primary Education, this is still underway (Errihani, 2016; Llorent-Bedmar, 2014). However, SFL is a mandatory subject from the 9th grade onwards (*i.e.* 3rd year of Middle School, *cf.* Chapter 2). Thanks to that charter, the English language, especially, is now an important part of the Secondary Education curriculum, it has an allotted time for instruction at college, high school and some university degrees, and it is also one of the main subjects required to pass the final secondary school exam (Baccalaureate).

In addition, Moroccan undergraduate students in the Humanities or Social Sciences branches acknowledge the importance of a Degree in English Studies for their job opportunities and professional careers, as compared with a Degree in French Studies, for instance (Aherrahrou and Makhoukh, 2016; Benmansour, 1996). In this sense, Sadiqi (1988) showed that the overall numbers and percentages of

undergraduate students enrolled in the English Department far outnumbered those registered at the French Department at the Faculty of Fez during the 1980s. At a national level, English started to compete with French mainly in both science and technology, and this was also reflected in the number of students who started to pursue their university education in the USA or Great Britain, in detriment of France. All these movements made Sadiqi (1988) somehow predict the change that is going on at present in the Moroccan Higher Education: "Given that the present young generation constitutes the professionals, high rank officials, administrators and researchers of the future, English, spoken or written, will soon start to assume some of the key functions which French used to fulfil" (p. 73).

Since the English language plays an important role in the MES, as a tool to promote the political and socioeconomic life of the country, there is a need for a significant progress of the teaching-learning process to make students competent speakers and users of the language. This may be reached, for instance, through the incorporation of Communicative Language Teaching (CLT) approaches and other strategies to introduce and develop the communicative competence and sub-skills of Moroccan students (Littlewood, 2013; Richards and Rodgers, 2014 [1986]). This would be considered some kind of innovative method in the overall English Language Teaching (ELT) scheme traditionally implemented in the MES, because CLT means that "a previously strict teacher-centered education is now to be reshaped to one more individualized and student-centered" (Rönn, 2013, p. 1). Therefore, there should be a progressive change in focus that requires the EFL teacher to concentrate on the learners' communicative abilities and their capacity to carry out tasks and develop language skills successfully.

In this scenario, the introduction of Information and Communication Technologies (ICT)[1] in the classroom and as part of the students' learning process (guided or independent) would be an invaluable asset for learners' progress and adult lives (Aherrahrou and Makhoukh, 2016; Dkhissi, 2014). In 1999, the MNE issued

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[1] According to Kerouad and Fagroud (2004), the "umbrella of what came to be known as the Information and Communication Technology [ICT] include [...] multimedia, the computer, the Internet, e-learning, and videoconferencing" (p. 193), among other basic technologies that have revolutionized the teaching-learning landscape.

the first NCET, whose article 10 focused on the integration of ICT in the education system and supported "the acquisition of computing facilities at schools with the promotion of distance education and learning" (Hamdy, 2007, p. 3). However, nowadays the MNE is still looking for innovative solutions and private-public partnerships to start pilot projects at schools aimed at facilitating the gradual incorporation of ICT in the citizenship for information sharing, communication and technological applications, as well as to "foster democracy and moralization of public life using ICT as the major tool" (Hamdy, 2007, p. 7).

1.2. Purpose of the research

The 1999 NCET was a new reform of the Moroccan education system that regulated practical, pedagogical and institutional aspects alike. It was intended to help with the choice of compulsory textbooks and the establishment of syllabuses for each level, trying to achieve certain uniformity nationwide as to teaching approaches and aims (Llorent-Bedmar, 2014). This way, the 1999 NCET was an attempt to correlate the role, objectives and requisites for Teaching English as a Foreign Language (TEFL) to the current needs of the Moroccan economic market and job requirements. However, by 2014, "the Moroccan higher educational system did not fulfill most of the requirements set in the National Charter" (Dkhissi, 2014, p. 2) and, to date, the teaching-learning process still needs further work, organization and funds (Errihani, 2016).

Apart from that, the same Dkhissi (2014) states that, as in any other EFL teaching context, "some linguistic courses at the Moroccan schools require some special understanding of learners' needs and objectives, a selection of the appropriate tasks and teaching methods, and a practical assessment while monitoring learner's progress to provide effective intervention" (p. 2). As indicated above, the use of CLT approaches and the introduction of ICT into the classrooms could satisfy the real needs and demands of Moroccan students, but this move cannot be made without making important changes in the collective mind. The Moroccan education reality actually tells that there is need for new knowledge, by means of education and formal

specialized training on new methods and ICT possibilities, as well as of new skills to tackle the teaching-learning process according to the present age. Not in vain, the integration of the ICT and Audiovisual Media (AVM) in the different education levels is a prominent aspect in the recent debates taking place on the new educational reform in Morocco (Ibrouk and Amaghouss, 2014). In this respect, many researchers −like Erguig (2009), Hew and Brush (2007), Jung (2005) or Kerouad and Fagroud (2015)− make emphasis on the drastic, rewarding changes that the use of ICT, particularly, can bring about to both TEFL and the EFL learning process itself, not to mention how motivation and receptiveness to the foreign language may be boosted.

But despite the efforts by the Moroccan MNE, the current educative situation faces many problems to tackle the measures and adaptations needed to carry the whole reform out successfully, as indicated above in Section 1.1. The lack of a basic infrastructure to have Internet access, especially in more rural and remote places, is a major drawback to introduce ICT-based materials and resources in the classroom that could improve the teaching process and enhance students' communicative skills; and not all public schools or high schools have audiovisual media and material as an alternative to remedy the situation.

Taking into consideration the contextualization above, this Doctoral Thesis will focus on the methods, methodologies and resources available for teaching EFL in the South of Morocco, particularly in Tinghir City (Arabic: Tinerhir) and its peripheral villages; administratively, these belong to the Tinghir Province, one of the nine subdivisions of Sous-Massa-Draâ region whose capital is Agadir (located in the Prefecture of Agadir Ida-Outanane).

Map 1. Location of Sous-Massa-Draâ Region (Google Maps, April 2017)

Map 2. Location of Tinghir Province (Google Maps, April 2017)

Tinghir City is located in the southeastern part of the country and, being surrounded by the Atlas Mountains, it is known for its hard and cold weather. The economy of is mainly sustained on agriculture, yet trade and tourism are also a

source of income for the around 42,000 inhabitants (as per the 2014 *National Population and Housing Census*).

Map 3. Location of Tinghir City (Google Maps, April 2017)

The Tinghir Province has three levels of schooling: Primary, Basic and Secondary Education (divided into General Secondary, awarding Baccalaureate Diploma, and Technical Secondary, awarding Technical Baccalaureate Diploma); see a more detailed account in Chapter 2. Primary and Basic Education are found both on urban and rural areas, whereas Secondary Education (post-compulsory) is mostly taught in urban centers, that is, in larger cities and villages. As deduced from the data collected for this research, the Moroccan EFL teachers contacted with are hard-working; they are passionate for their jobs and show involvement with the teaching-learning process, trying to make the most of their time and of the resources at hand. For this reason, they struggle to overcome the difficulties they face daily and throughout their teaching careers. The school reality is not often ideal to innovate or to introduce new methods or methodologies in their classrooms, it is not provided with ICT-based or AVM resources to align themselves with the current tendencies in CLT and student-centered lessons.

The present study seeks to know what methods, methodologies and resources – traditional vs. technological ones− are used by active EFL teachers in the Tinghir

Province and, once done, to determine why, when, how and to what extent, by using three instruments to collect data: questionnaires, interviews and video recordings. The scope is limited to the third –and last− year of the Middle School (9th grade) and to the first and second year of Secondary Education (Baccalaureate, 10th-12th grades) since English is actually taught at these four grades in present-day Morocco.

For the purposes of the descriptive analysis to be carried out, it is also interesting to determine whether EFL teachers have the chance to use the (Internet-connected) computer as a pivotal tool in the teaching-learning process, or, rather the contrary, they cannot integrate it into the classroom for different reasons and, therefore, should also rule out the ICT-based material and look for other ways to teach effectively (e.g. oral skills or radio). In this sense, the study will also consider the kind of school equipment and the very EFL teachers' opinions of using ICT material in the classroom (if possible), as well as their ideas and recommendations for the near future. By knowing the problems they face daily in the EFL classroom, we can better understand their stance towards CLT-based methods and methodologies and, maybe, identify strategies to help them overcome some of the main obstacles TEFL poses in the Tinghir Province.

To our knowledge, this is a pioneer research for the Tinghir Province since little or no literature has been found. Even though it is true that there are studies covering wider –and more to the north− geographical areas, these mainly focus on the use of technology in Moroccan language classrooms (not always dealing with teaching methods and approaches, *cf.* Chapter 3). Thus, the description and analysis of the data obtained from teachers working in the region may be relevant to understand the context and what previous knowledge and material they have available to perform their teaching tasks. Since the concern here is related to the educational practice in the classroom, and how it may be influenced by certain socio-cultural and infrastructural factors, the analysis also displays a socio-critical viewpoint.

1.3. Structure and objectives of the dissertation

Considering the aims and purpose just described, the dissertation is divided into five chapters for organization and coherence's sake, including this Introduction and the Conclusions drawn by the data collection and analysis. These are outlined below:

- Chapter one gives a concise state-of-the-art account of the English language in the MES, followed by the aims and purpose of the research; the present outline of the structure of the dissertation; and some preliminary notes on the methodology implemented and how data collection was carried out.

- Chapter two first discusses the public MES. The chapter takes the reader through the different stages of formal education in the country, and briefly indicates the main features of each level. Secondly, it explains the principal Moroccan guidelines for TEFL in both Middle School and Secondary (more precisely, for the 3rd year in Middle School, and the 1st [the so-called "Common Core"] and 2nd year of Baccalaureate), according to the curriculum outlined in the Moroccan NCET (1999) and later defined in official guidelines and pedagogical orientations (2005; 2006; 2007).

- Chapter three gives an overview of the role of motivation in the EFL classroom; first, a brief introduction to CLT approaches is provided, dealing also with the importance of Constructivism and Social Constructivism learning theories in this respect. CLT approaches are a successful means of improving students' intrinsic and extrinsic motivations towards English as a Second Language, and this will be also explained. Then, special attention will be paid to game- and ICT-based strategies to present the language in a significant manner, as well as to cater for the range of learning needs and requirements present in most class environments. After this overview, the chapter moves on to discuss some ideas on the current situation in Morocco, including studies analyzing the level of motivation to learn an L2 among school and high school students.

- Chapter four contains the descriptive analysis, in which we first explain the methodology and instruments used for data collection, and then offer some

insight into the current situation of TEFL and the learning process in the Tinghir Province by providing graphs and comments on the results. As mentioned above, the data obtained are related to specific years in Middle School and Secondary, and the information collected from the questionnaires, interviews and onsite video recordings is presented to gain a general vision of the current situation in the region.

- <u>Chapter five</u> summarizes the main findings of the research, states some conclusions and limitations of the study, and tells about possible prospects for the future.

- Finally, there is a list of References, and Appendix with selected material and the compulsory summary of the thesis contents in Spanish.

1.4. Notes on data collection

To identify the methods and strategies for TEFL in Middle School and Secondary in the Moroccan region selected (Tinghir Province), we have used three fundamental instruments to collect the necessary data and achieve the main goal of the research.

The first one consists of a survey research based on a 10-question questionnaire (see **Appendix, Annex I**) designed to know different aspects of material and resources available for classroom usage; the possibility of ICT implementation and how they influence students' performance; and teacher formal training. The questionnaire includes both open-ended and close-ended *yes-no* or *select-one* questions, and was answered by forty active EFL teachers in the region (see **Appendix, Annex II** and **Annex III**). The importance and convenience of questionnaires in Second Language (L2) research has been studied in recent decades and is encouraged by many scholars of the field (*cf.* Dörnyei and Taguchi, 2009).

The second instrument used to collect data on TEFL ideas and practices is a semi-structured interview, which is usually considered an essential tool for obtaining more details from individual participants and their beliefs on a topic (Berg, 2004).

The interviews were carried out with the same teachers that filled in the questionnaire, in order to establish a line of continuity and get some ideas about the actual integration of ICT into the classroom, the problems to implement them effectively, or the recommendations to improve the situation.

And the third instrument is onsite recording of unfolding EFL lessons. Video recording offers the opportunity to observe, more closely, what happens inside the classroom and introduces a contextual and practical component into the research (Richards and Lockhart, 1996). It offers feedback to the researcher and completes the information obtained by the questionnaires and interviews, being not conditioned by guided questions. This way, it is possible to see the methodology and teaching strategies put into practice, as well as the resources the teachers display during the lessons.

In this last paragraph, we would like to highlight that the process of data collection has been a hard and difficult task at times. First, locating and contacting EFL teachers in the Tinghir Province has not been always easy; not all teachers have wanted to participate in the research survey, for several different reasons, and the schedule availability of the ones volunteering has also been a drawback in some cases. We personally met with a group of teachers to have the questionnaire filled in (by visiting them in the different Tinghir cities and villages); others preferred to attach the file to an email sent directly to us. For these reasons, it took a long time to have all the questionnaires done and then organize the information into coherent sections. Secondly, to be able to hold the interviews with these teachers in person, as well as to record the videos of their EFL lessons, we needed to get written consent from each school headmaster and, in the case of the videos, from the students of the group as well. In relation to the interviews, as they were semi-structured, the teachers also had extra time to express their ideas and give some recommendations to improve the TEFL in that area of Morocco in the future. And in the case of video recording, it was particularly challenging, since just five out of the forty EFL teachers participating agreed to collaborate.

But despite all odds and the evident difficulty to gather information and collect analyzable data, we could manage to make the most of the participation of the EFL

teachers and incorporate it into our research, thus reaching the goal of the study and being able to discuss our findings about the methods, methodologies and strategies they use in the classrooms, traditional or ICT-based.

2. The Public Education System in Morocco

2.1. Historical context

When the French Protectorate of Morocco (1912-1956) ended,[2] it was estimated that only about 10% of school-age boys and 6% of girls were schooled; by contrast, "after 47 years of independence, illiteracy has diminished to 50% and among women it has decreased to 65%" (Ennaji, 2005, p. 205). After independence, the MNE was created, being responsible for providing facilities, designing curricula, as well as formulating and implementing the country's education policies (Massialas, 1988).

Even though the process of introducing Arabic into the school system started from the very beginning of the post-colonial period, the total Arabization was not scheduled to be completed until the mid-1990s (Massialas, 1988). However, the process is still underway and has not been as successful as the then-newly formed government anticipated (Ennaji, 2005). While Classical Arabic was declared the official language of the country back in the late 1950s, French was adopted as the second language "for purposes of modernisation, development and openness to the world" (Ennaji, 2005, p. 205). In this sense, the "Moroccan elite [was] in full favour of keeping the essence of the educational system of the French colonisation and developing it on the basis of the French model" (Ennaji, 2005, p. 205) (see also Chapter 1; Llorent-Bedmar, 2014; Segalla, 2009 and 2010).

According to Ness and Lin (2013), the Moroccan government was "instrumental" in the 1999-2009 decade as to improving the population's access to Primary, Secondary and Tertiary education levels. It was during this period that the Moroccan MNE:

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[2] For more details on this historical period of Morocco, see, for instance, Boum and Park (2016 [1996]), Gilson-Miller (2013) or McKenna (2011).

[...] decentralized education oversight to a degree and allowed the country's districts and regions some autonomy in making educational decisions. The Ministry of National Education, however, still plays a crucial part in transitioning the country's education standing from a colonial system to a postcolonial, information-based system (p. 347).

2.2. Education levels

Nowadays, the public education system in Morocco[3] is divided into five levels, which are taught at nurseries, schools, colleges, high schools and faculties. To the following list, Nursery School (4-6 years old) must be added although it is not part of compulsory education:

Education	School/Level	Grade From	Grade To	Age From	Age To	Years	Notes
Primary	Primary School	1	6	6	12	6	Primary School education is compulsory
Middle	Basic Education (Enseignement Fondamental)	7	9	12	15	3	Certificate/diploma awarded: Certificat d'Enseignement secondaire
Secondary	General Secondary (L'Enseignement Secondaire)	10	12	15	18	3	Certificate/diploma awarded: Baccalauréat
Secondary	Technical Secondary			15	18	3	Certificate/diploma awarded: Baccalauréat Technique
Vocational	Technical			18	20	2	Certificate/diploma awarded: Brevet de Technicien supérieur
Tertiary	First University Degree					2	Preparatory phase
Tertiary	Second University Degree					4	Leads to the award of the Licence / Maîtrise /Diplôme (4 to 5 yeas total including preparatory phase)
Tertiary	Third University Degree					2	Certificate/diploma awarded:Diplôme d'Etudes Supérieurs(DES), Diplôme d'Etudes Supérieurs Approfondies(DESA) (two to three years in length) Students wishing to study for the Doctorat must first complete the DES(S/A). Doctoral studies require at least two years of research beyond the DES and the writing and defense of a dissertation. The Doctorat en Médecine and Doctorat en Médecine Dentaire require a baccalauréat from the science track for entry and studies last seven and five years respectively.

Figure 1. Education and levels in Morocco

[Source: http://www.classbase.com/Countries/Morocco/Education-System]

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[3] At present, private education attracts middle and upper class people. It was promoted after independence to avoid "the common pitfalls of the public educational system" (Ennaji, 2005, p. 208). It coexists with other private schools run by foreign agencies or cultural centers. For Original Teaching, a special education system developed in madrassas and based on the principles and ideals of the Arab-Muslim civilization, see Hefner and Zaman (2007) and Llorent-Bedmar (2014).

2.2.1. Nursery (or pre-Primary) School[4]

It is intended for 4-to-6-year-old children and aims to facilitate their physical, cognitive and emotional development by promoting autonomy, self-esteem and socialization through:

- developing sensory-motor, imaginative and expression skills;

- doing basic practical and artistic activities, such as drawing, painting, or interacting with music;

- preparing children to learn how to read and write in Arabic (or another language, in the case of private modern schools);

- initiating them into Moroccan (Muslim) religious values;

- being aware of the basics of ethic and civic coexistence.

Currently, there are different types of pre-schools in Morocco, officially accepted; namely:

a) Qu'ranic pre-schools (public or semi-public)

    i. The *M'sid*, or traditional centers, supervised by the Ministry of Religious Affairs (MRA); these schools are widespread in rural areas.

    ii. The *Kuttâb*, or renovated Qu'ranic schools overseen by the MNE; these resemble kindergartens, but without leaving aside their religious ideals or forgetting the country's origins.

b) Modern pre-school centers (private)

    These include a range of nursery schools and kindergartens that cater for families who can afford it; these are usually part of the cultural services offered by foreign countries like Belgium, France or Spain (mainly).

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[4] Unless indicated otherwise, the description of each level is based on Ennaji (2005), Llorent-Bedmar (2014), Ness and Lin (2013), and Sassi, Chaibi and Najbi (2011).

All in all, early childhood education in Morocco is not compulsory, so parents can decide not to pre-school their children in either kind, as these centers are not always free tax.

2.2.2. Basic Education

This is a mandatory level in Morocco and comprises students from 6 to 15 years old (1st-9th grades). As seen in **Figure 1** above, there are two levels: a) Primary, from 6 to 12 years old; and b) Middle School, from 12 to 15 years old.

Primary education, in turn, is divided into:

a) the *First Cycle*, which is two years long, from 6 to 8 years old, and focuses on the consolidation and extension of the knowledge acquired in pre-school (if any);

b) the *Intermediate Cycle*, which lasts four years, from 8 to 12 years old, and it aims to build capacities in children through:

- deepening in the knowledge acquired in earlier levels, particularly religious, civic and ethical;

- developing listening and speaking skills in Arabic;

- learning to read, write and express themselves in the L2;

- introducing them into ICT usage, communication abilities and creative interaction.

Once students have finished Primary Education, they can continue to Middle School, in which they are prepared to continue their studies, or integrate directly into the country's workforce.

Middle School students attend colleges and are trained to obtain a certificate of completion (*Cértificat d'Enseignement Secondarie* or *Brevet d'Enseignement Collegial* [BEC]) that grants access to non-mandatory Secondary level. Among the goals of this level, we find:

- to deepen in the general contents of *First* and *Intermediate Cycles*;

- to develop formal intelligence on young people, to be able to formulate and solve problems, perform simulations of real situations…;

- to get familiar with basic concepts and laws of Natural and Physical Sciences and the environment, as well as geographical, historical and cultural knowledge;

- to be initiated in the knowledge of the fundamental human rights and the Moroccan citizens' duties, together with technical learning to carry out trades, artistic skills and basic sports.

At the end of Basic Education, students are well oriented to enroll in Secondary Education, although it must be stressed that, in practice, many of them give up on their academic efforts as early as 15 years old and prefer opting for the work market. Others, instead of moving on to Secondary Education, take a *Vocational Specialization Cycle* that can last one or two years depending on its design, the professional requirements and the skills expected in graduates to incorporate to the Moroccan production and service sectors.

2.2.3. Secondary Education

Secondary Education in Morocco is divided into two branches: General (10th-12th grades, from 15 to 18 years old), and Technical or Qualified (with no grade staging and for the same age range). This level spans three courses at high school and comprises two cycles:

a) *First Cycle*, or *Common Core Cycle*. After obtaining the BEC, those wanting to continue their formal studies should enroll in a one-year course structured in several learning modules aiming at:

- developing reasoning skills, communication, expression, work organization and methodical investigation;

- promoting self-learning abilities and the adaptation to the demands of a changing work life and a new cultural, scientific, technological and professional environment around them.

a) *Second Cycle*, or *Specific Cycle*, lasting two years. Once finished, students can obtain a (Technical) Baccalaureate Certificate, depending on the branch they are enrolled in:

   a. General Secondary

   The principal objective is to consolidate the knowledge acquired during Middle School (college education) and prepare students for Higher (Tertiary) Education. It is designed to acquire an adequate scientific, literary, economic and social education, as well as to be able to pursue more advanced studies successfully. When finished, students obtain the *Baccalauréat d'Enseignement General* (BEG) diploma that entitles them to undertake university and other studies at specialized institutions of Higher Education.

   b. Technical Secondary

   This level is designed for students who have finished the *First Cycle*, or the post-basic-education *Cycle of Vocational Specialization.* It aims to provide training for qualified technicians, who will carry out secondary jobs in companies or in any of the various domains of production in the economic, social, artistic or cultural sectors. After two years plus a month of internship in a company or equivalent institution for the purposes, students are awarded the *Baccalauréat d'Enseignement Professionelle et Technique* (BETP). This certificate gives access to employment, training institutions and different specialized technical jobs.

2.2.4. Vocational Training

Traditionally, Moroccans have had a poor opinion of vocational and technical education, which is assumed to be pursued by the least favoured social groups. However, Llorent-Bedmar (2014) points out that government authorities are concentrating their efforts on changing this stereotyped idea: "[they] are convinced that the path to modernity lies in promoting vocational training with tempting job opportunities, and using this to spearhead reform in the education system" (p. 100). In fact, since the mid-1980s, Vocational Training has gone through a process of gradual reform, based on three essentials:

- the development of human resources and socioeconomic promotion;

- the improvement of the overall quality of education;

- the search for a better match between training and actual employment opportunities in the country.

The public education system of Vocational Training in Morocco offers a wide range of branches in several domains. According to the *Agence Marocaine de Coopération Internationale* (AMCI),[5] this education level is restricted to those students who have completed the Basic (9th graders) and Secondary Education (12th graders) and it includes three different specialization branches: a) *Vocational Qualification Cycle* (*cf.* 2.2.2. Basic Education above); b) *Skilled Technician Cycle*; and c) *Specialization Cycle*, which is only for Moroccans or foreigners living in Morocco who do not meet the criteria to pursue Higher Education.

2.2.5. Higher (or Tertiary) Education

Since independence in 1956, Higher Education enrollment in Morocco "has grown more than 11 percent, and, despite gender disparity, a growing number of female students are entering higher education institutions" (Ness and Lin, 2013, p. 347). Currently, there are fourteen public universities in the country –the most prestigious

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[5] Information available at: http://www.amci.ma/etudes.html.

one being Mohammed V University at Rabat (Boum and Park, 2016 [1996], p. 347 and ff.). Higher Education in Morocco is three-staged, as follows:

a) *First Cycle,* or a preparatory phase, lasting two years (undergraduate);

b) *Second Cycle*, in three years, divided into six semesters (undergraduate). Once they finish, students can achieve two different Bachelor certificates (*Licences*):

- the *Diplôme d'Études Universitaires Générales* (DEUG), which allows enrollment in a Master's Degree (*Third Cycle*);

- the *Diplôme d'Études Universitaires Professionnalisées* (DEUP), to be incorporated into the labor market.

c) *Third Cycle* (postgraduate) includes a four-semester Master's Degree and, at the end of the scale, a Doctorate.

2.3. Guidelines for TEFL: Middle School and Secondary[6]

2.3.1. Preliminary considerations

The objectives of the curriculum currently running in the Moroccan public education system are set along the lines of the four pivotal values outlined in the official guidelines and pedagogical orientations (2005; 2006; 2007, see References) that, in turn, draw on the principles of the NCET (1999); namely: a) the values of the Islam; b) the values of the Moroccan identity and its cultural and ethical principles; c) the values of citizenship; and d) the values of human rights and their universal principles. To include these in the curriculum, Chaibi (2009) states that "the Moroccan education system, in general, and the curriculum in particular, are geared towards meeting the ever-changing economic, social and cultural needs of Morocco, and those of the learners" (p. 11).

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[6] The description below is based on the guidelines by the Moroccan MNE (2005; 2006; 2007) and on the statement of values and aims for the national EFL curriculum (Chaibi, 2009).

These essential values are materialized in a series of general goals to be achieved during Basic and Secondary Education, which are displayed below as per Chaibi (2009, p. 11):

- to promote the Islamic/Moroccan identity and awareness of its diverse, interactive and complementary components;

- to enable learners to become acquainted with both the contributions and benefits of human civilizations;

- to promote patriotism;

- to enable learners to make contributions to modern science and technology;

- to promote their desire of knowledge, research, and inquiry;

- to enhance their awareness of their obligations and rights;

- to initiate them into citizenship and democratic practices;

- to initiate them into negotiation, tolerance and acceptance of different views;

- to initiate them into modernity values;

- to enable them to acquire the ability to communicate effectively in different settings;

- to help them develop appreciation of beauty in the arts and crafts;

- to develop their knowledge, understanding and appreciation of their own cultures and other people's cultures, and how these influence individuals and societies;

- to enhance their understanding of the values, principles and practices of democracy;

- to raise their awareness of time as an asset both at school and in life;

- to help them develop the competencies and attitudes to be productive members of society.

Through these goals, the Moroccan education system intends to develop the students' (meta-)cognitive, character, moral and civic features, inasmuch as they can improve their "self-confidence; self-discipline; self-respect; respect and concern for others, especially those from different social, cultural, ethnic and religious backgrounds; wholesome relations with others; responsibility; diligence; compassion; integrity; and courtesy" (Chaibi, 2009, p. 12).

Such essential values, together with the goals to be achieved during Primary and Secondary Education and the development of students as individual citizens, are also reflected in the EFL curriculum for Middle School and Secondary in Morocco. Nowadays, the EFL curriculum for both levels adheres to the competence- or performance-based approach that rules in the *Common European Framework of Reference for Languages* (CEFR). That is, it chiefly focuses on learning outcomes and addresses what the learners are expected to do in practical terms, rather than on what they are expected to learn about (theoretical content). According to the Moroccan guidelines for TEFL (2005), a competence can be defined as a "statement of learning outcomes for a piece of knowledge or skill" (p. n/a).

Broadly speaking, the distinctive characteristics of the competence-based approach are stated in the document as follows (Chaibi, 2009, p. 15):

- It is organized around a set of learning tasks and/or activities based on language knowledge, skills, strategies and abilities that learners have to demonstrate;

- It uses specific themes and situations as a means to develop competences and improve performances;

- It is task-based and learner-centered;

- It assesses learner's behavior/performance in relation to the competences being worked on;

- It capitalizes on the performances that learners should expect to attain, not just on content to be covered.

2.3.2. General objectives of the EFL curriculum

According to the principles outlined in the NCET (1999), and later defined in the guidelines and orientations published in 2005, 2006, 2007 and 2009 (see References), the general objectives of the EFL curriculum in the Moroccan education system can be summarized as follows (Chaibi, 2009, pp. 13-14):

a) To develop the communicative competences necessary for a variety of real-life situations, by:

- Listening, understanding and responding appropriately to others;

- Speaking effectively and participating in group discussions in different situations;

- Reading, understanding and reflecting critically upon what is read;

- Writing accurately and fluently;

- Exchanging information, ideas, and experiences.

b) To develop knowledge and sub-skills necessary for a variety of real-life purposes, including:

- To acquire a deep understanding of the language system;

- To understand and use the functions of language of daily life;

- To express oneself using a range of vocabulary;

- To acquire semantic and discourse knowledge;

- To understand the way language adapts to context;

- To write accurately and fluently.

c) To develop study skills leading to learner's autonomy, like:

- Working individually on assignments;

- Negotiating, planning their work over a certain time span and learning how to set realistic objectives and how to devise the means to attain them;

- Searching out information for themselves from different sources appropriately and effectively;

- Writing accurately and fluently.

d) To develop the intellectual abilities of the learner, such as:

- High-thinking and meta-cognitive skills (critical thinking, logical reasoning, decision-making, problem-solving, inquiry and evaluation skills...);

- Eliciting rules from language in use and discussing their hypotheses with others imaginatively.

e) To develop the learner's awareness of, and reflection upon, global issues so as to:

- Get acquainted with, and reflect upon, international issues and relations (e.g. international organizations, world conflicts);

- Develop an understanding of economic issues (e.g. business and financial news);

- Get acquainted with, and reflect upon, current issues: human rights, women's rights, health, education, science and technology.

f) To reinforce values pertaining to character, civility, and citizenship in order to:

- Reflect on the consequences of their own actions and develop self-discipline, a sense of responsibility and self-respect;

- Value cooperation and sharing, respect and care for others;

- Understand their rights and responsibilities as citizens and gain awareness of active contribution to democratic processes;

- Value integrity, honesty and truth;

- Respect nature and the environment.

2.3.3. TEFL in Middle School

2.3.3.1. General objectives

The guidelines (2005; 2007) have established the following general aims for the EFL curriculum in Middle School (9th grade, first level), which are listed below (Chaibi, 2009, p. 19):

- To contribute to the achievement of the aims related to education in general and the teaching of languages in particular;

- To develop competences such as demonstrable application of knowledge, skills, strategies, abilities and study skills acquired by individual learners;

- To raise learners' awareness of the gains of learning a foreign language;

- To give them the opportunity to develop cross-cultural communicative competence;

- To enable learners to discover the learning strategies that suit them best, so that they can learn more effectively, and by extension, take over more responsibility for their own learning;

- To give them a sense of confidence in the use of English for communication.

2.3.3.2. Specific objectives

The specific aims in the EFL subject are related to each of the four major skills: receptive (Reading, Listening) and expressive (Writing and Speaking). Those are outlined below, according to Chaibi (2009, pp. 19-20):

1. *Reading*

   - Read a text quickly to understand the main idea(s) [skimming];

   - Scan a text for specific information [scanning];

   - Use linguistic information in a text to infer word meanings [structural analysis, contextual clues];

   - Use information in a text to recognize referents.

2. *Listening and Speaking*

   - Identify the general idea(s) of a spoken text [listening for the gist];

   - Listen to a whole spoken text very carefully for specific information [listening for details];

   - Listen and respond thoughtfully and respectfully to others;

   - Speak clearly and expressively, using correct pronunciation and intonation;

   - Understand and use spoken language appropriate to the topic, purpose and audience.

3. *Writing*

   - Write a single paragraph with a topic sentence that expresses a basic idea, with several sentences that develop or support the main idea;

   - Write a single paragraph describing a person, a place or a thing;

   - Write a letter or an email to give information;

   - Write a simple conversation or dialogue.

2.3.3.3. Methodology and assessment

The guidelines (2005; 2007) suggest that the teachers in Moroccan middle schools should implement more active, student-centered methodologies than customary. For the purpose, teachers must bear in mind the following tenets (listed in Chaibi, 2009, p. 16):

- Language acquisition is fostered by engaging learners in real tasks;

- Language learning is a problem-solving activity;

- All learners can learn and experience success in a foreign language;

- Learners learn in different ways, which implies catering for different learning styles;

- Learners achieve proficiency at different rates;

- Learners are involved in interdisciplinary connections when learning English;

- Learners express themselves freely in low-anxiety situations;

- Learners acquire language better in rich learning environments in which they receive comprehensible input;

- Language tasks and/or activities must focus on both content and form.

The guidelines (2005; 2007) recommend, therefore, that the TEFL methodologies to be used in class should focus on promoting skill-based activities that help learners demonstrate their different levels of competence and learning strategies in a variety of tasks and contexts. Besides, the TEFL practices should be concerned with realistic learning experiences based on problem-solving activities to maximize the L2 acquisition process.

For the purpose, EFL teachers must cover five textbook units each semester with an average of six hours per unit; of these, four hours should be devoted to assessment. If the allotted course time allows it, the teachers can also present all or

some of the topics/units left in the textbooks. They are also advised to present grammar and language functions orderly, following the textbooks in use. In each case, students should be helped to identify and use these structures in real-life contexts, what means that a basic set of relevant vocabulary should be also taught for the purpose. Teachers are required to provide students with the necessary time to practice and use their L2 knowledge meaningfully and appropriately.

Given the indications above, assessment must be carried out on formative, or continuous, and summative bases. According to Chaibi (2009, pp. 17-18), the process should concentrate on measuring the learner's performances and how they evolve throughout the course. This way, assessment can occur at any time the teacher or learner needs feedback, or before moving on to new topics so that instruction can build on what is already acquired and fixed in their minds. Because of the nature of this curriculum, criterion-referenced standards must be applied when interpreting test scores.

To assess students' performance in written/oral tests, Middle School EFL teachers must observe a series of criterion-referenced standards that "describe the precise amount of end-of-level, end-of-unit or end-of-course competences the learner is expected to attain" (Chaibi, 2009, p. 17). These criteria aim at revealing two main elements (as per Chaibi, 2009, p. 18):

- terminal behavior, in reference to the entry behaviors necessary for the next level or unit of instruction;

- what standard of acceptability learners need to meet (the meeting of this standard is the prerequisite for the introduction of new instructional objectives, and all learners must meet the standard of acceptability not in a single objective but in all objectives).

In this sense, formative and summative tests:

[…] should have a beneficial backwash effect on teaching and learning; should relate to the principles of validity, reliability, practicality, and efficiency; must reflect the approximate proportion of emphasis of the course; must allow for a good sampling of the content of the unit(s) or the course; and, in the case of the

final test, must be a proficiency test that measures what learners can do in English (Chaibi, 2009, p. 18)

Apart from tests, EFL performance-based assessment also requires the incorporation of others assessment strategies/instruments to collect data, such as project works, portfolios, class participation, pair/group assignments or homework (independent/autonomous work).

2.3.4. TEFL in Secondary Education

2.3.4.1. General objectives

The 2007 guidelines for TEFL at high school level propose that a standards-based approach must be applied in the first (10th grade, level 2) and second (11th grade, level 3) years of Secondary (Baccalaureate). The document indicates that the adoption of this approach in Moroccan high schools can be justified on the following grounds (p. 5):

- It addresses what learners must know and be able to do with English (content standards) and how close they are to achieving the aims of the course (performance standards);

- It addresses communication as being not strictly one skill, but a mixture of the spoken, written and auditory skills;

- It is based on the premise that cultural understanding is essential in language education;

- It connects English with other subject areas such as history and geography, philosophy, etc.;

- It is based on the view that argues that comparing and contrasting our own languages and culture(s) with other languages and culture(s) leads to better understanding of ours;

- It stresses the extension of language learning experiences from the classroom to 'the outside world';

- It is focused on the learner's learning (i.e. learner-centered);

- It holds all concerned parties accountable for the outcomes of learning;

- It requires performance-based assessment.

Taking into account this information, the TEFL for these secondary levels should address the five core areas in foreign language learning in the 21st century (the so-called 5C's), which are itemized as follows in the guidelines (2007, p. 5):

1. *Communication*: Learners will communicate in both oral and written forms; interpret both oral and written messages; show cultural understanding; and present oral and written information to various audiences for a variety of purposes. Three modes of communication are involved here: the interpersonal, interpretive, and presentational communication.

2. *Cultures*: Learners will gain a deeper understanding of their culture(s) and other cultures in terms of their perspectives (values, ideas, attitudes), practices (pattern of social interactions) and products (books, laws, music).

3. *Connections*: Learners will make connections with other subject areas; and acquire information and use through English for their own purposes.

4. *Comparisons*: Learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture).

5. *Communities*: Learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the Internet.

2.3.4.2. Specific objectives

On account of these general objectives and the need of tackling the 5C's in EFL secondary classrooms, it is necessary to have clear, straightforward and well-articulated standards, similarly to Middle School's but more well-defined, since these will determine whether learners are prepared to continue post-secondary studies successfully or not. The standards set forth in the guidelines (2007) are thought to provide learners "with the opportunity to acquire the knowledge, attitudes, skills, and strategies for better English language learning" (p. 6).

Therefore, for an effective attainment of the above-mentioned standards in this education level, the teachers should focus on these specific aims to help learners to (2007, pp. 6-7):

1. *Develop the ability to think through activities that promote*:

    - Problem-solving;

    - Informed decision-making;

    - Systems-thinking (focusing on the whole, not just on the parts, of a particular issue or system);

    - Critical, creative, and analytical thinking;

    - Imagining places, times, and situations different from their own;

    - Developing and testing hypotheses;

    - Transferring their English language learning competencies to other learning situations.

2. *Develop communication skills by:*

    - Constructing and defending an argument;

    - Working effectively in pairs/groups;

    - Communicating plans and processes for reaching goals;

    - Receiving and acting on instructions, plans, and models;

    - Communicating purposefully using the skills acquired;

3. *Be tuned to quality work so as to:*

- Acquire and make effective use of information;
- Come up with quality performances (e.g. well-executed presentations / projects in class);
- Revise their performances for later presentations;
- Draw up and pursue positive and rewarding goals.

4. *Foster their connections with their community by:*

- Being recognizant of their responsibilities and rights as citizens and acting accordingly;
- Being willing to work hard and being lifelong learners;
- Contributing to the aesthetic and cultural life of their community in any way they can;
- Viewing themselves and their community within the city/town, country and the world at large;
- Contributing and adapting to change, be it scientific or technological.

To meet the standards above, and to be able to achieve the specific aims just listed, the guidelines indicate that, for the teaching of these skills to be successful, teachers and textbook designers alike should have the 5C's present and provide students with as much authentic and real-life material as possible. This way, these standards and objectives can be introduced and attained during the teaching of the four major skills. For the purpose, the specific aims established for these two courses are as follows, in terms of what learners should be able to do (i.e. their performance) at the end of Secondary Education (2007, pp. 9 and ff.):

1. *Reading*

- Identify what learner-readers know about the text before reading it;
- Locate relevant information to confirm or disconfirm their predictions/guesses;

- Fit new pieces of information into their prior knowledge repertoire;

- Consider what has been read in order to react to it and express personal ideas or opinions;

- Select clues and ideas to demonstrate their understanding (or lack of it);

- Reconstruct reading texts maintaining the same tone and viewpoint;

- Set goals and monitor learners' progress when learning to read.

2. *Listening*

- Discriminate sounds, recognize stress patterns, intonation… (phonology and phonetics);

- Process sentences: analyze their elements, build a structure frame (syntax);

- Recognize and understand words/lexical chunks or formulas (semantics);

- Know how texts are rhetorically structured (genres);

- Identify cohesive devices in discourse;

- Construct the literal meaning;

- Store the information in short-term memory;

- Identify the speaker's intent and text tone (active listening);

- Puzzle out paralinguistic aspects (body language);

- Predict what is to be said;

- Decide on what to say or do to react.

3. *Speaking*

- Identify and use spoken discourse appropriate to purpose and audience;

- Prepare and deliver information by generating topics, organizing ideas, facts or opinions for a variety of speaking purposes and audiences (e.g. relating experiences, telling a story or presenting a report);

- Use the main ideas (or thesis statements) and supporting details to organize and communicate information;
- Participate in group discussions using appropriate language functions; predict, clarify, analyze, interpret, ask and respond to questions;
- Plan logical steps and organize resources to carry out a task within a given time frame (e.g. collecting information for a presentation; giving and following multiple-step directions);
- Evaluate responses both as interviewers and interviewees;
- Be aware of and identify cross-cultural similarities and differences;
- Use effective and appropriate vocabulary and logical connectors to relate or summarize ideas, events and other information;
- Express personal feelings and emotions (anger, happiness, doubt, surprise, etc.);
- Respond to direct questions, instructions, suggestions, offers, visual input, etc.

4. *Writing*

- Fix or consolidate various language components (e.g. vocabulary, syntax, etc.);
- Gather data or information by observing, reading, listening, talking to others, analyzing, synthesizing, interpreting, and evaluating;
- Recycle and generate content and previous knowledge;
- Conceptualize and express ideas to invigorate their ability to think logically and solve problems;
- Think and explore their environment and the world with language, to discover and internalize meanings;
- Empower learners and achieve growth not only as language learners, but also as independent intellectuals.

Apart from those four major skills, the guidelines also outlined specific aims for other language and language-related functions, this time from a teacher-centered viewpoint, as these have become "an integral part of many EFL materials and

textbooks" (p. 30). These cover competences and skills to express basic and universal communicative functions, including (2007, p. 30 and ff.):

1. *Language functions*

   - Place learners in situations where they can use English as an instrument for social interaction while learning the communicative functions;

   - Make learners aware that the same language forms (exponents) may be used to "do different things" and/or express different meanings;

   - Make learners conscious of the social meaning of language forms. This includes their ability to vary their speech to suit different social circumstances and to use generally acceptable and non-offensive forms;

   - Develop learners' skills and strategies necessary to use language to communicate meanings as effectively as possible in class and in real-life situations;

   - Make learners use language to negotiate meanings, to organize and process information and to interact with different interlocutors and for different purposes.

2. *Social functions*

   - Make learners express their thoughts or feelings, agreement and disagreement; apologize, complain, ask for information...;

   - Focus on developing the ability to use social/communicative functions accurately (correctly) and appropriately (in the right contexts);

   - Promote realistic, or naturally-occurring, interaction between speakers in context, indicating the social relations taking place;

3. *Rhetorical functions*

   - Noticing: make learners notice the instance of the rhetorical target in the text and how it is realized linguistically;

- Practice: make learners practice the exponents of the target rhetorical function through a series of exercises;
- Performance: make learners use the target rhetorical function in performance-based tasks such as projects.

2.3.4.3. Performance descriptors

Taking into account the general and specific objectives set for Secondary, the level in which the Moroccan students are more exposed to the English language and have more opportunities to work on their communicative competence and develop the 5'Cs standards, the students in the 10th and 11th grades are expected to have acquired a series of language-related abilities at the end of the course. These will provide them with an adequate basis to continue into the next education level successfully.

For this reason, the document that brings together the *Pedagogical Guidelines for the teaching of English in the Moroccan high schools* (2006) contains a list of specific performance descriptors that describe the expected results of instruction in classroom settings. These are intended to serve as indicators of EFL students language progress, in terms of performance (*i.e.* "the ability to use the language in an instructional setting") and, less frequently, of fluency (*i.e.* "the ability to use the language in real world situations, so that the teachers can have common reference material for daily follow-up and summative assessment")[7] (see 2.3.4.4.). Due to its pivotal importance to achieve the objectives, to implement different methodological approaches and strategies, as well as to assess Baccalaureate students, these descriptors are showed in **Figure 2** and **Figure 3** below, according to the relevant pedagogical guidelines (2006, pp. 11 and 18):

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[7] Definitions taken from the *American Council for Teaching of Foreign Languages* (ACTFL) (*cf. Performance descriptors for language learners*: 2006, p. 4)

A- listening:
1- identify the topic of a text.
2- Identify the participants and their roles.
3- Identify the setting of a text
4- Identify the main idea of a text.
5- Respond to referential questions based on aural texts
6- Identify core vocabulary

B- Speaking:
1- articulate sounds in isolated word forms.
2- Articulate sounds in connected speech.
3- Produce basic intonation patterns.
4- Recite songs and rhymes individually and chorally.
5- Talk about self, family, immediate environment, or issues of interest.
6- Describe a sequence of events.
7- Describe a process.
8- Express likes, dislikes, interests, dreams, apology and gratitude.
9- Make a rehearsed oral presentation about a familiar topic.
10- Respond verbally to direct questions, instructions, suggestions, offers and visual inputs.
11- Give directions and instructions.
12- Ask questions about different matters.

C- Reading:
1- make predictions about a reading text.
2- Identify the main idea of a text.
3- Answer factual questions.
4- make inferences about a reading text.
5- Scan text for specific information.
6- Skim for the gist or general impression.
7- Deduce the meaning of unfamiliar words from the context.
8- Recognize reference

D- Writing:
1- copy a short text accurately.
2- Spell frequently used words correctly.
3- Arrange scrambled words into sentences.
4- Arrange scrambled sentences into paragraphs.
5- Complete sentences by supplying the missing word or group of words.
6- Construct sentences following a model.
7- Produce a short text following a model.
8- Combine sentences using connectors.
9- Write short messages to friends or relatives;
10- Use capitalisation and punctuation correctly
11- Review, edit and rewrite own work.

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Figure 2. End-of-course performance descriptors for 1st year of Baccalaureate (level 2)

Speaking

Engage in conversations effectively, using suitable conversation management skills and appropriate communication strategies

Express personal feelings and emotions (anger, happiness, doubt etc...)

Respond to direct questions, instructions, suggestions, offers, visual input etc...

Respond to factual, referential and inferential questions

Make predictions about a reading or listening material.

Make a prepared oral presentation about a topic of general and/or personal interest

React to classmates' talks and/or presentations

Report other people's talks (or conversations) effectively.

Listening

Identify the topic of an aural text

Identify the main ideas

Distinguish the main idea from supporting details

Respond to referential questions based on an aural text

Respond to inferential questions based on an aural text

Distinguish implicit information from explicit information

Deduce the meaning of words from the context of an aural text

Transfer information to complete forms, tables, graphs etc...

Reading

Make predictions about a reading text using the title, captions, pictures, first or last sentence of a paragraph etc...

Identify the main idea of paragraphs or the whole text

Deduce the meaning of unfamiliar words

Scan for specific information

Skim for gist or general impression

Make inferences: informational, explanatory, prepositional and pragmatic

Recognize referents

Generate questions about a text

Interpret information presented in diagrammatic form

Writing

Build paragraphs using a topic sentence and supporting details

Develop a text using an outline

Use the appropriate cohesive devices where necessary

write coherent texts

Organize short essays to support or reject o point of view (an idea, an attitude etc...)

Extract and synthesize information from several sources and present it in a coherent text using the appropriate organization, discourse markers and transitions

Trans-code information from a diagram, chart, map, etc. into written text

Use capital letters and punctuation correctly

Revise, edit and rewrite own work

Figure 3. End-of-course performance descriptors for 2nd year of Baccalaureate (level 3)

2.3.4.4. Methodology and assessment

The 2007 guidelines also recommend that the teachers in Moroccan high schools implement more active, student-centered methodologies to align with the standards-based approach mentioned above. Therefore, teachers' efforts must be focused on making learners "aware that we live in a global world [so that] 'learner training' for lifelong learning is omnipresent throughout the 5 C's […] [Thus,] all the curricula and syllabi need to target enabling learners to learn how to learn, and be able to carry on learning by themselves" (pp. 5-6).

The document gives some general guidelines as to the most recommendable teaching approaches and activities to work on the four major skills, although, rather than separately, it promotes the tendency to skill-integration "to enhance more contextualized practice, and thus more learning" (2007, p. 14). These, together with the guidelines for teaching vocabulary, are summarized below, taking into account the information on the guidelines (2007, pp. 9-29):

1. *Reading*

- Guide learners to extract meaning from a variety of materials written in English;

- Use activities in which they are able to analyze and synthesize reading materials;

- Explain how to react to different reading materials, according to the information contained and to the public to which opinions are going to be given;

- Indicate how to recognize the author's point of view, attitude, intent and tone in a piece of writing;

- Help to interpret correctly cultural elements found in reading materials;

- Work on creative/imaginative ways to transfer gained knowledge and strategies to other subject matters and communities.

2. *Listening*

- Much of teacher time needs to be spent on helping learners on the effective development of listening strategies: i.e. top-down and bottom-up strategies;

- Learners must be offered opportunities for practice inside and outside the classroom and to connect English with other subject matters;

- Integrating listening with other skills ensures that skills reinforce each other; a listening task might be preceded or followed by an oral or written report (or both);

- Written texts and activities with pictures, maps, authentic videos, recordings, plays, etc., which provide visual support, help learners learn to listen;

- Real-world tasks which require that learners should process information by selecting, categorizing and analyzing it;

- Use listening to interact culturally with peers and/or other speakers of English (e.g. listening to a conversation, a monologue, a talk, a song, etc.);

- Learning listening is spiral in nature; thus, teachers need to allow for an ongoing recycling of this language skill;

- Using pre-listening, while-listening and post-listening tasks that tap on cognitive processes should be top on our pedagogical list.

3. *Speaking*

- Put into practice all the components of students' "communicative competence";
- Make language learning highly dependent on speaking and listening (i.e. speaking to teachers, to peers, to oneself, etc.);

- Produce real communication since it requires attending to messages and reacting to them appropriately (sociolinguistic competence);

- Give learners a high level of self-confidence, motivation for learning, and an appropriate training for real-life tasks by providing continuous feedback on their performance;

- Provide learners with the opportunity to grow as effective world citizens, able to transmit, share and compare ideas, information and cultural patterns of different speakers.

4. *Writing*

- Promote essays in which they discover and formulate ideas as they attempt to construct meaning;

- Provide a healthy environment for the practice of process writing, starting with gathering ideas, pre-writing and planning, working out drafts, and preparing the "final" version;

- Implement effective use of peer-editing and proofreading;

- Establish a collaborative, interactive framework where learners work together. A pressure-free atmosphere with the teacher in the role of a guide, a facilitator and an interested reader is necessary;

- Offer feedback and suggestions to learners for improvement (writing should be no longer regarded as a simple means for reinforcing other skills, or as a pretext to make learners display their ability to string grammatically correct sentences to the detriment of meaningful communication);

- Make students aware that writing is a strategic, problem-solving, and a key skill of communication.

5. *Vocabulary*

- Allot specific class time to vocabulary: interaction or communication even in its narrower sense entails an adequate threshold of lexical knowledge;

- Address new words in a variety of ways using these tips as a guide:

  a) Spoken and written form (what does the word sound/look like? How is it pronounced, written and spelled?);

  b) Grammatical position and collocations (in what grammatical patterns does it occur and with what does it collocate?);

  c) Frequency and appropriateness (how common is the word? How often and where should it be used?);

  d) Conceptual Meaning and associations (what does the word mean? What does it make us think of and what other words could we use instead?).

- Help learners to revisit/practice new words a number of times with increasing space between practices (pacing and spacing). When presenting or recycling vocabulary teachers should vary their techniques to respond to individual differences;

- Vocabulary met in a meaningful context is more likely to be learnt than vocabulary presented in de-contextualized ways (word lists, flash cards, dictionary usage); therefore, the use of a variety of methods provides as much context as possible and fosters learning;

- Teachers should not stop at the presentation level: in order for learning to take place, meaningful practice is required. Teachers should hence try to give learners chances not only to read and listen to words, but also to use them orally and in written form;

- Engage in "unplanned" vocabulary teaching: learners often ask about what a word means, this is an opportunity not to miss. Learners benefit a lot from these impromptu moments and unplanned activities, and the teacher should encourage learners to ask such questions, without of course losing sight of the central focus of the lesson;

- When dealing with the pronunciation of words, teachers might try to have learners practice these in contextualized phrases (sentences) or in isolation. Also encourage free practice via the use of pair work or group work;

- When selecting new vocabulary to teach, teachers are advised to preferably choose words their learners really need in order to carry out communicative tasks, or words they need to use in the contexts they are studying English for (social, academic or professional);

- Play down the role of bilingual dictionaries: overusing the dictionary may get learners to rely on their definitions instead of the meanings words carry in a communicative context. Rather than isolating words or focusing on dictionary definitions, learners should be encouraged to attend to vocabulary in its communicative context.

Finally, as to assessment in Secondary Education, the guidelines tell that the standards-based approach to TEFL accordingly requires performance-based assessment methods. For space purposes, we will consign here only the general recommendations given to EFL teachers in Morocco (2007, p. 62):

- Teaching needs to drive testing rather than the reverse;

- Testing should be compatible with teaching (teach as you test, and test as you teach);

- The 5C's areas are to be assessed through performance-based assessment, that is, drawing on authentic tasks that require learners to demonstrate what they can do with English;

- Learners have to demonstrate specific competences and apply them in simulated real-life situations to specific standards;

- Scores depend on criterion-referenced tests (e.g. by means of rubrics), which provide information on what testees know and can do with English (it is not a tool to determine who is the best, but a help for learners to do their best);

- It is necessary to implement regular and continuous assessment that can occur whenever the teacher needs information about the adequacy of the learner's present learning for subsequent teaching;

- Performance-based assessment is more valid than conventional assessment in that it is: (i) authentic, as it replicates situations that the testees may encounter in real life; and (ii) it is relevant; the testees must demonstrate the ability to successfully complete realistic real-world tasks.

3. Motivation in the English Language Classroom: An Overview

3.1. TELF in the 21st century: CLT approaches

Although language teaching has a very long history,[8] by the beginning of the 20th century, it started to emerge as an active part of education debates. According to Richards and Rodgers (2014 [1986]), during the first part of the century, the foundations of contemporary approaches were laid. Ideas from both (Applied) Linguistics and Psychology were used to develop "principles and procedures for the design of teaching methods and materials […] This led to a succession of proposals for what was thought to be more effective and theoretically sound language teaching methods" (p. 3).[9]

Nowadays, the demand for successful communication skills in an L2, especially in English, is on the increase. The globalization of the world requires using the English language with a certain degree of fluency, not only in its written form but also in oral exchanges. Back in the 1970 decade, after some years of observation and reflection on TEFL practices, some educators noticed that L2 students knew the rules of linguistic usage but were unable to use the language in context (Larsen-Freeman 2003 [2000]). Therefore, they looked for new methods that went beyond the acquisition of a sound linguistic competence; this way, CLT came into scene as a way of making "communicative competence the goal of language teaching and acknowledging the interdependence of language and communication"

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[8] According to Howatt and Widdowson (2004 [1984]), "the teaching of modern vernacular languages began in England towards the end of the Middle Ages when French died out as the second language of the kingdom and gradually surrendered to English" (p. 9). See also Byram and Hu (2013 [2000]) or Musumeci (2001), for instance.

[9] For comprehensive reviews of current methods and approaches in the field of TEFL nowadays, see Larsen-Freeman (2000 [2003]), Littlewood (2013) or Richards and Rodgers (2014 [1986]).

so that the students could perform certain functions ("knowing when and how to say what to whom") (Larsen-Freeman, 2003 [2000], p. 121).
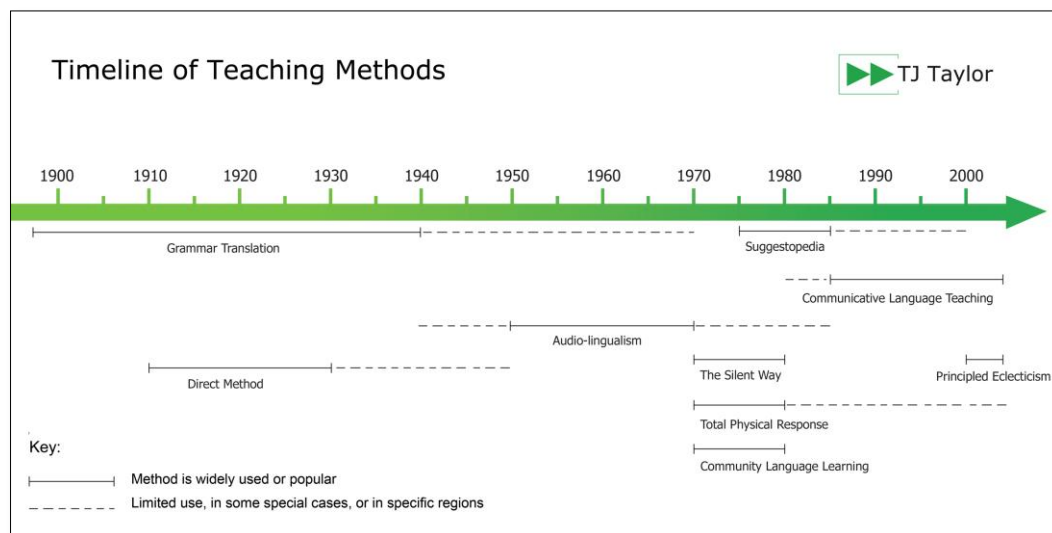
Figure 4. Timeline of 20th-century most popular EFL teaching methods
[Source: TJ Taylor's Blog - http://blog.tjtaylor.net/method-communicative/]

In relation to the advantages of using CLT against other current methods and approaches in TEFL, Ahmad and Rao (2013) carried out an experimental study to investigate the comparative usefulness of the Grammar Translation Method (GTM) and the CLT approach in teaching English at the intermediate level. Their study showed that, if provided with suitable conditions, a well-trained and active teacher with a good command of English, and using a CLT-based approach, can produce better results than teaching through more traditional methods. Generally speaking, while the GTM is teacher-centered, since the lessons are mostly directed to the study of the grammar of the target language (Richards and Rodgers, 2014 [1986]), CLT classes are more student-centered and the syllabus and material design usually involve the students in the learning process (Nunan, 1988, especially pp. 21-41; Vyas and Patel, 2015). When the students are at the centre of the learning process, they can display their full potential and give teachers valuable information as to both their different learning styles, on the one hand, and their more prominent kind(s) of

intelligence, on the other.[10] This way, the students with a "gift" for language ("linguistic intelligence" [word smart]) can be identified and reinforced to awake their intrinsic motivation for L2 learning, or even asked to have a supportive role with peers in cooperative or collaborative work, for instance (see **Appendix, Annex IV**).

3.1.1. Constructivism and Social Constructivism learning theories

Shifting the focus to student-centered –and project-based− learning seems to be one of the major contributions of **Constructivism** to language teaching. Constructivism is a learning theory which emphasizes that students should be involved in their own learning: "Rather than viewing learning as a passive process and the result of the internalization of outside knowledge (*i.e.* as a process of transmission), learning is seen as something that results from the learner's internal construction of meaning" (Richards and Rodgers, 2014 [1986], p. 27). This means that learning is dynamic and has a dual dimension; a) cognitive, as the "organizer reorganizes new knowledge on the basis of existing knowledge"; and b) social, as the "learner interacts with others and solves problems through dialogue" (Richards and Rodgers, 2014 [1986], p. 27).

Constructivist-drawing approaches to learning, like CLT, promote that students participate actively, posing questions and exploring interpretations. The teacher acts as a guide and facilitator of knowledge, while the student takes on a prominent role. To illustrate how constructivist teaching can be effective, the study by Le Grice, Mabin and Graham (1999) could be appropriate; these authors found that using a constructivist approach to teach remedial mathematics to 8-to-10-year-old students was effective to improve the students' math scores. Thirty participants were randomly assigned to three instructional groups using three different methods, one of which was a constructivist method for teaching mathematics. Although all three

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[10] The *Theory of Multiple Intelligences* was developed by Howard Gardner in 1983, and then reframed in 1993 and 2000 (see References). Basically, he suggests that the traditional notion of intelligence based on Intellectual Quotient is too limited; human beings can reach a broader range of intelligence that comprise different kinds: a) linguistic [word smart]; b) logical-mathematical [number-reasoning smart]; c) spatial [picture smart]; d) bodily-kinesthetic [body smart]; e) musical [music smart]; f) interpersonal [people smart]; g) intrapersonal [self smart]; and h) naturalist [nature smart].

groups of students improved their scores, the ones in the constructivist group had larger improvements.

A constructivist approach has not only been found effective in improving test scores, but also overall participation and retention of material. Altun and Büyükduman (2007), for instance, conducted a qualitative study in Turkey. To instruct twenty-six students from an English Preparatory Program, the teacher applied constructivist principles; the students appeared to be more on task and active during the class hour and stated that they were able to better connect their learning to previous knowledge, especially if participating in pair or group work (communicative tasks).[11] The authors indicate that the increase in students' participation resulted in a more permanent retention of vocabulary; besides, the students told they could concentrate more on the curriculum and produce new knowledge taking into account the information shared with peers.

Secondly, in relation to **Social Constructivism** theories and their influence on language teaching, Bonk and Cunningham (1998) have explained that technological changes have significantly restructured the way people live, learn and communicate at present. Many students come to school already having had significant experiences with self-directed learning, a fact which has encouraged a shift toward social constructivism in learning theories. This theoretical stance focuses on the importance of culture and social context for learning.

In sum, as described by Bonk and Cunningham (1998) themselves, social constructivists promote:

1. Learning environments that reflect authentic problems in the real world, which will allow students to look for suitable solutions by drawing on their previous knowledge and interests/aims in each case;

2. Building on individual and/or group previous knowledge, interests and experiences to carry out activities, tasks and projects that are either process- or product-oriented;

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[11] The creative-construction hypothesis and interactional theories are also relevant for this aspect of CLT. See Richards and Rodgers (2014 [1986], pp. 22-28).

3. Using activities that promote dialogue, interaction, justification and elaboration of one's stance through discussion, negotiation and collaboration;

4. Assessing students' progress embedded in real-world tasks and problems, taking into consideration social factors like collaboration, group processing and sharing of findings;

5. Applying ICT to facilitate the generation of ideas and knowledge building.

<div align="center">****</div>

Finally, as to the importance of introducing Constructivism and Social Constructivism principles, as well as CLT approaches, in teacher training programs, Akram and Mahmood (2011) report an experimental study conducted in Pakistan. Considering that CLT can enhance the students' self-confidence during the learning process, and that "it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the students use the foreign language in their conversation" (p. 174), these authors conclude that both trainers and trainees should be prepared enough to implement this approach in the classroom and, thus, overcome non-professionalism and the "weaknesses of traditional way of teaching" (p. 172). This reality may be extensive to other countries, like Morocco itself as we will see in Chapter 4, in which English is taught as a second or foreign language.

3.1.2. How can CLT enhance EFL students' motivation?

In light of the above, Constructivism and Social Constructivism promote CLT approaches to language learning, which are intended to put the student at the center of the learning process and make him/her interact and produce as much language as possible in (simulated) real-life communicative situations. However, this move towards more active and dynamic EFL lessons cannot be successfully carried out if students are not properly motivated.

Broadly speaking, the term 'motivation' refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712), to "the attribute that moves us to do or not to do something" (Coates-Broussard and Garrison, 2004, p. 106), that is, being "motivated means to progress or to be in motion to do something" (Ryan and Deci, 2000, p. 54). Other authors consider motivation as "a stimulant for achieving a specific target" (Johnstone, 1999, p. 146) that, in the case of language learning, also involves excitement, interest, keenness, and enthusiasm towards the acquisition process (Crump, 1995).

The quality of learning engagement within the classroom depends both on learners' cognitive abilities and on intricate motivational and affective factors. Extensive research regarding L2 educational psychology and motivation has led to two main principles: first, that the classroom environment is a powerful element in the activation of students' motivational beliefs which affect their learning outcomes (Pintrich, Marx and Boyle, 1993); and, second, that the teacher has a crucial role in the process of establishing motivating learning environments through a series of proactive and engaging strategies (Brophy, 2010 [1997]; Dörnyei, 2006), following what Dörnyei (2001) describes as a "motivation-sensitive teaching practice" (p. 135 & ff.) (see **Appendix, Annex V**, for sample communication-based lesson plans).

3.1.2.1. Intrinsic vs. extrinsic motivation

According to Ryan and Deci (2000), "motivation is hardly a unitary phenomenon. People have not only different amounts, but also different kinds of motivation. That is, they vary not only in *level* of motivation (*i.e.*, how much motivation), but also in the *orientation* of that motivation (*i.e.*, what type of motivation)" (p. 54). Regarding this orientation, Ryan and Deci's (1985) Self-Determination Theory (SDT) distinguishes different types of motivation depending on the different rationales or goals causing an action to take place. Thus, by application of the SDT, Ryan and Deci (2000) establish a basic distinction between *intrinsic motivation*, "which refers to doing something because it is inherently interesting or enjoyable" (p. 55), and *extrinsic motivation*, "which refers to doing something because it leads to a separable outcome" (p. 55).

Self-determination					
Amotivation	Extrinsic motivation				Intrinsic motivation
Amotivation	External regulation	Introjected regulation	Identified regulation	Integrated regulation	knowledge accomplishment stimulation
No perceived • competence • choice • intention • value of the behavior	External • control • rewards • obedience • punishments	Focus on approval: • competition • internal rewards and punishments (pride, shame, guilt)	High perceived: • value • personal importance	Integrated into self-concept	Internal • pleasure • fun • enjoyment • satisfaction

Figure 5. Self-Determination Theory (SDT) diagram

[Source: SportLizer Academy, https://academy.sportlyzer.com/wiki/motivation/self-determination-theory-intrinsic-and-extrinsic-motivation/]

According to Gardner (1985), there are two subtypes of intrinsic motivation: integrative and instrumental; which can influence the learning procedures and outcomes. *Integrative motivation* implies learning a language with the purpose of joining the culture of its native speakers. However, *instrumental motivation* means that a professional intention, usually associated with career improvement, is involved in the learning process, as well as other practical aims. In fact, Ellis (1994) believes that integrative motivation is identifiable when the learner shows interest in becoming a member of the target cultural group, whereas instrumental motivation emerges when the student anticipates the benefits of learning some particular L2. In this sense, Cook (2000) considers that Gardner's integrative and instrumental motivation subtypes are a significant influencing factor in L2 teaching. And Ellis (1994) maintains that the most desirable motivation in an L2 environment is the integrative one, as integratively-motivated students "are more active in class and less likely to drop out" (p. 513); yet he also concedes that "integrativeness is not always the main motivational factor in L2 learning; some learners, such as those living in bilingual areas, may be more influenced by other factors like self-confidence or friendship" (p. 513).

On the other hand, Ryan and Deci (2000) also indicate that, in recent research, intrinsic motivation has "emerged as an important phenomenon for educators—a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices" (p. 55). Thus, it is usually acknowledged that learners who have intrinsic motivation are more disposed to face complex and intricate problems and to make use of their slips and mistakes to expand their knowledge (Walker, Greene and Mansell, 2006). Furthermore, intrinsic motivation is vital for the assimilation process whereby previous internal knowledge and awareness are combined with new notions.

However, in the classic literature, extrinsic motivation has "typically been characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation" (Ryan and Deci, 2000, p. 55). Extrinsic motivation is the inclination to take part in activities because of reasons that are not directly related to the learning process but condition it, such as the anticipation of reward or punishment (Vansteenkiste, Lens and Deci, 2006).

3.1.2.2. Motivation in L2 acquisition

Multiple late-20th-century theories of L2 acquisition have acknowledged the importance of motivation, especially in more student-centered approaches like CLT usually is. For illustration purposes, a selection of them is explained below:

1. In Bialystok's (1978) model about strategies and their role in L2 learning, motivation plays an essential part in turning explicit linguistic knowledge into a more implicit, and therefore more spontaneous and automatic, linguistic knowledge. This process is more intense in motivated students, since they look for chances to take part in more communicative situations. The implementation of CLT approaches in the EFL classroom may provide them with opportunities for practice and to notice the utility of the linguistic knowledge acquired.

2. Clément's Social Context Model (1980) also includes motivation as a key element in L2 learning. The extent to which the second language is learnt

depends on the learner's anthropological dispositions, as well as on their attitudes towards the foreign language and community. This author even affirms that motivation determines the level of competence accomplished by the student. By using CLT approaches and significant activities, teachers can promote integrative motivation and, thus, also trigger a more positive attitude towards L2 learning.

3. Carroll's Conscious Reinforcement Model (1981) uses reinforcement as a source for motivation that can facilitate the learning process through the successive acquisition of habits. In Carroll's (1981) view, conscious reinforcement has two immediate consequences: on the one hand, it augments the probability that the response becomes habitual, given that the learner may repeat it in similar situations; and, on the other hand, it supplies information about the pertinence of the responses to specific contexts. In fact, according to Gardner (1985), "reinforcement involves an increment to an individual's perception of the appropriateness of the behaviour to a specific context" (p. 128). To communicate relatively fluently in an L2, speakers should not only acquire a proper linguistic competence, but also sociolinguistic skills that allow them to choose the best form and meanings to interact in specific situations. Habit formation by recreating real-life events or role-playing communicative exchanges could be a good way of reinforcing their self-confidence and motivation to continue learning.

4. Krashen's Monitor Theory (1981, 1982, 1985) also mentions the Affective Filter Hypothesis (AFH); which focuses on the relevance of motivation and emotional factors as fundamentals that can affect L2 acquisition: "When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and motivations […] filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language" (Dulay, Burt and Krashen, 1982, p. 4). In CLT contexts, anxiety levels, as well as the general motivation to learn a language, can be worked on by making the students be protagonists and make creative decisions as to how to put knowledge into practice.

3.2. Sample resources to motivate EFL students

CLT-based approaches and student-centred strategies can motivate students in the process of L2 acquisition and learning, yet games and technology are two useful means to provide students with tools for organizing, analyzing, evaluating and communicating ideas.

3.2.1. Using games

In recent decades, teaching methods and learning strategies have been developed worldwide to improve students' English language skills and focus on performance results (Crawford, Saul, Mathews and Makinster, 2005; O'Malley and Chamot, 1990; Richards and Rodgers 2014 [1986]). One such increasingly popular method is using game-based learning, which can be either traditional or digitally-enhanced[12] (Prensky, 2007; Whitton, 2014; Whitton and Moseley, 2012).

> According to Richards and Schmidt (1995) games can be defined as follows:
>
> > (in language teaching) an organized activity that usually has the following properties:
> > a) a particular task or objective;
> > b) a set of rules;
> > c) competition between players;
> > d) communication between players by spoken or written language.
>
> Games are often used as a fluency activity in communicative language teaching [CLT] and humanistic methods (p. 239).

Thus, incorporating games into the EFL classroom can boost students' motivation and confidence in their language skills and improve their vocabulary acquisition (Koprowski, 2006; Yudintseva, 2015). In addition, through playing games, the attention of students is usually increased due to the relaxing environment in which learning is taking place. A relaxing environment can contribute to increase motivation as well and, therefore, as Krashen's AFH claims, "learners with high

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[12] According to Badeau-Mahmoud, Deloche and Koscielniak (2014) "introducing digital educational games into class lessons can generate engagement, interactivity, and motivation. It can also result in an active participation of the students in the classroom" (p. 1). This way, communication and motivation are improved in the classroom environment. For more information on game-based teaching/learning; see also Prensky (2006) or Van Eck (2006).

motivation generally do better [...] low personal anxiety and low classroom anxiety are more conducive to second language acquisition" (cited in Richards and Rodgers, 2001, p. 183).

Chen (2007) shares that opinion: games are viable in the EFL classroom because they can easily attract students' attention, influence their motivation and enhance their English-language skills in communicative situations. A quite similar position is that by Atake (2003), who, after studying the use of games in Japanese junior high schools, concludes that these are indeed advantageous in learning terms:

> Through this research, I realized that using games is useful for teachers to effectively teach English by finding other advantages of using games in class. Besides helping memorization and keeping motivation, using games provide students to get various learning strategies, to use all skills, to be absorbed in games learning English, to lower stress, to naturally keep their attention, to get change that they use English in real communication and make friends, and to gain belief that they can understand and use English. [...] lower stress, to naturally keep their [student'] attention (p. 26).

Games in language classrooms are not intended to kill time or break the ice between teachers and students, but are in fact an activity with rules and implemented with a goal in mind (Wang, Shang and Briody, 2011). Lewis and Benson (1999) tell that games are usually task-based so that English is a "tool for the children to reach the goal which is not directly language related [...]"; this way, games "add variation to a lesson and increase motivation by providing a plausible incentive to use the target language" (p. 5).

To support these ideas, note the conclusions of Jiang's study (2008); for observation purposes, it was based on a structured questionnaire, classroom observations and the dynamics of teacher-student interactions. The study showed that 68% of the 360 respondents preferred using games as teaching aids; moreover, all students showed a negative attitude when games were not employed in class. In other words, "students prefer to be immersed in a game-teaching environment, which is

highly effective in raising their motivation and interest in English language learning" (Wang, Shang and Briody, 2011, p. 130).[13]

3.2.2. Incorporating ICTs

In relation to applying ICT to facilitate the generation of ideas and knowledge building in communicative contexts (*cf.* above 3.1.1.), educators worldwide have begun to recognize the impact of Social Constructivism for learning in a technological environment. In fact, Kaufman (2004) has recommended promoting the connection between Constructivism principles and technology in teacher preparation programs. Even though this author admits that changes happen gradually, and that there are many factors influencing the development of such connection, she also believes that if students are provided with the right opportunities, especially through course work, there is room for developing and implementing Constructivism-based approaches, like CLT, in language education courses. This will prepare them to redirect language lessons to a more interactive, communicative and student-centered approach and, therefore, help students to widen their horizons and future prospects.

To illustrate the connection between Constructivism and technology, we can briefly deal with the WebQuest Model. According to Godwin-Jones (2004), webquests are usually "group activities with an end goal of creating a document that collects, summarizes and synthesizes the information gathered" (p. 9). This author indicates that webquests offer students the opportunity to collaborate in pair or group work, thus being engaged in "constructivist activities resulting in shared learning experiences and new knowledge based on inquiry-oriented language use and Web research skills [which] can be developed around an authentic topic relevant for students' everyday life" (p. 9).

More specifically, Prapinwong's (2008) recent study dealt with the integration of webquests in the learning of EFL and explored their use in an EFL classroom in Thailand. The outcomes showed that the selected students made a statistically

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[13] For more studies on the influence of game-based learning in motivation and students' performance, see Connolly (2011), Miller (2008), Whitton (2014) or Whitton and Moseley (2012).

significant improvement in the vocabulary tests taken after the webquests; in general, these learners were more motivated and engaged as a result of the interaction with the Internet and the webquests, although they regarded the complexity of the resources as overwhelming.

Nowadays, the integration of technology in TEFL is noteworthy, especially if we take into account the impact that computers and the Internet have on the new generations of learners entering the education system (Golonka et al, 2014). According to Oblinger (2003), the "Millennial generation", generally defined as those students who were born after 1982, differs from previous generations in specific characteristics; these "new" students "gravitate toward group activity [and] are fascinated by new technologies" (p. 38). This author also pointed out that the new generations' learning styles lean toward teamwork, experiential activities and multitasking, especially if technological devices have a prominent role.

The inclusion of technology in language teaching can improve learning. For instance, Al-Jarf (2004) analyzed the effects of the use of technology in teaching and learning writing skills with EFL college students at King Saud University, Saudi Arabia. In his study, two groups were exposed to the same traditional and textbook-based writing instruction; however, the learners of the experimental group were also encouraged to make use of the Internet and computers to revise and enhance their essays at home. Both groups were tested afterwards and the findings proved that the experimental group made significantly higher gains in their writing achievement. Moreover, they showed an improvement in their motivation, as well as in their sense of achievement and self-esteem. That is, the use of technological resources had a positive impact on their attitude towards the writing process and made it a more enjoyable activity. It also promoted the exchange of ideas outside the classroom and their involvement in more writing tasks.

In a similar way, Kim (2003) tested the influence of email talk on students from Elementary and Middle School Education and pointed out its positive impact on the improvement of written skills and oral proficiency. This system allowed them to interact with other students, teachers and online learning content in English, which helped them to progress in their language proficiency. Middle-School learners also

developed their vocabulary and pronunciation through voice mail. Furthermore, within this computer-based environment students experienced more freedom than in the classroom to express themselves and showed a more active engagement in communication.

3.3. Current situation in Morocco

3.3.1. Background

Partly due to the economic crisis of the 1990's, Morocco focused efforts on an education reform "to expedite its economic recovery and to keep pace with swift social, political and economic challenges transpiring as a result of globalization" (Chafi, Elkhouzai and Ouchouid, 2016, p. 134). By 2000, the Moroccan government adopted the 1999 NCET project and declared 2000-2009 the *National Decade for Education and Training* "with a conviction that the development of manpower and its rehabilitation is a type of investment in a nation's resources and at the meantime is a utilization for the future" (Chafi, Elkhouzai and Ouchouid, 2016, p. 134).

One of the key challenges presented in this NCET (1999) was gradually replacing the traditional teacher-centered and knowledge-based pedagogical practices with more learner-centered approaches across all school subjects, which has been contemplated in the TEFL guidelines set forth for the different school levels afterwards (*cf.* Chapter 2). This way, the learner's (meta-)cognitive strategies can be worked on and collaboration, problem-solving and interactive abilities may be fostered likewise. In fact, the current *Primary School Pedagogical Guide* (MNE, 2009) reflects this tendency since lower education stages, because it places "the learner in general, and children in particular, at the heart of attention, thinking and acting in the process of education and training" (p. n/a). This shift in perspective is a giant step to provide the "children of Morocco with the conditions necessary for their awakening and their development" (Chafi, Elkhouzai and Ouchouid, 2016, p. 134), by adopting "an active educational approach, beyond the passive reception and individual work to the adoption of self-learning, and the ability to dialogue and to participate in collective endeavor" (MNE, 2009, p. n/a).

However, Chafi, Elkhouzai and Arhlam (2014) state that, even if the official discourse makes emphasis on learner-centered approaches, several observational studies in Moroccan schools confirm that the reality of classroom practice does not correspond to the educational ideal set by the NCET. In fact, the authors have identified rooted traditional patterns in primary classrooms to the extent that "control and discipline seem to constitute an integral part of the pedagogical conceptualizations of most interviewed teachers. There is insistence on establishing teacher authoritative presence in class as a guaranty of exacting obedience and compliance from students" (p. 134). Therefore, they conclude that teachers assume their functions "mainly in terms of classroom control and knowledge transmission. Teacher-student relationship is governed and regulated by a well-defined system of hierarchical values and customs" (p. 134).

On the other hand, and as indicated in 3.3.2. above, ICTs have shaken the traditional teaching and learning approaches and pose new challenges to the educational community. Camacho-Martí (2007) tells that the integration of ICTs into the domain of education as a central means to teaching and learning processes require that teachers change their attitude and teaching paradigms, and adapt new methodological approaches, educational concepts and management aspects to the 21st-century reality. The MNE has launched several projects lately −including NAFIDA, GENIE, INJAZ, and MARWAN− with the aim to promote the use of ICT in education. However, while at the Middle School and Secondary levels "many schools have benefited from these projects, and many teachers have undergone some training in this area [...] at the university level, little has been heard about the above projects" (Kerouad and Fagroud, 2015, p. 193).

The integration of ICTs in Moroccan schools forms one of the strategic levers of the MNE to improve the quality of EFL teaching and learning (*cf.* Chapter 2). Thus, the teacher training actions to implement ICTs in the classroom, the creation of institutional structures and the introduction of incentives for innovation in ICT were the principal actions taken by the MNE to support teachers and help them to get acquainted with ICT-based tools and introduce them in EFL courses effectively.

In this regard, the introduction of Social Networking Sites (SNS) in Morocco has addressed the interactive potential of L2 learning and, more specifically, of EFL. According to Faizi, El-Afia and Chiheb (2013), SNS tools and their numerous applications offer the possibility of carrying out a variety of tasks to keep learning the language outside the classroom. This constitutes a valuable source of autonomy and self-learning, since it becomes an environment where interactive and communicative learning activities in the target language take place.

Nowadays, EFL students can benefit from multiple applications and tools of SNS to renovate and improve the traditional way of studying. For example, they could meet English native speakers from around the globe and have more enjoyable interactions than those occurring in the classroom; this can be done through Facebook and Twitter, which are platforms people can take advantage of to practice their language skills in real contexts with native speakers. Moreover, many online language learning communities offer a variety of interactive lessons, writing exercises, exams, reading comprehension tests, audio and video chats in several languages, among many other possibilities. YouTube and Dailymotion are online platforms where language students can watch and listen to all sorts of spoken registers (formal, informal, colloquial and even slang) as well as different types and contents (films, program shows, debates…), which can be an invaluable tool for learners to improve their vocabulary and listening skills. Finally, Wikis, blogs and online forums can also be a great resource to help EFL learners to improve their writing skills. In short, the emerging, but still very limited, use of SNS in Moroccan EFL contexts is also rebelling against the traditional teacher-centered methods and giving way to more student-centered learning processes in which EFL learners can draw on a variety of ICT-based materials to increase both motivation and exposure to the language.

3.3.2. Motivation in Middle School and Secondary Education: Study cases

Benmansour's analysis (1996) aimed to explore the motivation and learning preferences of Moroccan high school EFL learners. For the purpose, she collected data from self-report questionnaires and interviews; in total, 445 students and 26

teachers completed the questionnaires. Her findings indicated that most of the student group was intrinsically motivated to learn the foreign language. She affirmed that the cohort students "had a well-defined and coherent pattern of learning preferences. They were highly visual and kinesthetic, but weakly auditory. They highly valued cognitively oriented activities which involved grammatical awareness, guessing and discovering, communicative practice through class discussion and also songs" (Benmansour, 1996, p. 2). She realized that, by then, the students' preferences already seemed to be at odds with their teachers' views on the learning process, who usually defended the traditional roles of knowledge-provider and passive recipient, respectively. By contrast, the students participating in Benmansour's study demanded more communicative activities that allowed them to interact and have significant oral exchanges with peers, for instance.[14]

Another study, by El-Houssaine (2015), presents quantitative data obtained from 100 questionnaires distributed to students in different Moroccan cities as well as on social media, and a qualitative description of the integration of technology in Moroccan classrooms. In summarizing his findings, the author tells that:

> According to the data collected from the answers of the respondents, the great percentage of students want, choose, or prefer software to be used communicatively. For example, being familiar with virtual games shows the interaction and the communication of students with the software that allows them to be more involved, have fun, and be self-motivated to play" (n/a).

In El-Houssaine's view (2005), ICTs offer more opportunities to implement communicative teaching strategies and to make learning more meaningful to students; and "this might be the reason why teachers should incorporate such games in class in order to make students intrinsically motivated to learn" (n/a).

Finally, Soussi (2015), in his research study carried out in three public high schools in Rabat (Morocco), aimed at exploring "the perceptions of students and teachers as to the use of e-learning tools in the language classroom, the challenges they meet and approaches to practically enhance the pedagogical use of e-learning

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[14] Another study on the topic is Kyriacou and Benmansour (1997), who explored motivation and learning preferences of high-school students learning EFL and how these usually differ from their teacher's decisions on content and material selection.

tools in language teaching" (p. 839). For the study, the author interviewed 30 English teachers and administered a questionnaire with 40 high school EFL learners. He concludes that teachers and learners alike feel that ICT integration in EFL classes can determine the teaching-learning processes, as it:

> […] paves the way for a diversification of activities and course content, nurtures intrinsic motivation for learning, empowers students to interact effectively with others, develops crucial study and research skills, and facilitates the task for teachers to have more student-centered and content-based forms of teaching (p. 839).

The most relevant conclusion of Soussi's study (2005) is that ICT can open the language teaching classroom into newer horizons and, therefore, it needs to be integrated in the language classroom. However, he acknowledges that it is not an easy task taking into account the current conditions of the Moroccan education system:

> Nevertheless, the challenges like technological scarcity, limited technical skills of some students and teachers, the lack of time and shortage of specific electronic resources, the lack of confidence to use ICT equipment, untrained teachers and students, etc hamper the full, useful exploitation of ICT. Considerable support is needed for teachers and students in terms of training, equipment, and time and digital resources (p. 842).

4. Descriptive and Analytical Study

4.1. Study design

As advanced in the Introduction to this dissertation, we have performed an observational study[15] spanning between June and September 2014; however, we have been in contact with the EFL teachers up to January 2017, for any query or information to be clarified and, indeed, they have been of much help in the development of this section and in later stages of the PhD dissertation.

The study includes a cohort of forty EFL teachers working in eighteen different Middle School and Secondary, which were selected randomly from public (or state-held) centers in the Tinghir Province, southeastern Morocco; the teachers range between thirty and forty-six years old. The information collected from this particular population concerns several factors of the educational context in which their professional careers unfold, as well as details about their daily teaching practice.

Due to their active involvement in TEFL, these EFL teachers seem appropriate to address our research hypothesis and deal with the stated objectives of the doctoral thesis. Since the curriculum for the English subjects at school is the same nationwide (*cf.* Chapter 2), they coincide in the syllabuses contents to be covered in their respective levels, the difference being more related to how they deal with classroom situations daily, their wishes and real needs for improvement.

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[15] Observing language classrooms, and the contextual elements intervening in their development, is one of the methods used commonly in research on English language teaching; see McDonough and McDonough (2014 [1997]), especially chapter 7.

4.1.1. Instruments and criteria for data collection

We have used three different instruments to collect the data for this study, which are defined below:

4.1.1.1. Questionnaires

A questionnaire is an important tool in public opinion research. It includes a series of (usually prompted) questions asked to respondents in order to collect specific information. According to Bulmer (2004), the questionnaire is a well-established instrument within Social Science research that, for instance, may help in acquiring some background knowledge on participants' social characteristics; their present and past behavior; their standards of behavior or attitudes in social contexts; or even their beliefs and reasons for action. The convenience of questionnaires in L2 research (Applied Linguistics) has been studied in recent decades and is encouraged by many scholars of the field (*cf.* Dörnyei and Taguchi, 2009).

More concretely and related to the topic under investigation, a questionnaire serves as a major source of information and it "provides a tool for eliciting information […] of what people do, what they have, what they think, know, feel, or want" (Taylor-Powell, 1998, p. 2) that can be tabulated and discussed later. In the case of the topic under investigation, the questionnaire is intended to gather information on: a) material and resources available for classroom usage [what people do]; b) the possibility of ICT implementation and how they influence students' performance [what they think, or want]; and c) teacher formal training [what they know]. As to the nature of the questions, these can be open-ended, in which the respondents have margin to provide their own answers, free thought and creative suggestions, or close-ended, in which the respondents select an answer from the list given; here one or multiple choices are possible, but the answers are exhaustive and mutually exclusive (*cf.* Taylor-Powell, 1998 [adapted from Sawer, 1984]).

In the present research, we passed around a questionnaire (see **Appendix, Annex I**) including both open-ended and close-ended questions, a total of ten, and it was answered by forty active EFL teachers in the region (see **Appendix, Annex II** and **Annex III** for sample responses); this process took a month. The study

participants answered the questionnaires in two different ways, according to the instructions provided:

a) Some EFL teachers told us that it was possible to attend their classes in person to collect data and have evidence of the EFL teaching-learning process. Hence, we visited some of the collaborating schools (covering Middle School and Secondary) located in peripheral villages around Tinghir city, such as Zaid Ohmed, Salah Din layobbi or Moulay Abd Allah Bn Hssaine. We asked the EFL teachers to fill in a questionnaire per course taught, to have a wider panorama that included different levels.

b) Some other EFL teachers were contacted via e-mail and asked about their willingness to answer the questionnaires. The response rate was not very high, as usually expected (Nulty, 2008), but at least we could gather information by electronic means as well.

4.1.1.2. Interviews

According to Kvale (1983), interviews within the frame of qualitative research are often intended to "gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p. 174). To collect these descriptions, face-to-face interviews are the most popular, although interviewing by telephone is common too. However, in the 21st century, the use of the Internet is rising steadily and, mostly due to developments in computer technology, "all kinds of Computer Mediated Communication (CMC) tools have been developed. With CMC is meant: a process where messages are electronically transferred from a sender to one or more recipient(s), both in synchronous and in asynchronous setting" (Opdenakker, 2006, §1).

On the other hand, Gill et al. (2008) point out that the main purpose of the qualitative research interview is to explore the views, experiences, beliefs or motivations of individuals on specific matters of interest. That is to say, interviews may provide a 'deeper' understanding of social phenomena and offer more details

from individual participants, which are given the opportunity of free thought and of making suggestions based on previous knowledge or experience. Besides, face-to-face interviews, just like open-ended questions in questionnaires, are also very useful to explore more sensitive topics, recall information or probe for more details (Taylor-Powell, 1998).

In our study, we have resorted to a kind of semi-structured (i.e. semi-oriented or prompted) interview, in which all interviewees had to answer a set of questions but had freedom to ask them. For the purpose, we combined grand tour questions and planned prompts to elicit the information from the EFL teachers thus getting into more detail (Berg, 2004; Mathers et al., 2002).

As to the main objectives pursued with the semi-structured interview, they are listed below:

- To determine to what extent teachers can use (Internet-connected) computers as a main tool in TEFL;

- Related to the previous one, to know whether they have the opportunity to integrate ICT into their lessons; that is, to ascertain whether their schools are equipped or not for the purpose;

- To hear their opinions about the advantages and disadvantages of using ICT in their TEFL activity in the classroom;

- To learn about the daily problems and challenges at school, so that they can suggest and recommend actions and remedial work accordingly to overcome the obstacles in TEFL in the Tinghir Province.

Having these objectives in mind, the semi-structured interview included the following questions:

1. *In your school, is there any opportunity for the integration of ICT in the lessons? (Yes; Which are they? / No; Why?)*

2. *How often/many times do your students deal with ICT- or AVM-based activities during the month?*

3. *In your view, what can bring the use of ICT to the EFL classroom? (Advantages vs. disadvantages)*

4. *What are the main problems the students in your classrooms face to improve their level of EFL? (Try to speak about the problems in general, and about the (in-)conveniences of using ICT in particular).*

5. *In your opinion, what are the most appropriate measures (or best recommendations) to go through these problems?*

Figure 6. Questions posed during the personal interview

We resorted to the same cohort of forty EFL teachers as in the questionnaires stage, asking them for collaboration to continue the data collection process. The average length of each interview was around half an hour. The interviewees were given an open choice to respond either in English or in their native language (Arabic or Berber); however, they mostly responded in English. The interviews with the respondents were conducted face-to-face in each teacher's school. To create a more relaxed atmosphere, the room used for interviewing was not the classroom itself, but a counseling room to help respondents express their real feelings about both TEFL and the process of learning EFL in the region. The interviewing stage was finished in thirty-five days because we had to wait for the headmaster's consent in each case, as well as for the teacher's free time to attend the meeting.

4.1.1.3. Video recordings

It is widely agreed that the use of mechanical recording devices usually gives greater flexibility than handwritten observations, for instance (Richards and Lockhart, 1996).

In the case of visual records, they serve to provide contextual information, together with the opportunity to search for meaning in the dialogue and the actions before and after any specific utterance (Smith, 1981). More specifically, video recording seems necessary "whenever any set of human actions is complex and difficult to be comprehensively described by one observer as it unfolds" (Loizos, 2008, p. 149, quoted in Garcez et al., 2010, §5). These actions include, for instance, religious ceremonies, art activities, one hour of teaching in the classroom or children's games in the schoolyard. In addition, video recording is also suitable for studying complex phenomena such as teaching practices, which are fully lively and dynamic and influenced by several variables simultaneously; that is, "video recording allows recording even fleeting and non-repeatable events, which are very likely to escape direct observation" (Falcão de Aragão-Sadalla and Larocca, 2004, p. 243, quoted in Garcez et al., 2010, §8).

As mentioned above, we had to ask for permission to the headmaster, the EFL teacher and the students in the group to be able to record a sample lesson. Most headmasters and EFL teachers refused without any explanation, yet a much-reduced group of five accepted being recorded during the teaching process. These five EFL teachers are the most enthusiastic ones regarding the introduction and/or application of innovative instructional approaches and ICT-based methodologies into their classrooms; even in front of all the obstacles they face to implement them. For these reasons, to analyse the videos, we focused on five specific aspects:

ASPECTS	INFORMATION
1. **Contextualization**	• who is responsible for the lesson (teacher) • college or high school location and name • level taught • video duraton (=equivalent to class time)
2. **Group characteristics**	• description as per the teacher, which includes various details and considerations about each group
3. **General lesson plan outline**	• general *objectives* of the lesson • instructional strategies identified • *materials* used for the purpose (traditional vs. technology-based) • *activities and tasks* carried out in class or for homework (as part of the students' follow-up and formative assessment)
4. **Lesson procedure**	• overview briefly describing how the lesson was organised and developed
5. **Observations**	• ideas, interpretations and comments coming out on the video contents, as an after thought

Table 1. Aspects considered in the presentation and analysis of each video

To record these videos, we used our personal video camera, and the headmaster, the EFL teachers and the students were duly informed about the objectives of the investigation. The video recordings were finished in thirty-eight working days.

4.2. Results: Description and analysis

4.2.1. Questionnaires

This section will be developed using the Questionnaire passed round the EFL teachers to guide the presentation of the results obtained with it (*cf.* **Appendix, Annex I**, for a full version, and **Annex II** for sample informative answers from 9th, 10th and 11th grade EFL teachers). For the purpose, we will be dealing with each question included in it by strict order; this way, each question is commented on and illustrated by a chart that visually summarises numbers. Whenever two or more questions are close enough to be analysed together, they will be included in the same subsection.

4.2.1.1. Question #1

1. What are the materials/resources you use to teach English as a Foreign Language (EFL)? Why do you use them?

Material(s)/Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
☐ Textbook (+workbook)				
☐ Blackboard				
☐ Photocopies				
☐ Radio				
☐ Video(s)				
☐ Computer (plus Internet connection)				

Figure 7. Snapshot of question#1 in the questionnaire

This first question is open-ended since they had the opportunity to write down in a grid why they used each of these elements, if applied. In relation to the materials and resources in the classroom, all forty EFL teachers indicated that they use a textbook (+workbook), the blackboard and photocopies in their classes (=100% each), as the three principal elements to support the teaching-learning process. None

of them use a CD/radio or radio station in their classes (=0%); finally, videos (=70%) and computers (=55%) are employed sparingly.

One of the main reasons for using the textbook (+workbook) set is because it is mandatory by the MNE. In the case of Secondary, especially in the 2nd year of Baccalaureate, it is more than needful since the students have to pass a national exam to be awarded a certificate of completion. This way, all contents are covered and the students can have all the information and knowledge required for the purpose. Regarding the (traditional) blackboard, the teachers tell that they cannot skip it out during the presentation of contents and other parts of the lesson, even if it looks much like a traditional material; they coincide in that it makes explanations easier to follow. Besides, it is an essential tool for scrawling, writing up the main points the students need to jot down in their notebooks. And photocopies are used by all teachers for further practice and remedial work, at times prepared by themselves; it saves time (because the students do not have to copy the exercises down) and helps teachers explain the contents of each lesson through pictures, drawings and other visual cues. This is especially useful for students who are visual learners.

However, not all teachers use video- and computer-based resources due to several reasons. The more relevant ones are the lack of proper materials and resources and the total absence of Internet network at their schools. In fact, it is worth mentioning that the majority of the teachers incorporating ICT-based methods and activities into their lessons work with their own personal laptops brought from home. The teachers using videos and/or computers in their lessons aim at making the learning process much more enjoyable and try to expose students to authentic language to help them communicate effectively in different countries. And the students appreciate the introduction of ICT in the classroom since they feel attracted to technologies and, thus, intrinsic and extrinsic motivation increases.
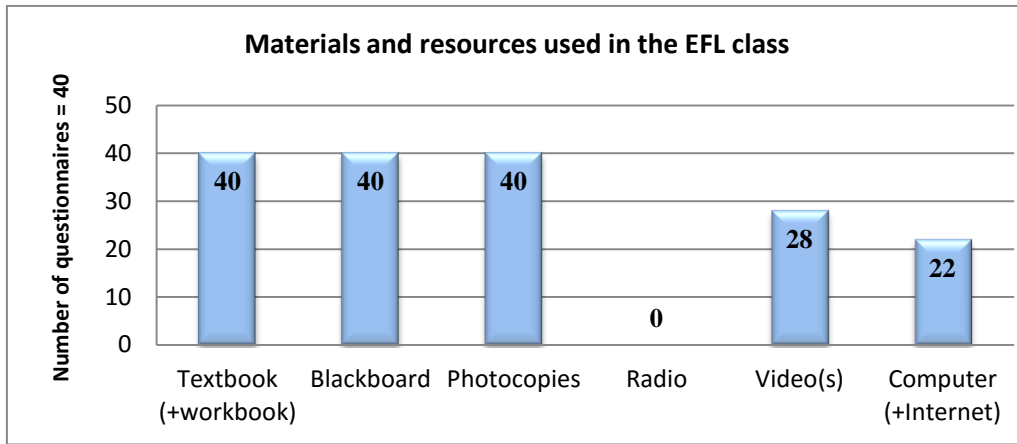
Chart 1. Results for question#1 (materials and resources)

4.2.1.2. Question #2

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	Speaking	Reading	Writing
Materials/Resources				
☐ Textbook (+workbook)				
☐ Blackboard				
☐ Photocopies				
☐ Radio				
☐ Videos				
☐ Computer (plus Internet connection)				

Figure 8. Snapshot of question#2 in the questionnaire

To work on students' **listening and audiovisual skills**, all teachers use the textbook (+workbook) set, photocopies, videos and the computer (+Internet connection) (=100% each); the blackboard and the CD/radio or radio stations are discarded in all cases (=0% each).

Materials and resources used in the EFL class:
(1) Listening and audiovisual skills

Chart showing for Number of questionnaires = 40: Textbook (+workbook) 40, Blackboard 0, Photocopies 40, Radio 0, Video(s) 40, Computer (+Internet) 40.
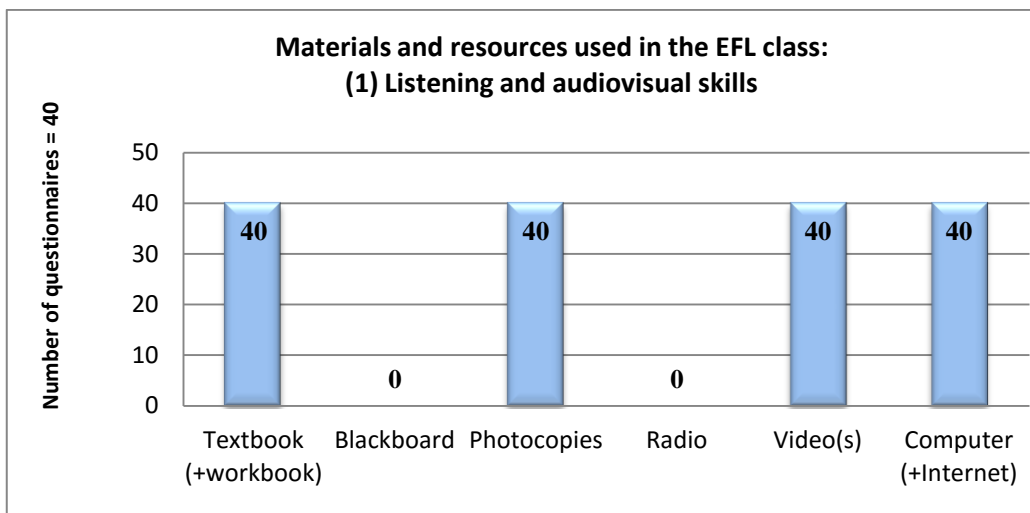
Chart 2. Results for question#2 (materials and resources for listening and audiovisual skills)

In the case of needing to deal with their **speaking skills**, that is, with their oral communicative competence, all teachers draw on the textbook (+workbook) set, the blackboard, videos and the computer (+Internet connection) (=100% each); photocopies are used by thirty of them (=75%); again, the CD/radio or radio stations are discarded in all cases (=0% each).

Materials and resources used in the EFL class:
(2) Speaking skills

Chart showing for Number of questionnaires = 40: Textbook (+workbook) 40, Blackboard 40, Photocopies 30, Radio 0, Video(s) 40, Computer (+Internet) 40.
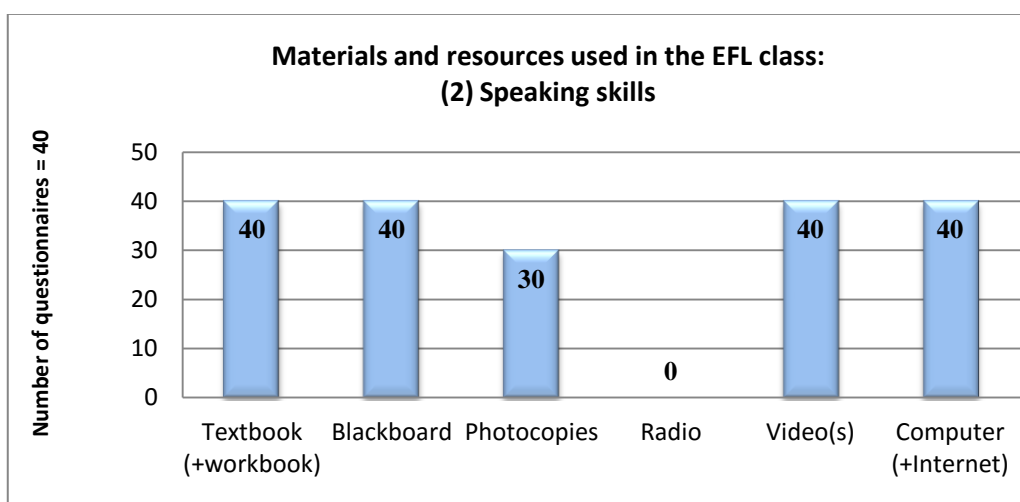
Chart 3. Results for question#2 (materials and resources for speaking skills)

Moving on to **reading skills**, by which students show their ability to understand simple-to-complex written texts of different registers, all teachers employ

the textbook (+workbook) set, the blackboard and photocopies (=100% each); the computer (+Internet connection) is used by twenty-six of them (=65%); and the CD/radio or radio stations and videos do not apply in any case (=0% each).

Materials and resources used in the EFL class: (3) Reading skills

Number of questionnaires = 40

Textbook (+ workbook)	Blackboard	Photocopies	Radio	Video(s)	Computer (+ Internet)
40	40	40	0	0	26
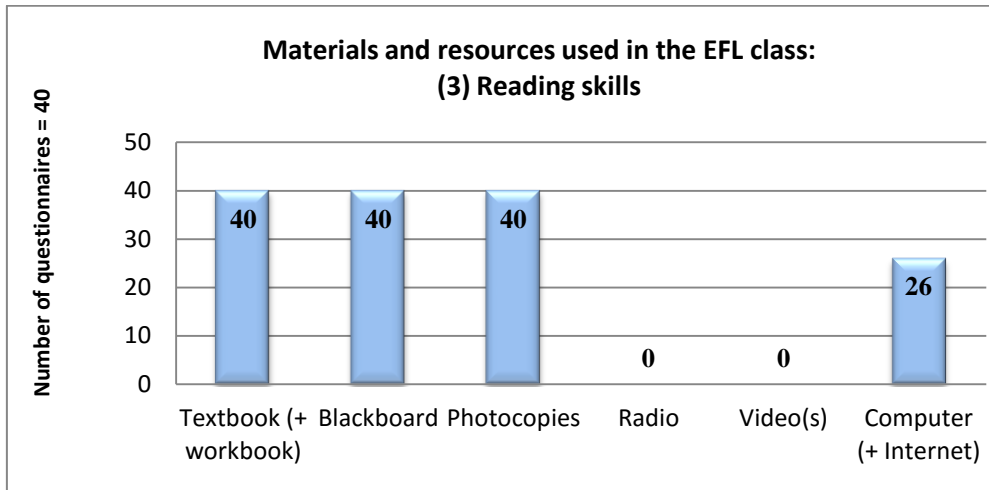
Chart 4. Results for question#2 (materials and resources for reading skills)

Lastly, in relation to **writing skills**, all teachers use the textbook (+workbook) set, the blackboard and photocopies (=100% each); sixteen of them take advantage of the computer (=40%) and twelve of videos (+Internet connection) (=30%); and the CD/radio or radio stations are not used at all (=0%).

Materials and resources used in the EFL class: (4) Writing skills

Number of questionnaires = 40

Textbook (+ workbook)	Blackboard	Photocopies	Radio	Video(s)	Computer (+ Internet)
40	40	40	0	12	16
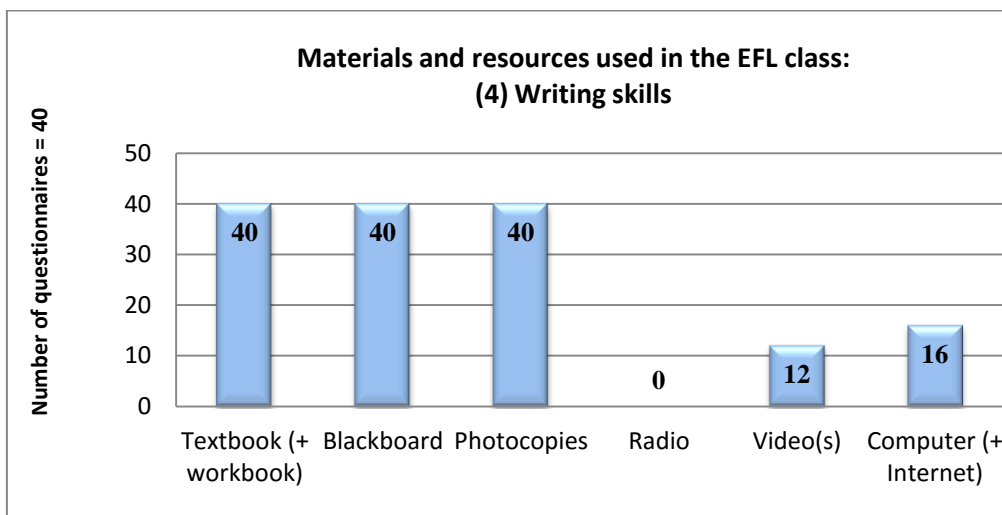
Chart 5. Results for question#2 (materials and resources for writing skills)

4.2.1.3. Questions #3 and #4

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐ YES

    Which one(s)?

    _____

    _____

☐ NO

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

☐ YES

Which kind of ITC material do you use?

    _____

    _____

☐ NO

Why?

    _____

    _____

Figure 9. Snapshot of questions#3 and #4 in the questionnaire

About the integration of AVM and ICT in the EFL classes, it is a slow process in present day Morocco. On the whole, the teachers reveal that there is a scarcity of materials and resources to implement them successfully at a medium or large scale, and, when possible, they are not always available because they should be shared or enjoyed part-time. But it is fairly common not having a minimum of AVM and/or ICT tools for teaching EFL or any other subject in the curriculum, though the first ones are more widespread; this way, twenty-four out of the forty teachers are able to introduce AVM and/or ICT-based material in their classrooms (=60%), while sixteen are not (=40%).
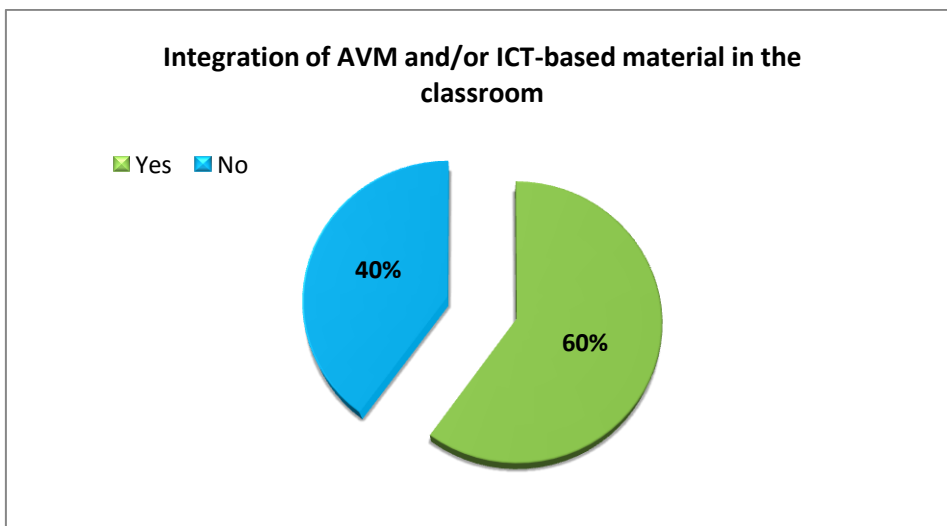
Chart 6. Results for question#3 and #4 (effective use of ICT and AVM in class)

4.2.1.4. Questions #5, #6 and #7

5. According to your timetable, how many hours do students deal with English per week?
☐ Two hours
☐ Three hours
☐ More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐ YES
Why?
_____
_____

☐ NO
Why?
_____
_____

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐ None
☐ Once
☐ Twice
☐ More than twice

Figure 10. Snapshot of questions#5, #6 and #7 in the questionnaire

In these questions, the teachers indicated that they incorporate listening and/or audiovisual activities just once or twice a month due to the lack of suitable equipment and the short time devoted to EFL in Middle School and Secondary Education in Morocco (just three hours a week). All consider this is not enough to develop students' communicative competence in English at a relatively independent level of performance. Besides, the lack of materials and resources for autonomous learning and further independent work makes this task much more complicated.

4.2.1.5. Question #8

8. In your opinion, do ITCs improve the performance of your students?

☐ YES. Why? *Mark the one(s) you consider adequate.*

    ☐Students show increased involvement and motivation.

    ☐ Students are more participatory in the activities.

    ☐ Students' autonomy and independent learning is improved.

    ☐ Students tend to collaborate and communicate more often.

☐ NO
Why?

_____

Figure 11. Snapshot of question#8 in the questionnaire

All forty teachers consider that the integration of ICT-based material into the EFL class could improve the performance and motivation of students, probably triggering more positive attitudes and responses towards the language. Even though sixteen of them are not able to use ICT in their lessons (*cf.* **Chart 6** above), they nonetheless coincide in the benefits it could bring to the teaching-learning process. Participation and involvement in the subject contents, being aware of its practical utility, are, according to some of them, indeed essential to also improve students' autonomy and independent learning. Moreover, they believe that ICT-based activities could enhance students' understanding and willingness to collaborate, cooperate and communicate.
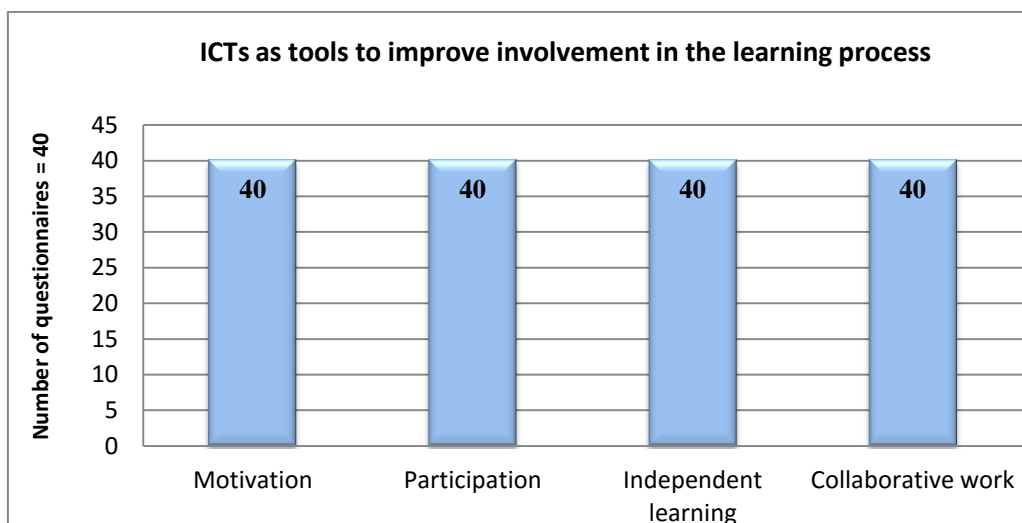
Chart 7. Results for question#8 (ICT to improve learning)

4.2.1.6. Question #9

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	☐ Official Continuing Teacher Training	
☐ Intermediate	☐ Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐ Other training. Which one(s)?	

Figure 12. Snapshot of question#9 in the questionnaire

Regarding the **level of teacher training**, the answers for question 9 showed that twenty-four out of the forty teachers consider they have just a basic level of training in ICT implementation and management (=60%). The second group of twelve teachers has gained an intermediate level of performance (=30%); and the third group, including teachers of advanced-level, counts with four (=10%). These figures suggest an urgent need for more training in ICT and its use for educational purposes.
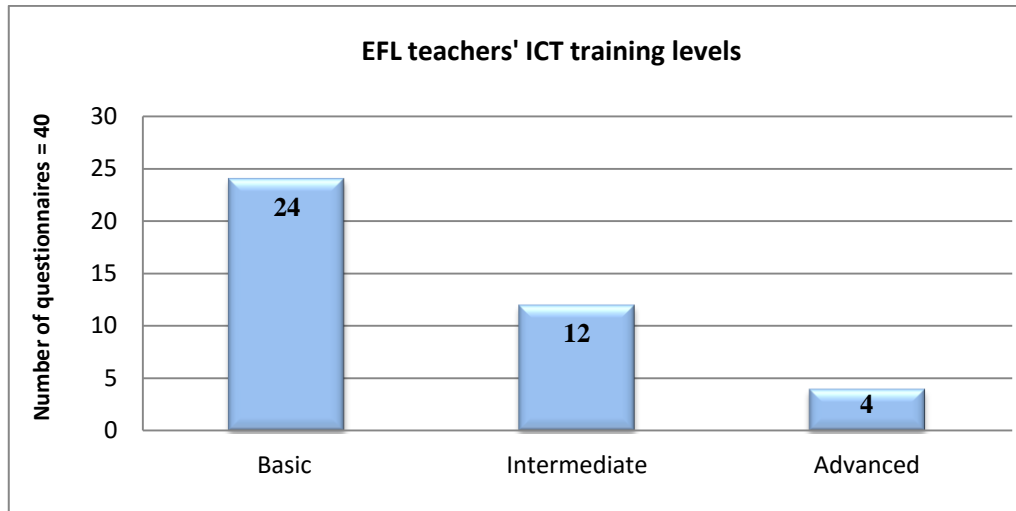
Chart 8. Results for question#9 (ICT training levels)

As to the **type of teacher training received**, the commonest was attendance to Official Continuing Teacher Training courses promoted by the MNE (=77.5%), followed by attendance to specialization courses voluntarily (=17.5%) and others (=5%).
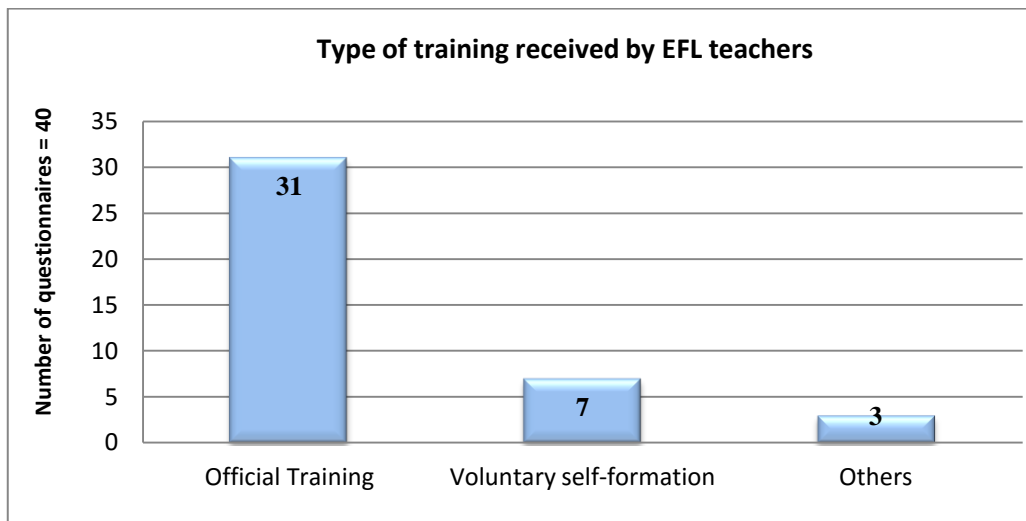
Chart 9. Results for question#9 (type of ICT training)

4.2.1.7. Question #10

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

☐ Class participation
☐ Exam (written, oral)
☐ Project works
☐ Quizzes or tests (weekly, monthly… as part of continuous assessment)
☐ Recordings (audio, video)
☐ Seminars
☐ Workshops
☐ Other. Which one(s)? _____

Figure 13. Snapshot of question#10 in the questionnaire

In general, class participation, oral and written exams, project works and tests (or quizzes) are the main tools to assess students' EFL knowledge and practical performance (=100% each). Second in importance are workshops, used by thirty-five teachers (=87.5%). Audio and video files are a choice for only twelve out of the forty teachers (=30%) so that the listening and audiovisual skills are tested otherwise. Seminars are still absent in students' assessments in all cases (=0%). Finally, the category of 'Other' here includes the student's notebook, music and dramatizations; it comprises three teachers (=7.5%).
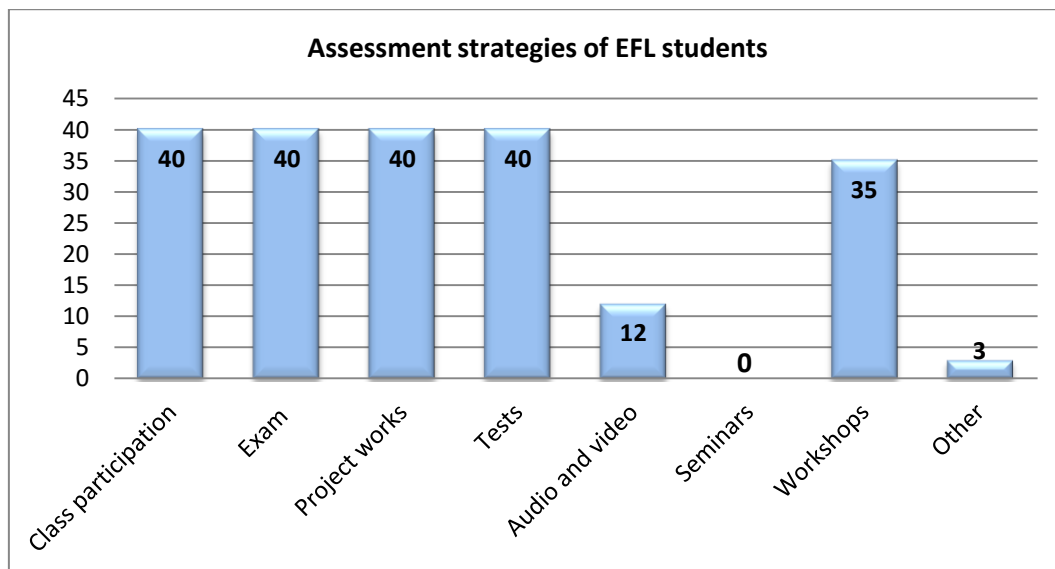
Chart 10. Results for question#10 (EFL students' assessment)

4.2.2. Interviews

The description below follows the line of the semi-structured interview carried out. We will be addressing each question in order to present the ideas coherently and as much systematically as possible, first concentrating on the direct answer to the question, and then on the extra information each interviewee added according to the circumstances surrounding the TEFL practice in the region.

4.2.2.1. Question #1

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① *In your school, is there any opportunity for the integration of ICT in the lessons? (Yes; Which are they? / No; Why?)*

Most teachers told that the use of ICT is, of course, highly recommended, yet the lack of resources and materials in their schools (especially, computers, LCD projectors or TV sets) makes it hard to achieve. That is, there is a huge lack of ICT-based and AVM tools in the EFL classroom and, as we will comment below, this is considered one of the major problems for EFL students in the Tinghir Province.

Some teachers bring their own laptops to the classrooms and spend part of their own salary to meet the needs of each learning session as suitably as they can. This is, to their view, a heavy burden on them as teachers of Middle School and Secondary levels, in general, and as EFL teachers in particular, since the materials and resources in English are scarce compared to those in Arabic or French, for instance, and, therefore, more difficult to find. Additionally, a number of schools do not have a copy machine in their facilities and the teachers themselves pay for the necessary handouts and copies to be administered to their students in the course of a lesson.

As an alternative, rather than ICT-based material and tools, the teachers often work with cassette players (but not live radio) to give lessons in an enjoyable way and, mainly, to meet the requirements established by the MNE guidelines as much as they can.

4.2.2.2. Question #2

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② *How often/many times do your students deal with ICT- or AVM-based activities during the month?*

The few ones having LCD projectors available for their EFL classes use them to develop audiovisual activities, but just once or twice a month due to space and organization restrictions. Others, from time to time, project an exercise on the blackboard to be done by students; introduce contents by oral presentations supported by PowerPoint (PPT) slides; or make students visualize some videos in large group for further understanding.

The majority of the interviewees agreed that three hours of EFL teaching a week is not enough for the students, especially in the case of students specializing in Literature (Baccalaureate) who need more time to learn how to read and write long texts and essays more or less fluently. For this reason, there is not much time to spend on extra activities, but an urgent need to focus on the curriculum and syllabuses for each subject. That is, the EFL teachers are required by the official guidelines to finish the program, covering all specific aims within a limited amount of time because the students have to gain the minimum knowledge to pass the certificate exams. In this sense, some consider that ICT-based material could be a handicap, as it takes time for preparation and implementation in the classroom.

4.2.2.3. Question #3

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③ *In your view, what can bring the use of ICT to the EFL classroom? (Advantages vs. disadvantages)*

✓ADVANTAGES

Generally speaking, when the EFL teachers have had the opportunity to use ICT-based material in their classes, they see that students respond actively and are more engaged in the learning process than using traditional, more magisterial methods. In this respect, one of the interviewees pointed out that: "The teachers should be

provided with computers and they should have enough time to prepare their material for teaching. Only then, we can expect innovative and creative teaching and the application of a communicative approach" [*verbatim*].

The wide range of material available through ICTs could serve to provide learners with contextualized language spoken by natives, for instance. And this, in turn, allows for the appreciation of the accentuation, pronunciation and intonation patterns, as well as to be familiar with grammatical structures and vocabulary in practice; that is, with language in use.

According to some of the interviewees, ICT-based tools could also favour students in the understanding of non-verbal communication, as well as in the identification of paralinguistic elements that could be helpful to grasp the different meanings of a word or sentence. Besides, they believe that the use of ICT could complement the language spoken in the classroom so that they knew how it is used practically in real life (thus developing their linguistic, sociolinguistic and discursive competence) and got acquainted with cultural aspects.

Likewise, most interviewees believed that the computer allows students to have access to more comprehensive and reliable sources of information, and they acquire basic (meta-)cognitive and autonomy skills related to information retrieval; that is, both the learning-to-learn and the digital competence are fostered. This way, the sources of information are diversified (other than the teacher and the textbook+workbook set) and they can also realize their own potential and develop their critical skills at the same time. Some interviewees agreed that ICT-assisted students tend to be more creative and practical during the exercises and activities proposed, this being a benefit for ICT problem-solving challenges like software programs, the printer or the Internet.

Interestingly, some teachers claim that ICTs are an essential tool for students wanting to become teachers in the near future. The early integration of ICT in the classroom can help those students to socialize more and open their minds by the effective use of websites and social networks. Exploiting the learning potential of the Internet is a good way to make learning enjoyable and interesting, and it is a useful

tool that future teachers must master to fit into the 21st-century reality. As one teacher views it:

> The constant evolution of information technology allows us to consider options for future school teachers. Of course, one must own and know the use that we can do in the classroom since they have sophisticated tools. It is essential to make good use in our classes because the technologies are the next generation. Educate and socialise students, is not it the primary mission of the school? I think so, and that is why I agree with the integration of these tools in schools [*verbatim*].

In relation to classroom practice, most teachers believe that it can have many positive impacts on students, the main one being an evident improvement in motivation and involvement in the learning process (*cf.* 4.2.3.4. for more details). They have noticed that the students who use ICT for educational reasons at school show more interest in learning and feel eager to communicate successfully in English; that is, the teachers observe some kind of increased self-confidence and self-esteem. Being able to use ICT on their own and to understand the explanations easily, or to make logical connections between images and meaning, can boost self-confidence and change their attitude towards the language. As an example, a teacher recalls a specific learning situation that could benefit from ICT-based material: while handwriting a paragraph, there is no instant grammar-check control to correct any error or mistake in the text, but the panorama would be rather the opposite if the student had the possibility to type the paragraph in a computer with the ©Microsoft Office word application. As simple as this may seem, this process will encourage and motivate students, probably triggering a change of mind towards learning, being more careful with spelling and grammar, that is, showing certain degree of self-awareness of the learning process.

Some teachers found that the integration of ICT in the classroom not only encourages students but also makes them be more concentrated on the tasks, thus also improving (meta-)cognitive functioning and strategies. Developing digital competence and an intermediate ability to use ICT in the teaching-learning context helps, they think, to improve knowledge in other school subjects and disciplines as well. Indeed, an effective use of ICT can help to develop personal initiative and social skills to work in collaboration (pair work, group work) and correct data

processing. In fact, teachers usually encourage teamwork in the classroom −be it based on traditional material or having ICT incorporated− since it allows students to better understand and communicate with each other for a common goal.

✖ DISADVANTAGES

Of course, the integration of the ICT to teach EFL also poses disadvantages for the learners, just as the use of any other material. Regarding the problems the use of ICT in the classrooms may bring, the commonest were:

a) the difficulty in integrating ICT in the lessons, taking into account the curriculum, the syllabus and the Moroccan school system;

b) the lack of adequate teacher training to do it;

c) that introducing them in class is time-consuming;

d) the need to exert a control on the web contents and the webpages the students visit, and the time spent in checking and explaining that not all information is reliable or acceptable;

e) the risk of self-isolation when being in front of a computer, thus having problems to socialize with peers and not being able to participate in collaborative or cooperative tasks.

For the reasons listed above, the integration of ICT-based material in the classroom has its limits. In several schools of our study sample, just one computer is available per classroom or, alternatively, they have to move to another room specially designed to accommodate students and have access to ICT-based material and the Internet. In this case, this special room does not have free access but must be booked ahead by teachers and this creates some schedule problems and coincidences that make them quit the idea. It is understandable that the costs of purchasing computers, ICT-based programs and paying for an Internet connection for the school are high, but this is also another constraint to use it.

Finally, some teachers indicate that the use of ICT in the classroom could be counterproductive for students coming from very low-income families. They think

there is a strong correlation between school and home learning, and if there is no continuity, the process can be affected. Yet, having access to ICT-based material at school could be a way of introducing the contents and working with them from an innovative point of view, and, once at home, implementing strategies of autonomous learning to reach the same results without computer support.

But this is not that easy because the 21st-century EFL learner in Morocco still needs to gain a medium-to-advanced knowledge of technological tools to develop digital skills that allow him to incorporate into social and professional environments. Nowadays, learners can have thousands of ICT-based resources with a click, even the knowledge contained in libraries and repositories kilometers away from their home.

<p align="center">*****</p>

✓ ADVANTAGES	✕ DISADVANTAGES

- **For lessons**
  o Allows introducing innovative approaches to language teaching
  o Provides more opportunities for creativity
  o Means to contextualize language and present it realistically
  o Non-verbal communication and paralinguistic elements are presented as a natural part of language use
  o Diversification and access to more reliable and comprehensive information sources
  o Educate students as to the characteristics of the 21st century global world
 	
- **For students**
  o Triggers active participation and willingness to respond
  o Increases motivation levels and involvement in the learning process
  o Exposes them to native language (accentuation and pronunciation)
  o (Meta-)cognitive skills are worked on so that concentration, collaboration and self-confidence are improved
  o Can develop their linguistic, sociolinguistic and discursive competence
  o Get acquainted with cultural aspects and other values
  o Learning-to-learn and digital competences are fostered
  o Formative (preparing future teachers for the challenges in Moroccan education)
	- **For lessons**
	  o Difficulty in integrating ICT in the lessons due to the curriculum and syllabus in the public education system in Morocco
	  o Time consuming
	  o Need to have teacher control over web contents
	
	- **For students**
	  o Risk of self-isolation and tendency not to work collaboratively
	  o Counterproductive for very-low-income families (no access to a computer, not to speak of the Internet, so there is no continuity and no autonomous learning)
	
	- **Others**
	  o No adequate teacher training to incorporate ICT in the classroom
	  o No means to do it effectively (e.g. rooms have restricted access or are shared by all teachers at school)

Table 2. Summary of the advantanges vs disadvantages of using ICT in the classroom

All in all, it seems that the Administration and administrative teams are not fully aware of the importance and urgent need of integrating ICTs in the EFL classrooms. It is their responsibility to look for ways to improve the situation, trying to make the most of the materials and resources available, but this is not the case in most occasions. As one teacher puts it, sharply: "Some school headmasters put many obstacles for teachers when they ask for access to facilities, such as Internet rooms or data shows" [*verbatim*]. Another interviewee claims that: "Last but not least, teachers should be assisted in many ways by the Ministry, by providing them with computers because most of them cannot afford for the reason that their wages cannot cover extra expenses" [*verbatim*].

They think that the corresponding Administration should contribute to have renewed school facilities provided with the minimum requirements for teaching languages. Many participants in the study make reference to the amount of time "wasted" due to the lack of proper technical tools or electronic resources, which could improve the quantity and quality of education. In general, the teachers are highly motivated to integrate ICTs for better classroom management and time allocation, but, without the adequate means to do that, some others also consider that ICT-based material could be a handicap, as it takes time for preparation and implementation in the classroom.

4.2.2.4. Question #4

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④ *What are the main problems the students in your classrooms face to improve their level of EFL? (Try to speak about the problems in general, and about the (in-)conveniences of using ICT in particular).*

The conditioning circumstances aforementioned often prevent EFL teachers from doing their job properly; not all students' real needs are covered and it is difficult to implement remedial work for particular cases. No level differentiation or previous knowledge can be taken into account. This fact pushes most of these EFL teachers to double efforts to create and design their own materials in their attempt to try to satisfy some of the students' needs as much as possible.

On the other hand, teachers are required to teach more than four classes per day in various courses and at different levels. For example, if the high school is providing Science, Humanities and Business Baccalaureate courses, the English teacher is supposed to provide for all of them. Therefore, the EFL teachers have no time to prepare class material in depth and they have to rely mostly on the textbook (+workbook) set which, according to some interviewees, makes teaching tedious and boring and negatively influences motivation and participation (see below). Besides, this makes the lessons less attractive or interesting for the students, since they cannot be adapted to meet their real needs or current language levels.

Most interviewees spoke of the convenience of implementing CLT approaches to make students protagonists in the EFL classrooms and how ICTs could play a significant role in moving from teacher-centered to student-centered methodologies. For the purpose, the teachers must be proficient in the use of the target language and have a well-founded strategic competence to repair communication breakdowns with the students in the group. However, there was a general argument about the lack of appropriate EFL training programs for teachers in Morocco; this is said to affect the teaching-learning process and the students' outcomes. In fact, one of the respondents said: "Only theoretical knowledge of any methodology is not enough. Most of the teachers know the theory of CLT. But how to use this methodology in creating real-life situations in the classroom is important" [*verbatim*].

As a counterargument, others expressed their apprehensions as to the extent to which students should be given authority over their own learning in the EFL classroom. They thought they could go astray during the teaching-learning process instead of keeping focused on the lesson, because they are not independent or mature enough to do it for themselves. This argument was mainly supported by the long-standing Moroccan cultural tradition where the teacher has been regarded as a master who is next to a father figure in the levels of respect. In this sense, it is sometimes difficult to change the mind of the population, in general, and of the students in Middle School and Secondary Education in the Tinghir Province, in particular.

In fact, according to some teachers, the students' familiar and educational background still exerts its negative impact on the teaching-learning process. For

example, most students believe that the teacher is the sole responsible for the classroom organization and management. To overcome this, the teachers know that, apart from a deep change in the consideration of education, the power relationship should be reconsidered or redefined somehow, especially when it comes to the role and job of each agent. Unfortunately, the teachers are aware that, up to now, students are not yet capable of accepting the idea that they should assume more responsibility for their learning of the L2. This means that they still perceive the teachers as knowledge-source-givers and their role is to listen and receive the contents passively without participating in the building of EFL lessons. This teacher-centered methodology goes against the basic CLT principles, but it seems that some EFL students are starting to give up their old habits and, as some teachers state, are now becoming aware of the importance of assuming big responsibilities in the process of language acquisition and learning.

Another topic introduced by the participants as to the main problems in learning EFL in the classrooms is the generalized lack of motivation and involvement, probably as a consequence of the cultural background explained above. One of the teachers interviewed tells that the only motivation working is the extrinsic one, particularly the extrinsic motivation that is activated to attain specific goals:

> In addition to the lack of materials, there is the lack of motivation from students and their parents. The majority of the students prepare only for exams, they do not try to learn English gradually; for instance, Baccalaureate students neglect English until they are in 2nd year Baccalaureate (year of the certificate exam), and their parents rarely encourage them to do so [*verbatim*].

In this same line, another respondent indicates that the lack of a real intrinsic motivation, that is more concerned with what happens inside the classroom and the benefits it brings about, makes that "some students lack the knowledge of the structure of language though every year they pass the examination, yet their knowledge of English is still not enough and they hesitate in participating in classroom activities" [*verbatim*].

If this situation changed, students' willingness to be involved actively in CLT for the sake of making the most of the teaching-learning process would increase and, as one teacher points out:

> Students' motivation can bring good results in improving the situation. If they are motivated and willing to use the target language in classroom, it will create an environment of the use of language which will result in improved communicative competence of the learners and, will also help teacher motivation [*verbatim*].

4.2.2.5. Question #5

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⑤ *In your opinion, what are the most appropriate measures (or best recommendations) to go through these problems?*

To finish up the interview, we asked the teachers for their opinion on the most appropriate measures and actions to take place in a short period of time to improve TEFL in the Tinghir Province, especially after having heard about the lack of ICT-based and AVM in the Middle School and Secondary; the teachers' demands for more training in English language proficiency and as digital users themselves; the low motivation in EFL students; the poorly-provided classrooms and libraries; the constraints of official guidelines, programs, curricula and syllabuses; the problems to deal with over-crowded classrooms; the lack of quality resources and material, as well as of time to organize teaching duties; the limitations of Internet access; and the difficulties to get Administration and technical support.

All these obstacles preventing the effective integration of ICT, in general, and the application of AVM aids, in particular, led us to discuss with all interviewees about possible and realistic recommendations and solutions to fix the current situation and facilitate the gradual incorporation of ICT at school level. Their ideas and suggestions are collected in the following lines.

1. **MNE (institutional) intervention**

   a) *Increasing the number of hours per week devoted to the EFL subject.*

   This would give Moroccan students the chance of having more exposure to the foreign language, improving the linguistic and socio-cultural aspects needed to be integrated in a global world in which English is acknowledged as the *lingua franca* of international communication.

   According to Blake (2013), "it simply takes from four to six years to reach functional proficiency in an L2 [...] Crucial to this L2 processing is the extent and nature of the input received— something all linguists and SLA researchers can agree on, even if their SLA models differ radically" (p. 2). That is, it is widely acknowledged nowadays that the process of learning EFL should be intensive and continuous; thus, increasing the number of study hours a week could contribute to reach an ideal exposure per academic year.

   b) *Reducing the number of students in each class to a manageable group.*

   For better organization, performance and results, EFL teachers should be in charge of fewer students (an average of 20 to 25). Yet, it is not always dependent on the school but the MNE has also a role in applying this measure.

   The advantages and disadvantages of reducing the overall class size have been discussed in Krueger (2002), Slavin (1989), or Stiegler and Hiebert (2009); in the particular case of Middle School (college) and Secondary Education (high school) in the Tinghir Province, it could be positive not only to make the teaching-learning process more focused and inclusive, but also to be able to assist students with special needs.

c) *Assessment procedures should be redefined.*

Due to the design and primary object of the current Moroccan education system, most students only appreciate exam-oriented activities and, therefore, tend to believe that any other kind of "non-instrumental" activity is a waste of time. This is particularly serious in relation to speaking; the certificate and diploma for Middle School and Secondary are obtained only on written exams; oral skills are not tested at all.

Therefore, when the teacher is trying to have them use English in conversation, the students are in general so frustrated that they prefer not taking part in the task. According to some interviewees, this problem is more manifest in the second year Baccalaureate students. In view of this, the EFL teachers think that the nature of the exams should be evidently modified to a more fluency-oriented objective. This would require the incorporation of the activities that assess the students' oral communicative abilities as well, and here ICTs have a big role to play.

Here, it is important to note that oral communication usually produces a high level of anxiety in EFL students; Fulcher (2003), for instance, proposes different ways to test students' speaking taking into consideration personal and contextual factors.

d) *Providing specialized courses of teacher training in ICTs (continuous learning; lifelong learning).*

Some EFL teachers consider that university students pursuing a degree to become school teachers in Morocco must be offered effective and updated information and practical workshops on how to use ICTs effectively. This way, they will not be in the same place as them, who have little opportunity to attend courses to develop their own digital competence.

The interviewees explained they needed more scaffold training on the use of ICT, so that they could tune it to the lesson and class dynamics. In the first place, most teachers expressed their dissatisfaction with their basic technical skills, such as downloading and saving video or audio files from the Internet at home (to be used later in the school room); or the fact that "there is a lack of introductory technical training in the school for both students and teachers" [*verbatim*]. If teachers were more skilful in ICT management, they could even show the students how to work with them.

In fact, the importance of ICT-pedagogy integration in teachers' training and how it can benefit the students' overall performance is discussed by Blake (2013), Jung (2005) or Salaberry (2001), while the benefits and challenges of lifelong learning are tackled in Day (1999) and, more recently, in Aspin, Chapman, Hatton and Sawano (2012).

2. Infrastructural changes

a) *Equipping schools with ICT material, resources and gadgets for each classroom, at least one piece for teacher use.*

This is a basic need in TEFL nowadays, especially if the teachers want to prepare students for reality and for the demands of the 21st-century world. The communicative, linguistic and digital competences go hand in hand.

A participant pointed out a very interesting fact: even when there is a computer in the classroom, or in any other facility of the school, there are no electronic didactic resources for free use. Investing on them would be also quite useful to reach better learning outcomes.

Some studies that review the impact of ICTs at school are those by Condie, Munro, Seagraves and Kenesson (2009), Martín-Laborda (2005), and Moiij and Smets (2001).

b) *Providing teachers with suitable conditions for teaching, including better classroom conditions (furniture, environment) with AVM aids and didactic multimedia material for computers.*

It can provide EFL learners with plenty of opportunities to receive and produce the language in simulated real-life conditions. Teaching materials should be as authentic as possible to recreate the contexts in which the students may be involved in future communicative situations. Besides, authentic material is more likely to help students to be familiar with the different varieties of English they are expected to come into contact with outside the classroom.

At this point, some teachers make reference to the set of official guidelines regulating TEFL in Morocco (*cf.* Chapter 2); these promote fluency-oriented and meaning-focused activities. By using authentic materials, this can be achieved, since they may enable EFL learners to avoid communication breakdowns in face-to-face interactions with the native speakers. In fact, some teachers consider the availability of ICT and AVM material as a giant step towards helping students to improve their level of English, especially because the teacher can give more importance to the CLT approaches than to the structuralism-directed approaches. In short, they believe that this kind of resources and materials can foster practical language use and contribute to improve fluent communication rather than accuracy (grammar).

In this sense, the study by Rivero-Cárdenas, Gómez-Zermeño and Abrego-Tijerina (2013) concludes that ICT could be an "ally to both the institution in the development of educational technology projects through plans and programs, and for teachers as a valuable resource that supports the teaching-learning process that occurs in the classroom" (p. 190)

3. **Innovations at school (as an education center)**

a) *Establishing school clubs where students can practice the use of English.*

By these, the regular EFL curriculum and syllabuses can be enhanced, since the students engage in co-curricular or extra activities that may put the classroom-based contents into practice. At the same time, these clubs could help to solve the social and economical problems of the local community mentioned above.

The empirical research by Fredricks and Eccles (2008), for example, revealed that participation in extracurricular organized activities, like those offered in middle school clubs, "was associated with higher than expected grades, school value (i.e. perception of importance of school for the future), self-esteem, resiliency, and prosocial peers, and lower than expected risky behaviour" (p. 1029) in the sample African-American and European-American population.

4. **EFL teachers' commitment to students**

a) *Helping students recognize the importance of languages as a vehicle of communication.*

Students must acknowledge the relevance of literacy and fluency in a second language. English, in particular, can help them not only at school but in life as a whole and at an international scale. On the relevance of learning a second (or foreign) language, and how it can raise cultural awareness and improve the chances of employability, Hamann's essay (2004) and Richard's (1995) volume on different aspects of Hawaian students' attention and awareness on foreign language learning are enlightening.

Linked to this idea, teachers should encourage EFL learners to use the Internet, TV and music to improve their level whenever possible, highlighting the importance of language in use for practical

purposes. Among the enhancement activities that teachers could prepare for regular lessons or school clubs, they mention: dramatizations, role-plays or chanting/singing, and the provision of useful web-based resources for further or independent study.

b) *Giving students the opportunity to make choices and decisions about their learning process.*

Fostering awareness about what they do daily in class could be a motivating strategy, making students more willing to engage in the learning activities and group tasks proposed. This can also help them to feel that they are valued members of the school (and social) community. In this sense, CLT approaches, instead of more traditional teacher-centered ones, would change the power relationship and responsibility resting on teachers alone. By participating more in the teaching-learning process, students could improve their level gradually and the feeling of having skills to perform independently could add some extra motivation. Hirst-Loucks and Loucks (2014) or Theobald (2006) address the strategies that teachers could use to increase students' participation and motivation in pre-high-school and high-school levels.

EFL teachers know that this requires that Moroccan EFL students gradually change their views from the teacher-centered perspective to the learner-centered one, thus being involved in the lessons actively and, whenever possible, running the activities by themselves.

5. **EFL teachers' reflections on their teaching practice (self-criticism)**

a) *Teachers need to vary their teaching methods and methodologies.*

Much as learners should change their minds about the role of each participant in the teaching-learning process, teachers should too. There is a wide variety of methods and approaches to TEFL to choose from,

and these can be combined in the lessons to achieve better results and make students enjoy and be motivated by what is being taught. Traditional-only lessons or CLT-based-only lessons can function in some contexts, depending on the contents and students' needs in a given moment. Yet, there is also room for combination and innovation, which can make lessons more interesting and fluid. Each skill can be developed by different approaches and methodologies and this introduces variety, engages the student and raises expectancy about the lesson and the English language. Canale (1983), for instance, offers an account of logical relationship between communicative competence and communicative language pedagogy, while Richards and Rodgers (2014 [1986]) present a review of current methods and aspproaches to language teaching (*Cf.* Chapter 3 as well).

But, despite the fact that some teachers are willing to introduce changes, they are also concerned about some of the impediments mentioned above (i.e. teacher training, students' hesitation in the use of the target language, over-crowded classrooms, grammar-based examinations, and the lack of appropriate materials) to apply CLT successfully.

4.2.3. Onsite video recordings of EFL lessons

These recommendations indicate that, apart from the institutional responsibility to introduce changes and innovations in the Moroccan schools, there is also some interest by teachers themselves to improve the present situation. In relation to what happens inside the classroom, most teachers agree on the highly-needed opportunities to integrate ICT and AVM in the lessons. Although not all teachers feel comfortable with technological devices (mostly due to their evident lack of training for the purpose), they do agree on the range of benefits they could bring to the teaching-learning process. Besides, some of the interviewees had a good understanding of CLT approaches and activities and showed their willingness to use

them in their classrooms; and, for them, these could be implemented more easily if ICT-based materials were available.

In the subsections below, we analyze five videos in which CLT and ICTs are incorporated (*cf.* Section 4.1.1.3. for criteria). The lessons are taught by the most enthusiastic teachers in the cohort, who are hopeful that the problems associated with the implementation of CLT approaches and ICTs at a larger scale in the Tinghir Province can be overcome in the short or medium term.

4.2.3.1. Video #1

Figure 14. Snapshot of video#1 footage [https://youtu.be/TJR19pjqz78]

CONTEXTUALIZATION

This first video corresponds to a 50-min lesson taught by Mr Arjdal Lhoussaine to students at Collège Ibn Hazm (Tinghir; Toudgha Essoufla). This is a 9th grade group (=3rd year in Middle School).

Mr Lhoussaine indicates that this is a beginner-level group that has not been in direct contact with the language before, since the 9th grade is the first one of EFL in Middle School. However, they are very curious about what the subject is about and also of what English can bring into their overall Basic Education. He says that this group usually takes advantage of the learning opportunities they are given in the classroom since they have been taught about the importance of English as an international language. According to Mr Lhoussaine, this is a motivating factor in the EFL lessons for this group because, seein English as a tool to improve their incorporation into a globalised world, the students always try to listen carefully to what the teacher is explaining or instructing and are eager to asks questions and learn new contents and grammar topics. Participation is, to his view, quite satisfactory and this means that the students use the language practically, even though they are still in the first stages of their way to fluency.

He also comments that he has observed how the students have gradually acquired the basics of the language, thanks to daily checking of their development and content assimilation. The group shows eagerness to experiment and put into practice what they have learnt, what means that motivation seems to be more or less constant regardless of the learning styles and the individual needs of each student. Of course, not all students respond in the same way to the input received, and not all of them participate frequently; there is a group of good but introvert students that have problems to speak in public, so Mr Lhoussaine usually gives them other kind of prompts and chances for them to participate. That is, in general, he believes that this group meets the requirements for the first year of EFL in the official curriculum.

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Objectives	• Use traditional teaching (teacher-centered) to explain lesson contents: clothes, food (vegetables and fruits); • Foster active learning to make students more participative and motivated; • Promote cooperative and/or collaborative work; • Develop specific competences in the students: communicative, digital, social and civic, and learning to learn.
Instructional strategies	• Direct instruction (teacher-talking-time = TTT) combined with students' participation (student-talking-time = STT); • Hands-on learning: fostering cooperative and/or collaborative tasks, by means of pair and group work; • Discovery- or inquiry-based learning; • Peer collaboration.
Materials	• *Traditional*: Blackboard • *Technology*: Computer (no Internet) + LCD projector • *Teaching aids*: Puzzle, pictures, realia
Activities and tasks	• (Guided) discussions / communicative exchanges • Puzzle game • Write a text (describe; instruct) • Oral presentation

Table 3. General information on teaching plan for video#1 contents

LESSON PROCEDURE EXPLAINED

First, as a **warm-up or review** activity, the teacher starts the lesson conversing with his students. Interacting with them orally is an engaging instructional strategy that can be used to motivate and encourage them to participate in class. Besides, it keeps them focused on the task and helps students to engage in learning and allows them to

learn from each other. Oral exchanges are also a great opportunity for the teacher to formatively assess (through observation) how well the students are grasping the new contents and concepts.

Secondly, the teacher **presents the content** by introducing a puzzle game to learn the different types of clothes. Moreover, by means of realia, he helps the students to better memorize and understand vegetables and fruits; the presentation is simple and easy to follow, so the students are exposed to comprehensible language input. The vocabulary is used in context (i.e. in full sentences), and the teacher tries to promote oral interaction. In the video, we observe there is high and active participation from students and this seems to suggest that they are motivated and willing to learn.

Later, the teacher steps aside and gives way to semi-independent **practice through student-centered activities**. He lets students be the protagonists of the teaching-learning process. In this case, the instructional strategy applied is learning by teaching; this offers the students the opportunity to assume a new role and teach their peers. It is a challenge that helps them to gain self-confidence and strengthen their speaking and communication skills. A second activity consists in showing an exercise through the LCD projector that the students must solve on their own.

The last part of the lesson focuses on **collaborative/cooperative work** among peers. They have to write a text to describe the ingredients of a typical Moroccan dish —the tajine— as well as to instruct on how to prepare it. This way, they will find the vocabulary learnt functional and applicable to real-life contexts.

OBSERVATIONS

In this video, we can see that the students in Mr Lhoussaine's class have problems – or are too introvert− to communicate orally and, whenever they overcome their fears and do it, to speak more or less intelligibly. Accentuation and proper pronunciation need to be practiced much more, at least to reach the level of being able to express feelings or ideas successfully. There is need to balance oral and written skills and, for this reason, Mr Lhoussaine assesses the students' speaking skills as well, to make

them focus on fluency and communication on a wider scope. He considers that asking questions is a good way of putting into practice what has been learnt so far and, for this reason, allows students to speak about topics that are not directly related to the class contents; this is a way of giving them extra opportunities to communicate and to draw on the knowledge and vocabulary already in stock.

4.2.3.2. Video #2

Figure 15. Snapshot of video#2 Part 1 footage

[**Part 1:** https://youtu.be/CMMoZeJHMmk]

[**Part 2:** https://youtu.be/L_BE3dOCWjg]

[**Part 3:** https://youtu.be/S5_hpHMkoZM]

CONTEXTUALIZATION

This is a 50-min EFL lesson taught by Mr Arjdal Lhoussaine to students at Collège Ibn Hazm (Tinghir; Toudgha Essoufla). This is another of his 9th-grade groups (=3rd year in Middle School).

Similarly to the previous group, they are beginners who are learning EFL for the first time this year. They are also interested in what the subject is about since they are aware of the importance of English as vehicle for international communication and to have better job opportunities. Mr Lhoussaine tells that the students are receptive and want the teacher to correct and guide them in their learning; they accept constructive criticism and ask questions for clarification whenever they do not understand what has been explained or indicated as wrong. To him, this means that there is involvement and motivation to learn as adequately as possible the language. They also participate when it is time of peer correction, especially the ones who are less timid to speak in public. There are some students in the group with psychological, integration and/or social problems, so, at this point, he has realized that giving positive feedback, rather than concentrating on mistakes and errors, functions quite well with this group and that this makes them want to continue participating as much as they can.

Mr Lhoussaine has observed that the students in this group tend to build on their own learning strategies, trying to apply what they have learnt in other contexts and communicative situations. That is, this group also shows eagerness to use language practically, what is an asset to keep motivation engaged. On the other hand, this group usually shows creativity in relation to reading and writing; they look for ways to answer questions using their own words, by paraphrasing or by resorting to their own mother tongue (=direct translation) for instance, and are also creative when they have to write a short text or composition adapted to their level of English.

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Objectives	• Use traditional teaching (teacher-centered) to explain lesson contents; • Foster active learning to make students more participative and motivated; • Promote cooperative and/or collaborative work; • Develop specific competences in the students: communicative, social and civic, and learning to learn.
Instructional strategies	• Direct instruction (teacher-talking-time = TTT) combined with students' participation (student-talking-time = STT); • Modelling: video (speaking skills); • Hands-on learning: fostering cooperative and/or collaborative tasks, by means of pair and group work; • Discovery- or inquiry-based learning; • TPR approach.
Materials	• *Traditional*: Blackboard • *Technology*: Computer (no Internet) + LCD projector • *Teaching aids*: Photocopies
Activities and tasks	• (Guided) discussions / communicative exchanges • Game • Write a text (describe; instruct) • Oral presentation

Table 4. General information on teaching plan for video#2 contents

LESSON PROCEDURE EXPLAINED

To **introduce the lesson** and trigger students' participation, Mr Lhoussaine proposed a game; it attracted their attention and enhanced their motivation towards the learning process. The game offered the students a chance for real communication, at the same time diminishing the stress-levels they experience whenever they have to

express themselves out loud. In this case, the TPR approach comes into scene and aims at improving students' vocabulary acquisition.

Secondly, he used a video projection **to practice listening skills** to focus on English pronunciation and the ability to communicate in real-life contexts. The video offers modelling for adequate interaction and oral performance (as some sort of guide for pronunciation in the foreign language).

Then, to continue practicing, he hands in **photocopies with activities** designed/selected by himself, what means that Mr Lhoussaine takes into account the different students' needs (by adapting the activities to the class level) and appeals to different learning styles. These activities are mostly written ones and, therefore, aim at developing another communicative competence: expressing ideas and feelings down in paper. Even though this kind of activities could be less attractive than technological-based ones, the students' participation in the process of correction suggests that these are appropriate learning activities for them as well. In pair or group work, the process of "think-pair-share" takes place: the teacher allows the first few minutes for individual think-time about the topic; some more minutes to discuss their ideas with a partner, respecting turn-taking; and then opens up the class discussion.

OBSERVATIONS

Mr Lhoussaine is always concerned with implementing comunicatively-oriented approaches and activities to create interactive language lessons and train the students into being good communicators as soon as possible. For this, he considers they should know vocabulary and meaning in context, so he introduces games and action-guided activities as an instrument to achieve it.

4.2.3.3. Video #3

Figure 16. Snapshot of video#3 Part 1 footage

[**Part 1:** https://youtu.be/h1n8MMir5ek]

[**Part 2:** https://youtu.be/oFENNazXVvg]

[**Part 3:** https://youtu.be/GlljghcE6pE]

[**Part 4:** https://youtu.be/d7EsQZp8-8w]

CONTEXTUALIZATION

This video shows Mr Abdelouahed Oulgout's lesson at Collège Imedr (Tinghir; Imedr); it is an approximate 50-min lesson and also takes place in 9th grade (third year of Middle School level).

GROUP CHARACTERISTICS

Mr Oulgout tells that the students in this group are highly motivated to learn English, even though this is the first course they have been in contact with this foreign language. In general, he considers that they are fully engaged in the process of learning and show a positive attitude towards the new contents and how they are

presented in the classroom. For this reason, they spontaneously and immediately respond to the instructions and want to perform as well as possible in English; the students seem to set the bar high for themselves, and this adds extra motivation to acquire the language and use it practically.

The teacher explains that the students in this group do not usually need much wait-time to interact and participate in class activities and collaborative tasks. They rather internalize the instruction so rapidly, and, as observed in the video, they take risks and compete to be the first to participate. In fact, Mr Oulgout indicates that "their extremely high motivation, low affective filter, and stress-free learning environment paved the ground for them to behave like any fliers who enjoy learning and take risk to do their best in class" [*verbatim*]. This makes that the classroom dynamics can be student-centred and that communicative approaches can be implemented to simulate real-life situations.

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Objectives	• Use traditional teaching (teacher-centered) to explain lesson contents: days of the week, months of the year, seasons; • Foster active learning to make students more participative and motivated; • Promote cooperative and/or collaborative work; • Develop specific competences in the students: communicative, digital, social and civic, and learning to learn.
Instructional strategies	• Direct instruction (teacher-talking-time = TTT) combined with students' participation (student-talking-time = STT); • Analysis of students' performance; • Hands-on learning: fostering cooperative and/or collaborative tasks, by means of role-playing; • Discovery- or inquiry-based learning.
Materials	• *Traditional*: Blackboard • *Teaching aids*: Photocopies, pictures
Activities and tasks	• (Guided) discussions / communicative exchanges • Role-playing • Homework (reinforcement of concepts and information taught)

Table 5. General information on teaching plan for video#3 contents

LESSON PROCEDURE EXPLAINED

As an **introductory activity**, and to set up the stage, Mr Oulgout first indicated the students that they were going to perform a role-play activity. In the video, the teacher monitors the activity taking place and intervenes to offer comments and some advice to the students on how they are performing; this is a way of interacting with them and also detect their strengths and weaknesses with the English language. This kind of

intervention can encourage students to ask more questions, since communicating with the instructor gives them a chance for self-assessment and confidence about his availability for further guidance when necessary.

Then, to **practice the contents** of the lessons, the teacher hands in photocopies to the students. A relatively logical "wait time" (five-ten seconds) is allotted for answers, since the mind needs time to consider the answer and volunteer to participate. The activities designed for a specific lesson help students to refine and extend their learning; as seen in the video, the fact that the students wanted to participate and give their opinions about the possible answers to the exercises suggests that the teacher was successful in the selection.

Finally, for **homework**, the students will continue filling in and solving the exercises in the remaining photocopies, as an extension and autonomous work.

OBSERVATIONS

This video is an example of how Moroccan students in the Tinghir Province consider the teacher as a knowledge-giver, a reliable source of information and content presentation. Even though there is a role-play activity in which the students take an active role, they always direct to the teacher for reference; the process of assuming responsibility for their own learning is gradually advancing, but it probably needs also changing some social misconceptions about education and teacher-centered methods.

Mr Oulgout starts the lesson using a role-play activity that engages the learners in the lesson from the very beginning. Role-plays usually mean a change of pace and offer opportunity for language production in a safe environment; even quieter students get the chance to express themselves in simulated real-life situations. Starting the lesson this way ensures students are focused and may increase motivation for the contents to be acquired. The teacher does not step aside in the role-play activity but keeps checking the process to identify elements that could be further worked or reinforced. This is interesting as a follow-up strategy, since it gives feedback from a practical context. Supporting the students in the learning process

makes them feel less intimidated to approach the instructor and ask for more clarification on a point they do not understand.

Besides, Mr Oulgout seems to master the topic and know how to teach it to the group; being able to adapt oneself to the learners' rhythm is also important whenever the lesson is limited by external factors. If the students perceive that the teacher has prepared the lesson beforehand, they may be more prone to participate in the teaching-learning process. Making the most of the knowledge and the resources at hand is a reasonable expectation for any teacher, and here it works well.

4.2.3.4. Video #4

Figure 17. Snapshot of video#4 Part 1 footage

[**Part 1:** https://www.youtube.com/watch?v=wGkBUMh7-q4&feature=youtu.be]
[**Part 2:** https://www.youtube.com/watch?v=7CHSYx1dBZ4&feature=youtu.be]

<u>CONTEXTUALIZATION</u>

This video shows Mr Rahhou Lhoussaine's lesson at Lycèe Salah Eddine Al Ayoubi (a high school in Tinghir city); it is a 45-min lesson and takes place in 10th grade (1st year of Baccalaureate, at Secondary level).

<u>GROUP CHARACTERISTICS</u>

According to Mr Lhoussaine, presentational and communicative skills are among the major difficulties in this group. The main reason for this is that the students rarely have opportunities to express themselves and interact with other speakers in English outside the classroom. To compensate for that, he has adopted project-based learning and service-learning models, which seem to work well with the group and individual levels. In fact, the students show willingness to participate in this kind of learning, being often aware of their role in the process. Besides, Mr Lhoussaine has tried to connect them to speakers of English abroad so that they can exchange emails and reports with them and, in some cases, chat using English. Therefore, the group is also familiar with technological devices and know about the potential benefits they may bring into the EFL classroom.

As to motivation, Mr Lhoussaine tells that, though the class is not homogeneous regarding their previous and current knowledge of English, as well as in their learning needs and styles, the students usually display a considerable amount of interest in learning this language and want to participate in the in-school and out-of-school activities proposed to improve their skills and competences.

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Objectives	• Use traditional teaching (teacher-centered) to explain lesson contents: mobile phones and other technological devices; • Foster active learning to make students more participative and motivated; • Promote cooperative and/or collaborative work; • Develop specific competences in the students: communicative, digital, social and civic, and learning to learn.
Instructional strategies	• Direct instruction (teacher-talking-time = TTT) combined with students' participation (student-talking-time = STT); • Guided discussion: to enhance student motivation, intellectual agility and encourage democratic habits; • Modelling: video (speaking skills); • Hands-on learning: fostering cooperative and/or collaborative tasks, by means of pair and group work; • Discovery- or inquiry-based learning: generating and testing hypotheses.
Materials	• *Traditional*: Blackboard • *Technology*: Computer • *Teaching aids*: photocopies
Activities and tasks	• Active listening (audiovisual material) + comprehension questions • (Guided) discussions / communicative exchanges • Homework (reinforcement of concepts and information taught)

Table 6. General information on teaching plan for video#4 contents

LESSON PROCEDURE EXPLAINED

As an **introductory activity**, the teacher started commenting on the importance of mobile phones nowadays, in almost every sphere of life. To focus students' attention

and to motivate them to learn, he eagerly encouraged the group to use their mobile phones much more out of school (whenever possible). This way, they could be prepared to use them more or less fluently in class as a tool for technology-based learning.

Secondly, to **work on listening and (audiovisual) comprehension skills**, the students watched a video from the documentary series *The Incredible Human Machine* (National Geographic) and commented on the answers to some comprehension questions out loud. After that, to **practice oral skills and critical thinking** the teacher instructed the students to discuss in pairs/small groups about the role of ICT and mobile phones in daily lives, which allowed students to actively participate in the learning process. By turn-taking to talk and listening to each other's point of view, the students are engaged in social activity and this process establishes personal connection between them and the topic of study; it helps students think in a less personally-biased way.

Finally, Mr Lhoussaine asked the students to do some **homework** to further work on the contents dealt with and continue mastering comprehension and expression skills. Designing activity for homework should aim to help students to refine and extend the knowledge acquired in the classroom.

OBSERVATIONS

Mr Lhoussaine is always struggling to overcome the obstacles of the integration of ICT in Secondary. In fact, he has tried hard to encourage other EFL teachers at the high school to use the computer during the lessons, yet the English teachers have only one Internet-connected class available at Salah Eddine Al Ayoubi High School. Therefore, they have a heavy dependence on personal laptops and the material they can acquire by themselves.

When I asked Mr Lhoussaine whether it was possible to record one of this English classes, he accepted without thinking it twice. He saw my request as a good chance to show the difficulties he goes through daily in his classes to integrate ICT-

based material and resources, so he also insisted that I attended the class and witnessed it myself.

On the other hand, the use of *The Incredible Human Machine* documentary series in the lesson was Mr Lhoussaine's attempt to show the great difficulties the Moroccan students at this level have in understanding native speakers, and how it is indeed necessary to increase the number of hours a week for exposure to spoken language and, moreover, to raise awareness of the importance of working more often with ICT-based materials to improve their level of English.

For this same reason, Mr Lhoussaine told the students that they had to use their own mobile phones as much as possible out of school hours, to be familiar with them and with the possibilities of Internet. He wants to use the students' mobile phones as a tool for learning in the classroom, and thus told them at the beginning of the lesson: "I'm not going to tell you that you must switch off your mobile phones in class, but indicate you have to use them actively during the lesson development" [*verbatim*].

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4.2.3.5. Video #5

Figure 18. Snapshot of video#5 Part 1 footage

[**Part 1:** https://www.youtube.com/watch?v=M6Q7W6EV3eo&feature=em-upload_owner]

[**Part 2:** https://www.youtube.com/watch?v=M3hnTd3KWZM&feature=em-upload_owner]

[**Part 3:** https://www.youtube.com/watch?v=p2f_qUvnr54&feature=youtu.be]

[**Part 4:** https://www.youtube.com/watch?v=Kb8uIy4k4fk&feature=em-upload_owner]

[**Part 5:** https://www.youtube.com/watch?v=4uylCwn8MoA&feature=em-upload_owner]

[**Part 6:** https://www.youtube.com/watch?v=5fPFByFAAOs&feature=em-upload_owner]

CONTEXTUALIZATION

This video shows Mr Younes Jabbour's lesson at the Lycèe Boumalne Dadès (a high school in Boumalne Dadès city); it is an approximately 50-min lesson and takes place in 11th grade (2nd year of Baccalaureate, at Secondary level).

GROUP CHARACTERISTICS

As a group, Mr Jabbour tells that his students have problems learning English, especially with productive skills (Speaking and Writing). For him, this problem falls

within what is normal or habitual in this particular high school because English is the fourth language the students have to deal with (Arabic and French are also taught at Primary and Secondary levels, while Tamazight Berber is the mother tongue of most of the students in the group). Besides, he considers that the low level the students have at this stage of Secondary Education is also due to the lack of continuous exposure to the foreign language, which often sounds unfamiliar to the students and, therefore, not worthy of too much attention or of much utility.

As far as the motivation to learn EFL in the group, he says that it is mostly extrinsic, as it is too influenced by the pressure exerted by the National Exam the students must pass at the end of the course, which enable them to continue to the next academic level. Although the students in the group are curious about the foreign language and culture, as well as aware of the importance of EFL, they do not fully appreciate its potential benefits due to the imperative need of passing that written exam. Mr Jabbour also comments that motivation is often hindered due to the students' individual characteristics: there are people too shy to participate or who need to work more on their self-confidence to be able to make contributions in front of their peers, while others are participative and prone to group work. Therefore, he reports some conflict between wanting to learn and the barriers that each personality and limited communicative abilities pose. Even so, Mr Jabbour would like that the students were more participative and engaged in the teaching-learning process, which would also mean giving more relevance to the language and achieving better outcomes.

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Objectives	- Use traditional teaching (teacher-centered) to explain lesson contents; - Foster active learning to make students more participative and motivated; - Promote cooperative and/or collaborative work; - Develop specific competences in the students: communicative, social and civic, and learning to learn.
Instructional strategies	- Direct instruction (teacher-talking-time = TTT) combined with students' participation (student-talking-time = STT); - Modelling (teacher as reference for adequate exposition of contents); - Hands-on learning: fostering pair work; - Discovery- learning: scanning for details and identifying relevant sentences.
Materials	*Traditional*: Blackboard *Teaching aids*: Photocopies
Activities and tasks	(Guided) discussions / communicative exchanges

Table 7. General information on teaching plan for video#5 contents

LESSON PROCEDURE EXPLAINED

The lesson is **focused on developing Reading skills**. It consists mainly in silent reading. During the first part, the students have to read the text intensively for content so that they can answer a set of questions using their own linguistic resources rather than repeating the information literally. The teacher instructs the students clearly and directly, using appropriate communicative strategies to make himself understood (he is somehow serving as a model here). There are three stages: a) pre-reading: brainstorming, to refresh previous knowledge on the topic; b) (silent) reading, preceded by clear instructions about how to answer the questions, and what

kind of information they had to look for; and c) post-reading activities are done so that the students start working in this process on their ownBy means of classroom discussion, the students put their ideas in common and listen to other peers' point of view. They can get acquainted with other ways of expressing ideas and opinions, and this is also enriching. This is a preparatory lesson, taking into account the kind of final assessment they are going to face in the certificate/diploma examination for Baccalaureate.

OBSERVATIONS

This is the most traditional lesson in the pack; ICTs are completely left aside and the students have to focus on understanding a text and gaining a greater control of the English language (structures and vocabulary, mainly); this is a Product Approach to language.[16] The students are engaged in reading comprehension, looking for specific information, and the teacher serves as a guide during the process and to prepare them for independent learning. He tries to give them tools to make the most of their knowledge when they are dealing with reading independently. In fact, Mr Jabbour is encouraging the students by means of prompts, so that they put their minds into work and have to develop their own ways to reach the goal.

4.3. Summary

The focus in this chapter has been on collecting data from questionnaires, interviews and videos, systematizing them down by means of diagrams, tables and relevant comments whenever necessary, and presenting a panorama of TEFL by means of authentic material and teachers currently working on the Tinghir Province. The information collected has not only been useful to identify the strengths and difficulties of TEFL in southern Morocco, but also to take a closer look at the real

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[16] According to Al-Mahrooqi and Denman (2006), the Product Approach "has traditionally dominated writing in the language classrooms of the Arab world", against the Process Approach that "places far greater emphasis on the actual stages than on the final product" (pp. 78-79). See also Altun and Büyükduman (2007).

situation and, thus, understanding the work being done there to meet the requirements of the NME as to why, when and how to teach EFL.

The philosophy underlying the different NCETs, which comes to justify the guidelines that should be observed in the EFL teaching-learning process to achieve communicative fluency and digitally-competent students, is well understood by the teachers participating in the study, yet they also admit that it is not an easy road. The interviewees consider that the MNE should invest more efforts (human and economic) to trigger a change in the actual situation so that the theory can be carried out in practice successfully. Besides, they are aware that they need more training and knowledge to fully integrate CLT and ICTs in the language classroom, as the process of shifting from teacher-centred to student-centred approaches is slow and it needs more commitment from the relevant parts.

In addition, the videos have shed light on the practical aspect of language teaching in different colleges and high schools of the Tinghir Province. From interactive classes, in which the teachers incorporate games and ICTs as a means to motivate the students and convince them of the utility of learning foreign languages for career development, to more teacher-guided ones that mainly focus on preparing the group to pass a summative exam that grants access to higher levels of education. The end-purpose seems to determine the approach, and it seems that earlier stages (like Middle School or the first year of Baccalaureate) allow for more communicative and innovative lessons.

5. Conclusions

5.1. Setting the scene

This study has provided an insight into the way of teaching English in the south east of Morocco, especially in different districts, cities and villages of the Tinghir Province. By means of a contextualization of the current linguistic situation in Morocco, as well as a description of the public education system of the country, we have been able to have an approximate idea of the actual role played by second (French) and foreign languages (English and, to a lesser extent, Spanish, Italian or German). As to why, how and when to teach English to Moroccan students within the public system, the guidelines exposed in Chapter 2, corresponding to Middle School and Secondary to correlate with the levels the participant teachers cover, show that there is a tendency, from the official spheres, to CLT approaches and to the incorporation of more novel and innovative teaching strategies. This is a shift from teacher-centred to student-centred classes that needs time and, probably, a sociocultural change to stop placing the teacher as an almost-absolute authority in the classroom. Prompting the students to be protagonists of their own learning process can increase their motivation and, at the same time, raise concerns about the utility of acquiring an L2 to increase their chances of success in expanding their knowledge and potential to reach the labour market appropriately.

To know whether the official regulations and guidelines are effectively transposed into the Moroccan colleges and high schools (9th to 12th graders), we directly worked with a cohort of EFL teachers working in the province and, if possible, stepped into their classrooms to see how they managed to be communicatively-oriented and ICT-based taking into account the restraining conditions and/or their spatial-temporal and technical limitations. By observing what

is going on in these educative environments, we can know the real situation of Moroccan EFL teachers and school facilities in that part of the country, on the one hand, and how they struggle to adapt themselves to the 21st-century globalized world where languages (especially, English and Spanish) and technological devices are fundamental for integration in society and the job market, on the other.

Some authors from the literature examined to establish the theoretical framework for this dissertation indicate that the TEFL in public Moroccan schools, colleges and high schools (and even in Tertiary Education) have not incorporated yet the basic academic objectives for each level, nor have undertaken the changes needed to adapt the education system and the learners to the 21st-century reality, inside and outside the country. Besides, some authors state that there is not a concern for the current learners' needs and learning styles in many instances, what means that the official indications are not implemented as they should be done for several reasons.

Therefore, what is the current situation in the south east of Morocco, particularly in our sample location, the Tinghir Province? What are the results obtained from this observational study performed in there?

5.2. Study findings

1. First of all, this study is a contribution to current research on the field of TEFL as it tackles several related aspects like teachers' preparation and/or willingness to implement the changes and innovations indicated by ministries and other government agencies; the socio-cultural context in which these changes are to be made; the need of educating the teachers, as a guild, and the population, especially the youth, that it is necessary to move into a less teacher approaches to meet the demands of the 21st-century world; or the advantages and drawbacks to introduce ICTs in the classroom.

2. In present-day Morocco, EFL is a subject not included in the national curriculum outline up to the Middle School level; and, even so, it is introduced in the 3rd year, which is the last one in the Basic Education (compulsory). Therefore, it is mandatory from the 9th grade onwards, when

the students are around 15 years old; this means that those who decide not to continue to Secondary only have formal education in English for one year. Accordingly, at least in the public sphere, Moroccan students do not have an early-childhood linguistic immersion. They come in contact with English quite late in comparison to Spain, for instance, where the English language is taught even in the pre-Primary level. The lack of enough dedication to the language teaching and practice throughout compulsory and non-compulsory education levels, together with the need of raising students' awareness of the importance of English as a *lingua franca* of communication are determining factors for the development and outcomes of language sessions. According to the EFL teachers interviewed in this study, these are issues of major concern that should be addressed as soon as possible to improve the perceptions and attitudes towards this foreign language, both among more traditional teachers and students.

3. Thanks to the questionnaires passed around, we could determine the type of resources and materials available for the EFL classes in the different colleges and schools, as well as why and how they are used for daily teaching assistance. The ones that fall into the scope of "traditional" resources and materials are the most commonly deployed in the classrooms. For example, the textbook, which is is mandatory, is a reference material in the classroom, regardless of how much relevant or informative it may be in terms of developing the students' communicative competence. Likewise, the blackboard is essential for the EFL-teacher-participants, who consider it basically instrumental as it allows write down the lessons main points, outline ideas, draw for illustration purposes, or present clarifying diagrams. Even though it may seem a teacher-centred approach, in a traditional line, most teachers believe that it still has a role to play in the EFL class as a facilitating tool, as seen in the videos. This is especially true for those who are more reluctant to incorporate ICTs or audiovisual material in the classroom, either because it requires an extra effort or formation period, or simply because they do not have the infrastructure and means for the purpose.

4. In relation to CLT and how it can boost the students' intrinsic and extrinsic motivation towards EFL, the interviews have been particularly illuminating. A communicative approach could be indeed a better option to introduce, develop, settle and consolidate the basic language skills in Middle School level and the 5C's in Baccalaureate, as the official guidelines suggest. Save for traditional games that could be prepared using basic materials at hand, imagination and problem-solving techniques, the lack of more sophisticated resources and materials limits its implementation and influences on the results reached, especially because these would be an asset to provide for a wide range of learning opportunities. Even though some teachers do their utmost to bring original material into the classroom, it is not often enough to enhance the students' communicative competence and its different sub-competences. For this reason, among the teacher's recommendations, we find more state intervention and provision of funds to fix and improve this situation; this improvement will also include more teachers training to have their proficiency and fluency timely refreshed and updated. In this sense, teachers also lose motivation since they are working under conditions that do not facilitate reaching the expected outcomes, and even feel insecure about their own capabilities. Another point here is the power relationship: CLT and active communicative exchanges would work much better if students changed their minds and did not consider themselves as a passive recipient of information and contents, but as the central and active agent in the teaching-learning process. This way, assessment could be redefined, participation in- and out-of-school activities fostered, and independent/lifelong learning could be experienced as beneficial and enjoyable.

5. Regarding the incorporation of the Internet and ICT-based approaches, the results obtained indicate that not all teachers are enthusiastic about it; in fact, there are clashing views as to technology. Some EFL teachers have positive attitudes towards the integration of ICT in Middle School and Secondary levels, inasmuch as they reckon it crucial for learners to get exposed to authentic language produced by native speakers, and may allow skills integration in ELT, to name a couple of advantages. They even bring their

own laptops into the classroom to make use of the teaching potential a computer may entail, like paving the way for smoother teacher-learner interaction and, or allowing for a range of instructional strategies to make lessons less monotonous and, hence, more motivating. These teachers consider that the 21st-century students' genuine interest for technology and digitally-enhanced material could be an additional bonus to make the most of ICT in the classroom; if used properly, ICT could also contribute to develop (meta-)cognitive, social and integrative skills. However, other EFL teachers consider that the process may be difficult to carry out successfully because of the virtual unavailability of such technologies and the related infrastructure. In any stance, the EFL teachers participating in the study coincide in the need of continuous training and updating so that they can serve as models to their own students; otherwise, trying to introduce ICT in the classroom can be counterproductive.

6. Even though the English curriculum for Middle School and Secondary is assumed to be functional and communicatively-oriented, it is also true that all the deficiencies mentioned in Chapter 4 –including the lack of ICT-based and AVM, absent or low motivation in a significant group of students, poorly provided classrooms and libraries, teachers' ability to communicate fluently in English, product-based examinations, and lack or technical and administrative support− represents a major stumbling block. Despite all these obstacles preventing the effective integration of ICT, there are optimistic EFL teachers who expect that, in the medium- or long-term, these technologies will likely become part and parcel of the teaching-learning process in the south east of Morocco.

5.3. Further research

The findings obtained in this study are applicable to the school and high school reality in the Tinghir Province; therefore, the EFL teachers' perceptions and attitudes, as well as their recommendations, are restricted to this Moroccan geographical area. Therefore, a possible line of future research would be establishing

a comparison with neighboring provinces or, even, making a review of the literature published regarding northern parts of the country and identifying common achievements, interests and worries about the current education system, in general, and the situation of TEFL, in particular.

Besides, it would be interesting to work jointly with the EFL teachers to design lesson plans and/or materials that take into consideration the principles of CLT and, whenever possible, include ICTs and/or AVM. This could be made in the case of presentation and practice of English grammar contents, so paramount in the Moroccan Middle School and Secondary curriculum. A case-control study (traditional vs. non-traditional approaches) could be performed with different class groups or classes, to compare the students' outcomes in terms of motivation and assessment results.

Finally, it would be also interesting to have some insight into the kind of teacher training programs currently offered in relation to teacher language and pedagogical skills, on the one hand, and the use, management or applications of ICT in classroom environments. This way, we could have a panorama of the strengths and weaknesses of these programs and, possibly, get more information to understand the real needs of EFL teachers to face the official requirements with guarantees. It would be also useful to make some suggestions as to which kind of contents and practical issues should be tackled in these courses.

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APPENDIX

ANNEX I

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

☐ First year (10th grade - Secondary School: Baccalaureate)

☐ Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a Foreign Language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (Briefly indicate why)
☐ Textbook (+workbook)				
☐ Blackboard				
☐ Photocopies (handouts)				
☐ Radio				

☐ Video(s)				
☐ Computer (plus Internet connection)				

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐ Textbook (+workbook)				
☐ Blackboard				
☐ Photocopies (handouts)				
☐ Radio				
☐ Videos				
☐ Computer (plus Internet connection)				

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐ YES

Which one(s)?

_____

_____

☐ NO

ANNEX I

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

☐ YES

Which kind of ITC material do you use?

_____
_____

☐ NO

Why?

_____
_____

5. According to your timetable, how many hours do students deal with English per week?

☐ Two hours

☐ Three hours

☐ More than three hours

6. Do you think this amount of time is enough? Why (not)?

☐ YES

Why?

_____
_____

☐ NO

Why?

_____
_____

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐ None

☐ Once

☐ Twice

☐ More than twice

ANNEX I

8. In your opinion, do ITCs improve the performance of your students?

☐ YES. Why? *Mark the one(s) you consider adequate*.

    ☐ Students show increased involvement and motivation.

    ☐ Students are more participatory in the activities.

    ☐ Students' autonomy and independent learning is improved.

    ☐ Students tend to collaborate and communicate more often.

☐ NO
Why?
_____
_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	☐ Official Continuing Teacher Training	
☐ Intermediate	☐ Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐ Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

☐ Class participation
☐ Exam (written, oral)
☐ Project works
☐ Quizzes or tests (weekly, monthly… as part of continuous assessment)
☐ Recordings (audio, video)
☐ Seminars
☐ Workshops
☐ Other. Which one(s)?
_____

ANNEX II (sample 1)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey[1]

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE
X Third year (9th grade - Middle School)
☐ First year (10th grade - Secondary School: Baccalaureate)
☐ Second year (11th grade - Secondary School: Baccalaureate)

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X	X	I want to employ different experiences in my bid to meet

---

[1] We have not edited or corrected anything from the original documents, so that the answers and comments are reproduced here verbatim.

ANNEX II (sample 1)

				different needs of my students.
X Blackboard				It helps me as a teacher to write up the main points that I want my students to keep in their minds. Also, I use it as to delineate and explain classes to them.
X Photocopies				Copies are both time-saving and helping in terms of explaining the contents of activities/classes through pictures and drawings, etc. to facilitate the students' understanding
☐Radio				I never use it. I think it is impossible because the students' proficiency level is intermediate.
☐Video(s)				
X Computer(plus Internet connection)				Nowadays, the net is a household word and inevitable. No one can make headway without it. So, we are all obliged to introduce it into any teaching strategy we draw up.

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook	X	X	X	X

ANNEX II (sample 1)

(+workbook)				
☐ Blackboard		X	X	X
☐Photocopies	X		X	X
☐Radio				
☐Videos	X	X		
☐Computer(plus Internet connection)	X	X		X

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐YES
Which one(s)?

_____
_____

X NO

4. What about the integration of ITCs in your classroom? Is there any opportunity for the students at your school?

X YES
Which kind of ITC material do you use? I use the net, the projector, PC, and cassette players.

☐NO
Why?_____
_____

5. According to your timetable, how many hours do students deal with English per week?
☐Two hours
X Three hours
☐More than three hours

ANNEX II (sample 1)

6. Do you think this amount of time is enough? Why (not)?
☐YES
Why?
X NO
Why?

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?
☐None
☐Once
X Twice
☐More than twice

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate.*

    X Students show increased involvement and motivation.

    X Students are more participatory in the activities.

    X Students' autonomy and independent learning is improved.

    X Students tend to collaborate and communicate more often.

☐NO
Why?

_____

_____

9. Do you have any formal training in ITCs ? Tick the option(s)that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	☐Official Continuing Teacher Training	
☐ Intermediate	X Attendance to specialized courses (personal initiative; non-compulsory)	
X Advanced	☐Other training. Which one(s)?	

ANNEX II (sample 1)

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
X Recordings (audio, video)
☐Seminars
X Workshops
X Other. Which one(s)? Music (rendition+ voice)

ANNEX II (sample 2)

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE
X Third year (9th grade - Middle School)
☐ First year (10th grade - Secondary School: Baccalaureate)
☐ Second year (11th grade - Secondary School: Baccalaureate)

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		I use the textbook and the workbook to stick as possible as I can to the official guidelines
X Blackboard				It is the only source from

ANNEX II (sample 2)

				which the students can copy down lessons
X Photocopies				They facilitate the understanding of the contents of lessons
☐ Radio				It is impossible because my students are beginners
X Video(s)				To familiarize the students with the authentic language
X Computer (plus Internet connection)				To download short films to demonstrate how to play a role, etc.

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X		X	X
☐ Radio				
☐ Videos	X	X		X
☐ Computer (plus Internet connection)	X	X	X	

ANNEX II (sample 2)

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐ YES
   Which one(s)?

_____

_____

X NO

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

X YES
Which kind of ITC material do you use? I use the overhead projector, PC, and loudspeakers.

☐ NO
Why?

_____

_____

5. According to your timetable, how many hours do students deal with English per week?
☐ Two hours
X Three hours
☐ More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐ YES
Why?

_____

_____

X NO
Why?

_____

_____

ANNEX II (sample 2)

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐None
☐Once
X Twice
☐More than twice

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate*.

     X Students show increased involvement and motivation.

     X Students are more participatory in the activities.

     X Students' autonomy and independent learning is improved.

     X Students tend to collaborate and communicate more often.

☐NO
Why?
_____
_____

9. Do you have any formal training in ITCs ? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
X Basic	X Official Continuing Teacher Training	
☐ Intermediate	☐Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works

ANNEX II (sample 2)

X Quizzes or tests (weekly, monthly… as part of continuous assessment)
☐Recordings (audio, video)
☐Seminars
X Workshops
☐Other. Which one(s)?

_____

ANNEX II (sample 3)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

X Third year (9th grade - Middle School)

☐ First year (10th grade - Secondary School: Baccalaureate)

☐ Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		To follow the themes and cover the syllabus.
X Blackboard				Essential
X☐Photocopies				Time saving

☐Radio				
X Video(s)				They play a role in finding out more language chunks used in a situation. At the same, they are used to demonstrate to the students how to play a role, etc.
X Computer (plus Internet connection)				

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐Photocopies	X		X	X
☐Radio				
☐Videos	X	X		X
☐Computer (plus Internet connection)	X	X		X

ANNEX II (sample 3)

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐ YES
Which one(s)?

X NO

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

X YES
Which kind of ITC material do you use? I use the net, the projector, PC, and cassette players.

☐ NO
Why?_____
_____

5. According to your timetable, how many hours do students deal with English per week?
☐ Two hours
X Three hours
☐ More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐ YES
Why?

 X NO
Why?

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?
☐ None
☐ Once
X Twice
☐ More than twice

ANNEX II (sample 3)

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate*.

    X Students show increased involvement and motivation.

    X Students are more participatory in the activities.

    X Students' autonomy and independent learning is improved.

    X Students tend to collaborate and communicate more often.

☐NO
Why?

_____
_____

9. Do you have any formal training in ITCs? Tick the option(s)that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	X Official Continuing Teacher Training	
X Intermediate	☐ Attendance to specialized courses (personal initiative; non-compulsory)	
☐Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
X Recordings (audio, video)
☐Seminars
X Workshops
☐Other. Which one(s)?

_____

ANNEX II (sample 4)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

X First year (10th grade - Secondary School: Baccalaureate)

☐ Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a Foreign Language (EFL)? Why do you use them?

Material(s)/Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		It presents the items that should covered though a school year.
X Blackboard				Most of the time there is no other alternatives.
X Photocopies				They help save time and give

ANNEX II (sample 4)

				more practice to students.
☐ Radio				I never use it.
X Video(s)				They simplify presenting the target lesson though visuals and acting.
X Computer (plus Internet connection)				It gives students opportunities to use technology in class, and it helps make lesson clear.

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X	X	X	X
☐ Radio				
☐ Videos	X	X	X	X
☐ Computer (plus Internet connection)	X	X	X	X

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐ YES
   Which one(s)?

_____

_____

X NO

ANNEX II (sample 4)

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

☐ YES
Which kind of ITC material do you use? *Most of the time I make use of videos, power point slide presentations, records, online exercises, and facebook groups for students to share their writing products...*

☐ NO
Why?
_____

5. According to your timetable, how many hours do students deal with English per week?
☐ Two hours
X Three hours
☐ More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐ YES
Why?
_____
_____

X NO
Why?
Because students need more expose to English and have enough practice, therefore, more houres are needed.

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐ None
☐ Once
X Twice
☐ More than twice

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate.*

X Students show increased involvement and motivation.

X Students are more participatory in the activities.

X Students' autonomy and independent learning is improved.

X Students tend to collaborate and communicate more often.

☐NO
Why?

_____

_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	X Official Continuing Teacher Training	
X Intermediate	X Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
X Recordings (audio, video)
☐Seminars
☐Workshops
☐Other. Which one(s)?

_____

ANNEX II (sample 5)

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

X First year (10th grade - Secondary School: Baccalaureate)

☐ Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		I use it as a primary resource
X Blackboard				I use it to give explanation
X Photocopies				It save time

☐ Radio				
X Video(s)				To make visual students enjoyed
X Computer (plus Internet connection)				To display pictures using power point

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X	X	X	X
☐ Radio				
☐ Videos	X	X		
☐ Computer (plus Internet connection)	X	X		X

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐YES

   Which one(s)?

_____

_____

 X NO

ANNEX II (sample 5)

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

☐ YES
Which kind of ITC material do you use?

_____

_____

X NO
Why? Because we need equipements.

5. According to your timetable, how many hours do students deal with English per week?
☐ Two hours
X Three hours
☐ More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐ YES
Why?

_____

_____

X NO
Why? Because students need to be exposed to the language every day

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐ None
X Once
☐ Twice
☐ More than twice

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate.*

X Students show increased involvement and motivation.

X Students are more participatory in the activities.

X Students' autonomy and independent learning is improved.

X Students tend to collaborate and communicate more often.

☐NO
Why?

_____

_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	X Official Continuing Teacher Training	
X Intermediate	☐Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
☐Recordings (audio, video)
☐Seminars
☐Workshops
☐Other. Which one(s)?

_____

ANNEX II (sample 6)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

X First year (10th grade - Secondary School: Baccalaureate)

☐ Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		No other resources to rely on
X Blackboard				It is very useful for exercises
X Photocopies				It saves time

ANNEX II (sample 6)

☐ Radio				
☐ Video(s)				
X Computer (plus Internet connection)				It saves time and efforts for teachers

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X	X	X	X
☐ Radio				
☐ Videos	X	X		
☐ Computer (plus Internet connection)	X	X		X

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐YES

   Which one(s)?

_____

_____

 X NO

ANNEX II (sample 6)

4. What about the integration of ITCs in your classroom? Is there any opportunity for the students at your school?

X YES

Which kind of ITC material do you use? Computer

_____

_____

☐NO

Why?

_____

_____

5. According to your timetable, how many hours do students deal with English per week?

☐Two hours

X Three hours

☐More than three hours

6. Do you think this amount of time is enough? Why (not)?

☐YES

Why?

_____

_____

X NO

Why? *Students should be subject to English for more then three hours per week especially beginners.*

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐None

X Once

☐Twice

☐More than twice

ANNEX II (sample 6)

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate*.

X Students show increased involvement and motivation.

X Students are more participatory in the activities.

X Students' autonomy and independent learning is improved.

X Students tend to collaborate and communicate more often.

☐NO
Why?

_____
_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
X Basic	X Official Continuing Teacher Training	
☐Intermediate	☐Attendance to specialized courses (personal initiative; non-compulsory)	
☐Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
 ☐Recordings (audio, video)
 ☐Seminars
 ☐Workshops
 ☐Other. Which one(s)?

_____

ANNEX II (sample 7)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

☐ First year (10th grade - Secondary School: Baccalaureate)

X Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		Sts have an exam the national exam
X Blackboard				For visual learners
X Photocopies				Time saving
☐ Radio				

ANNEX II (sample 7)

X Video(s)				Contextualize
X Computer (plus Internet connection)				Great source of information

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X	X	X	X
☐ Radio				
☐ Videos	X	X		
☐ Computer (plus Internet connection)	X	X		

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐YES
   Which one(s)?

_____
_____

☐**NO**

ANNEX II (sample 7)

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

☐YES
Which kind of ITC material do you use?
<u>Data projector</u>

☐NO
Why?

_____
_____

5. According to your timetable, how many hours do students deal with English per week?
☐Two hours
☐<u>Three hours</u>
☐More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐YES
Why?

_____
_____

☐<u>NO</u>
Why?
<u>With the big number of students in class, it's never enough. Students need more hours for them to practice more and get more exposure to language.</u>

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐None
☐Once
☐<u>**Twice but not regularly (sometimes more than twice)**</u>
☐More than twice

8. In your opinion, do ITCs improve the performance of your students?

☐<u>**YES**</u>. Why? *Mark the one(s) you consider adequate*.

ANNEX II (sample 7)

☐**Students show increased involvement and motivation.**

☐**Students are more participatory in the activities.**

☐**Students' autonomy and independent learning is improved.**

☐**Students tend to collaborate and communicate more often.**

☐NO
Why?

_____

_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	☐**Official Continuing Teacher Training**	
☐ **Intermediate**	☐**Attendance to specialized courses (personal initiative; non-compulsory)**	
☐ Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

☐Class participation
☐Exam (written, oral)
☐Project works
☐Quizzes or tests (weekly, monthly… as part of continuous assessment)
☐Recordings (audio, video)
☐Seminars
☐Workshops
☐Other. Which one(s)? **out of class activities, lesson notebooks**

ANNEX II (sample 8)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

☐ First year (10th grade - Secondary School: Baccalaureate)

X Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		Student will have national exam.
X Blackboard				Essential
X☐ Photocopies				Makes learning

				easier
☐ Radio				Never used
X Video(s)				enjoyabale
X Computer (plus Internet connection)				

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X	X	X	X
☐ Radio				
☐ Videos	X	X		X
☐ Computer (plus Internet connection)	X	X		X

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

X YES

Which one(s)?

Data-show. Loudspeakers but that's not enough.

☐NO

ANNEX II (sample 8)

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

X YES

Which kind of ITC material do you use? Computer. Data-show.

☐NO

Why?

_____

_____

5. According to your timetable, how many hours do students deal with English per week?

☐Two hours

X Three hours

☐More than three hours

6. Do you think this amount of time is enough? Why (not)?

☐YES

Why?

_____

_____

X NO

Why?

_____

_____

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐None

☐Once

X Twice

☐More than twice

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate.*

ANNEX II (sample 8)

X Students show increased involvement and motivation.

X Students are more participatory in the activities.

X Students' autonomy and independent learning is improved.

X Students tend to collaborate and communicate more often.

☐NO
Why?

_____

_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	X Official Continuing Teacher Training	
X Intermediate	☐Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
X Recordings (audio, video)
☐Seminars
X Workshops
☐Other. Which one(s)?

_____

ANNEX II (sample 9)

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Facultad de Ciencias de la Educación

Questionnaire for Research Survey

This questionnaire is designed to obtain some information about the way of teaching English in Morocco, especially in the third year of Middle School, and the first and second years of Secondary Education (Baccalaureate).

Please, fill in a questionnaire per course you teach. It is anonymous, so we will be grateful if you answered with utmost sincerity as far as you can, in order to have real and significant results.

Thank you for your cooperation.

COURSE

☐ Third year (9th grade - Middle School)

☐ First year (10th grade - Secondary School: Baccalaureate)

X Second year (11th grade - Secondary School: Baccalaureate)

---

1. What are the materials/resources you use to teach English as a foreign language (EFL)? Why do you use them?

Material(s)/ Resources	Prepared by yourself	Mandatory (e.g. National Education System)	Other	Justification (briefly indicate why)
X Textbook (+workbook)		X		Most of the time I use the textbook because of the absence of other materials
X Blackboard				Explanations
X Photocopies				I use worksheets for more practice.

☐ Radio				
X Video(s)				I use theme to present and introduce new units.
☐ Computer (plus Internet connection)				No connection at school.

2. Which one(s) do you use more? Which competence(s)/skill(s) do you work with the one(s) selected?

	Competence(s) / Skill(s)			
	Listening (/Audiovisual)	**Speaking**	**Reading**	**Writing**
Materials/ Resources				
☐Textbook (+workbook)	X	X	X	X
☐ Blackboard		X	X	X
☐ Photocopies	X		X	X
☐ Radio				
☐ Videos	X	X		
☐ Computer (plus Internet connection)	X	X		

3. At your school, do you have enough material resources to implement audiovisual activities in EFL classes?

☐YES
   Which one(s)?

_____

_____

ANNEX II (sample 9)

 X NO - We still need more material.

4. What about the integration of ITC in your classroom? Is there any opportunity for the students at your school?

X YES
Which kind of ITC material do you use?   Laptop, Speakers, Data-show.

☐NO
Why?

_____
_____

5. According to your timetable, how many hours do students deal with English per week?
☐Two hours
X Three hours
☐More than three hours

6. Do you think this amount of time is enough? Why (not)?
☐YES
Why?

_____
_____

X NO
Why?

_____
_____

7. How many times do your students deal with ICT- or audiovisual-based activities during the month?

☐None
☐Once
X Twice
☐More than twice

ANNEX II (sample 9)

8. In your opinion, do ITCs improve the performance of your students?

X YES. Why? *Mark the one(s) you consider adequate*.

    X Students show increased involvement and motivation.

    X Students are more participatory in the activities.

    X Students' autonomy and independent learning is improved.

    X Students tend to collaborate and communicate more often.

☐NO
Why?
_____
_____

9. Do you have any formal training in ITCs? Tick the option(s) that define better your situation.

Level of training	Type of training received	Other relevant information
☐ Basic	X Official Continuing Teacher Training	
X Intermediate	☐ Attendance to specialized courses (personal initiative; non-compulsory)	
☐ Advanced	☐ Other training. Which one(s)?	

10. What tool(s) do you generally use to evaluate the EFL knowledge of your students?

X Class participation
X Exam (written, oral)
X Project works
X Quizzes or tests (weekly, monthly… as part of continuous assessment)
☐Recordings (audio, video)
☐Seminars
X Workshops
☐Other. Which one(s)?
_____

ANNEX III

Colleges and High Schools visited in the Tinghir Province

Municipality; district (Fr. *commune urbain* + *collectivités territoriales*)	College or High School (*lycée*)	Grade (level)
Boumalne Dadès; Aït Sedrat Sahl el Gharbia	Collège Imam Mouslin	9th (Middle School)
	Lycèe Tarik Bnou Ziad	10th/11th (Secondary)
Boumalne Dadès; Souk Lakhmis Dadès	Collège Zawite Elbire	9th (Middle School)
	Lycée Abdelkarim Khattabi	10th/11th (Secondary)
Boumalne Dadès (city)	Collège Almouwahidine	9th (Middle School)
	Collège Aït Bouallal	
	Lycée Boumalne Dadès	10th/11th (Secondary)
Tinghir; Imedr	Collège Imedr	9th (Middle School)
Tinghir; Taghzoute N'Aït Atta	Lycèe Abidar Elghifari	10th/11th (Secondary)
	Lycèe My Abdelah Ben Hssain	
Tinghir; Toudgha Eloulia	Collège Toudgha Eloulia	9th (Middle School)
Tinghir; Toudgha Essoufla	Collège Ibn Hazm	
Tinghir (city)	Collège Zaid Ou Hmad	
	Lycèe Salah Eddine Al Ayoubi	10th/11th (Secondary)
	Lycée Brahim Bnou Adham	

ANNEX III

Kalaat M'gouna (city)	Collège Ahansal	9th (Middle School)
	Lycèe My Baamran	10th/11th (Secondary)
	Lycèe Alwouroud	

ANNEX IV

Multiple Intelligences

Logical/Mathematical
I like to target this type of intelligence when my students and I are having group discussions. It's interesting to see the logic and reasoning of some of my logical/mathematical learners. I also try to incorporate some mathematical knowledge when we are studying. For example, we frequently examine statistics and other relevant information from a book we are studying. For example, we frequently analyzed population numbers when reading a book about the Holocaust.

New approach: I struggle to find a new approach to targeting this intelligence because my subject matter is limited in the amount of mathematical equations and/or numbers in general.

Linguistic
Because I teach language arts, the primary intelligence that I seem to target is linguistic, simply by default.

New approach: Because I have never used podcasting in my classroom before, I am extremely excited to use this new tool in my lessons. I am also looking forward to seeing how my linguistic learners respond to podcasting as well. I hope to offer them the opportunity to create their own podcasts to help display their own learning and knowledge gained.

Musical
I try to incorporate musical intelligence as much as I can through projects and other lessons. I frequently will have students analyze a song from a specific time period of literature and try to tie that into their readings. I will also have students incorporate music into their projects. For example, after reading Julius Caesar, I had my students pick a theme song of their choice that they felt represented the play. They had to orally present and defend their song to the rest of the class.

New approach: I have many students who are musically gifted and talented. We are extremely lucky at my school district to have a wonderful music department. Instead of simply having students choose music that they think would apply to our reading or class work, I think a new and fresh approach would be allowing them to create their own music and/or songs to display their learning. For example, instead of students choosing a theme song for Julius Caesar, they can now create their own theme song as a group.

Kinesthetic
I try and have my students up and moving for the majority of the class time. Because I use an electronic whiteboard, I am constantly asking my students to get out of their seats and participate in hands-on lessons on my Smartboard.

New approach: I think a new approach that I would like to explore in this upcoming school year would be through the use of role-playing. We have several Shakespeare plays that we are going to read them take parts and read them from their desks, I'd like to get my students up and moving—out of their seats and reenacting the play instead of simply reading it. This is something that I have never tried before and I think it will be an exciting change for the students.

Spatial
I frequently target this intelligence through the use of creative drawings and other projects where students create works of art for the classroom that relate to our subject matter. For example, I may offer students the option of drawing a new book cover for a novel we are reading at the time.

New approach: this new approach is largely inspired by the simulation software of Second Life that we used in the last class. I would like to offer my students the opportunity to design worlds, locations, etc., based upon our reading in class. For example, if we are reading Macbeth, I might offer my spatial learners the opportunity to develop a "MacBeth" world using simulation software, as opposed to simply drawing it.

Interpersonal
I target this intelligence repeatedly through the use of group work and group projects.

New approach: to target this intelligence more, I would like to establish a group discussion board via Google Wave so students can discuss readings or class work together, while contributing to one another's ideas. This will help them develop interpersonal intelligence while also incorporating technology.

Intrapersonal
I also utilize this intelligence primarily when students are completing individual work. For some of my students that have special needs and are more intrapersonal learners, I will allow them to complete projects on an individual basis as opposed to a group project.

New approach: I would like to incorporate more self reflection into my lessons by having students blog regularly. These can be in the form of journal assignments or reading reflections. I intend on incorporating this into my classroom this upcoming school year.

Naturalistic
I can honestly say that I do not target this intelligence in my classroom, nor do I know how to.

New approach: I have absolutely no clue how to incorporate this into my classroom. I feel that this intelligence is more reserved for science classrooms than English classrooms.

[Source: http://www.quotemaster.org/Multiple+Intelligences]

ANNEX V

28. Introduction Bingo

Description:	Participants are each given a special Introduction Bingo card and instructed to find other participants who meet the criteria of each block on the card.
Time Guideline:	30 minutes
Purpose:	To be used as an icebreaker and introductory exercise
Resources:	Handout 28-A
Presentation:	1. Welcome everyone to the program and introduce the activity as a way for everyone to get to know one another better.
	2. Distribute a copy of Handout 28-A to each participant.
	3. Explain that each participant is to walk around and find other participants who meet the criteria of each block on their Introduction Bingo card.
	4. Instruct participants that they should write the name of the person who meets the criteria of each block. The winner will be asked later whose name is in each block.
	5. Tell participants that when the first person has BINGO (a completed row either vertically, horizontally, or diagonally), he or she should shout out "BINGO."
	6. Once someone has BINGO, have participants return to their seats.
	7. Ask the Bingo winner to share the names of the participants in each block of their completed Bingo card.
	8. Ask those individuals whose names are on the card to briefly elaborate on their experiences that qualified him or her for their respective block.

Debrief:	After each person on the winner's Bingo card has explained his or her experiences or interests, thank everyone for their participation and tell them that this activity will help the program go better because everyone knows each other a little better.
Difficulty Rating:	Medium to high
Variations:	Continue the Bingo activity until everyone has completed his or her card.

Introduction Bingo

Drives an SUV or a truck	Likes poetry	Asks for directions when driving	Plays a musical instrument	Does own ironing
Owns an Apple computer	Has visited Canada	Collects something as a hobby	Reads more than one daily newspaper	Has ridden on a passenger train
Speaks a foreign language	Watches TV game shows	FREE SPACE	Eats out at least twice a week	Beatles fan
Loves hockey	Visited Washington, D.C. as a child	Has met a famous person	Recently bought a new car	Goes to the movies at least once a month
Has been to the opera	Likes country music	Rides a bicycle to work	Owns a big screen TV	Plays golf

29. Card Match

Description:

Participants are each given a card with information printed on it. Some of these cards contain questions and some contain answers. Each participant is to find the other participant who has either a question or answer that corresponds to his or hers.

Time Guideline:

30 minutes

Purpose:

To serve as an icebreaker or introductory exercise

Resources:

Question and answer cards found in Handout 29-A

Presentation:

1. Before the seminar, training program, or meeting, print out Handout 29-A and cut out the cards.

2. Note that there are question cards and answer cards.

3. Note that the question cards have a capital letter in the bottom right-hand corner of each card. Answer cards have a corresponding lowercase letter in the bottom right-hand corner of each card. The question and answer cards that relate to one another reference the same letter—the question card has a capital letter and the answer card has a lower case letter. For example, the first question card has an **A** in the right-hand corner and the answer card has an **a.** This way, as facilitator, you can easily identify if a card is a question card or an answer card and if they are paired together or not.

4. Distribute at random the question and answer cards to participants. Make sure that you are distributing both a question card and an answer card for the same problem to participants.

5. Instruct participants to mingle with one another and find the person who has either the question or answer card that corresponds with his or hers.

6. The only rule is that participants can't show their cards to each other. They must verbally tell each other what's printed on their card.

7. Once participants with corresponding cards have identified each other, instruct them to sit down so that you know they have completed their part of the activity.

8. Continue the activity until everyone has found the participant holding either the answer or question to their card.

Debrief:

Ask participants to share their experiences in finding the person with their corresponding card. What helped them find the other person and what hindered them in achieving this objective?

Difficulty Rating:

Low to medium

Variations:

Ask those with questions to share their question with the group. Before you ask the person with the answer card to share the correct answer, give other participants a chance to answer each question.

Questions and Answers

A. What is the name of the mythical monster said to live in a lake in Scotland?

   a. Loch Ness Monster

B. What is the name of the planet closest to the sun?

   b. Mercury

C. What year was the movie *The Wizard of Oz* produced?

   c. 1939

D. What was the price of gasoline in 1962?

d. $0.31/gallon

E. What was the name of the Beatles' first song released in the United States?

e. *I Want to Hold Your Hand*

F. What was the name of the Flintstone's family pet?

f. Dino

G. What was the name of Ronald Reagan's vice-president?

g. George Bush

H. What are the vowels in the English language?

h. A, E, I, O, U, and sometimes Y

I. What was the name of the sixteenth president of the United States?

i. Abraham Lincoln

J. What is the name of a Triple Crown winner?

j. Secretariat

K. Who was the first person to reach the North Pole?

k. Robert Perry

L. When did the *Titanic* sink?

l. April 15, 1912 at 2:20 a.m.

M. Whose picture is on the front of a 20-dollar bill?

m. Andrew Jackson

N. What is the number of home runs that Babe Ruth hit during his baseball career?

n. 714

O. What NFL team's defense has been known as the "Steel Curtain?"

   o. Pittsburgh Steelers

P. What shape is a stop sign?

   p. Octagon

Q. What state in the United States is located the farthest south?

   q. Hawaii

R. Which weighs more: a ton of bricks or a ton of feathers?

   r. Both weigh the same

S. What is the capital of North Dakota?

   s. Bismarck

T. How many 1,000s are in a million?

   t. 1,000

U. What was the first capital of the United States?

   u. Philadelphia, Pennsylvania

V. What was the name of the first man on the moon and when did this event occur?

   v. Neil Armstrong on July 20, 1969

W. What was the most famous line from the movie *Dirty Harry,* starring Clint Eastwood?

   w. "Go ahead, make my day!"

X. Who invented bifocal glasses?

   x. Benjamin Franklin

Y. What day and year did Thomas Jefferson die?

   y. July 4, 1826

Question-and-Answer Cards
(cut out for use in Activity 29)

What is the name of the
mythical monster said to
live in a lake in Scotland?

A

Loch Ness Monster

a

What is the name of the
planet closest to the sun?

B

Mercury

b

What year was the movie
The Wizard of Oz
produced?

C

1939

c

What was the price of gasoline in 1962? **D**	$0.31/gallon **d**
What was the name of the Beatles' first song released in the United States? **E**	*I Want to Hold Your Hand* **e**
What was the name of the Flintstone's family pet? **F**	Dino **f**
What was the name of Ronald Reagan's vice president? **G**	George Bush **g**

What are the vowels in the English language? **H**	A, E, I, O, U, and sometimes Y **h**
What is the name of the sixteenth president of the United States? **I**	Abraham Lincoln **i**
What is the name of a Triple Crown winner? **J**	Secretariat **j**
Who was the first person to reach the North Pole **K**	Robert Perry **k**

When did the *Titanic* sink?

L

April 15, 1912,
at 2:20 a.m.

l

Whose picture is on the front of a 20-dollar bill?

M

Andrew Jackson

m

What is the number of home runs Babe Ruth hit during his baseball career?

N

714

n

What NFL team's defense has been known as the "Steel Curtain?"

O

Pittsburgh Steelers

o

What shape is a stop sign? **P**	Octagon **p**
What state in the United States is located the farthest south? **Q**	Hawaii **q**
Which weighs more: a tone of bricks or a ton of feathers? **R**	Both weigh the same **r**
What is the capital of North Dakota? **S**	Bismarck **s**

How many 1,000 are in a million? **T**	1,000 **t**
What was the first capital of the United States? **U**	Philadelphia, Pennsylvania **u**
What was the name of the first man on the moon and when did this event occur? **V**	Neil Armstrong on July 20, 1969 **v**
What was the most famous line from the movie *Dirty Harry* starring Clint Eastwood? **W**	"Go ahead, make my day!" **w**

Who invented bifocal glasses? **X**	Benjamin Franklin **x**
What day and year did Thomas Jefferson die? **Y**	July 4, 1826 **y**

RESUMEN

1. Introducción

El Reino de Marruecos es un país multilingüe y diglósico donde el árabe marroquí (una variedad híbrida que incorpora elementos del árabe clásico y el árabe moderno estándar [Errihani, 2016]) y el bereber tamazight (éste, desde 2011) coexisten como lenguas oficiales. El francés, sin ostentar un estatus oficial, es una lengua que, por cuestiones históricas, sigue teniendo una fuerte presencia en los ámbitos político, económico y sociocultural (Eckert y McGonell-Ginet, 2013; Ennaji, 2005; Sadiqi, 2003). En cuanto a su importancia dentro del sistema educativo marroquí, Sassi, Chaibi y Najbi (2011) señalan que se imparte en "kindergartens and the first and second grades of public primary schools [...] French also is the medium of instruction for some technical disciplines in upper secondary schools, as well as for higher education institutes and engineering schools" (pp. 607-608).

En la actualidad, el inglés como (segunda) lengua extranjera es mucho menos relevante en el sistema educativo marroquí, en general, y para la sociedad, en particular, por evidentes cuestiones históricas y socioculturales (Benmansour, 1996; Sadiqi, 1988). Aunque tras la independencia del país, que dejó de ser un protectorado francés en 1956, el interés por el inglés ha ido en aumento, su calado entre la población todavía no es muy profundo y está restringido a determinados sectores de la sociedad (*cf.* Aherrahrou y Makhoukh, 2016; Benmansour, 1996; Ennaji, 2005; Errihani 2016). Siendo una realidad innegable que el inglés tiene una vital importancia en el mundo globalizado del siglo XXI, pudiendo incrementar las oportunidades de comunicación y laborales,

la Reforma de la Constitución, realizada en el año 2011, aborda esta circunstancia y propugna que, desde el sistema educativo público de Marruecos, debe promoverse el proceso de enseñanza-aprendizaje de lenguas extranjeras, de modo que "the most widely used foreign languages shall be taught as a means of communication, integration and interaction with other societies in the spirit of openness to other cultures and civilizations" (Sassi, Chaibi and Najbi, 2011, p. 607).

Por lo tanto, la enseñanza de lengua(s) extranjera(s) se ha convertido en tema de especial interés y relevancia para las dos agencias gubernamentales encargadas de la educación a nivel nacional: el Ministerio de Educación y el Ministerio de Educación Superior, Formación Ejecutiva e Investigación Científica (Ness y Lin, 2013). Pero aunque, desde 1999, la *Chartre Nationale d'Education et de Formation* ha estipulado que la lengua inglesa (o la española) forman parte del currículo de Educación Primaria, estas lenguas aún no se imparten a este nivel (Errihani, 2016; Llorent-Bedmar, 2014). Sin embargo, los estudiantes del sistema público marroquí cursan una asignatura de lengua extranjera en el último año de la Educación Básica (6º curso, equivalente al 9º grado) y en los dos primeros cursos de la Educación Secundaria (10º y 11º grados, respectivamente, post-obligatorios).

Además, dicho documento oficial, también recogió la necesidad de incorporar nuevas metodologías y métodos/estrategias para la enseñanza de la lengua extranjera, atendiendo a los enfoques comunicativos que facilitan la consecución de las habilidades necesarias para la integración del individuo en la sociedad del siglo XXI (Littlewood, 2013; Richards and Rodgers, 2014 [1986]), por un lado, e incorporando, en la medida de lo posible, las Tecnologías de la Información y Comunicación (TIC) al proceso educativo como herramienta de valor pedagógico e instructivo, por otro (Aherrahrou and Makhoukh, 2016; Hamdy, 2007; Kerouad and Fagroud (2004); Dkhissi, 2014).

2. Objetivos

Teniendo en cuenta la situación anteriormente descrita, el objetivo principal de este trabajo es describir y analizar la enseñanza de inglés como lengua extranjera (ILE) en la Provincia de Tinghir, situada en la región de Sous-Massâ-Draa que ocupa el sur-sureste de Marruecos. El estudio se restringe al último curso de la Educación Básica y a los dos primeros cursos de la Educación Secundaria. Para ello, esta tesis doctoral se divide en cinco capítulos, seguidos de la lista de obras citadas y un apéndice que incluye cinco anexos con información complementaria y/o adicional. Cada capítulo tiene los siguientes objetivos:

1. La "**Introducción"** ofrece una breve panorámica sobre la realidad lingüística del país, de modo que el papel de la lengua inglesa quede contextualizado y explicado (en contraposición con las lenguas oficiales y el francés, que también es una lengua extranjera pero aún goza de un estatus considerable). Dentro de este primer capítulo, también se incluye un esquema que define la estructura de la tesis, cómo se organizan los contenidos, los objetivos generales que se han trazado, y algunas notas preliminares sobre la metodología de trabajo y el proceso de recogida de datos.

2. El segundo capítulo, titulado **"El sistema educativo público en Marruecos"**, identifica y define los diferentes niveles educativos existentes (preescolar, primaria, enseñanza media y secundaria [=Bachillerato]), con información básica sobre los objetivos formativos y de aprendizaje, así como sobre otras cuestiones como la obligatoriedad o el tipo de conocimientos que abarcan. Para centrar el trabajo en la enseñanza de ILE, los apartados siguientes se dedican a repasar las principales directrices y pautas establecidas para la enseñanza de ILE en los cursos que abarca este trabajo, conforme a los documentos oficiales publicados en 2005, 2006, 2007 y 2009. Brevemente, se abordan los objetivos generales, los objetivos específicos y la metodología y

evaluación de cada uno; para el caso de Educación Secundaria, además, se habla de los estándares (5C's) y de los descriptores de rendimiento esperados al finalizar esta etapa.

3. El tercero, **"Motivation in the English language classroom: An overview"**, se centra en la function que tiene la motivación en el aula de lengua extranjera y, dada su importancia, en cómo los enfoques comunicativos (*Communicative Language Teaching approaches*), que hunden sus raíces en el Constructivismo y el Constructivismo Social, son especialmente relevantes para despertar y mantener la motivación intrínseca y extrínseca de los estudiantes de ILE. También se prestará atención a cómo el uso del juego y de las TIC puede convertirse en una herramienta motivadora, haciendo que los estudiantes sean más participativos en su proceso de aprendizaje y adquieran un papel protagonista dentro del mismo. Por último, este capítulo explica el nivel de motivación por la ILE en Marruecos hoy en día, apoyándose en la literatura previa y en estudios de casos publicados.

4. El cuarto consiste en el estudio analítico-descriptivo en sí mismo: **"Descriptive and analytical study"**. Empieza explicando el diseño del studio y la metodología e instrumentos (cuestionario, entrevista y vídeo, *cf.* Berg, 2004; Dörnyei and Taguchi, 2009; Richards and Lockhart, 1996) para recopilar los datos e información necesarios que nos permitan profundizar en la situación actual de la enseñanza de ILE en la Provincia de Tinghir. A continuación, se describe y comenta los resultados de los cuestionarios, rellenados por 40 profesores de la región, utilizando gráficas y figuras de apoyo; luego, de las entrevistas y de los vídeos, por este orden, y también apoyados por tablas e ilustraciones. Los criterios para el análisis de la información obtenida en cada caso, se describen al principio, de modo que haya un punto de referencia que guíe la exposición y permita establecer una comparativa. El capítulo incluye un breve resumen como colofón, para sintetizar las ideas.

5. El último de ellos, **"Conclusions"**, se divide en tres secciones: la primera esboza el contexto donde se ha llevado a cabo el estudio; la segunda destaca los puntos más importantes del trabajo y los resultados más relevantes; y la tercera habla de posibles líneas de trabajo en el futuro, a partir de la información recopilada para esta tesis doctoral.

6. El trabajo se cierra con una lista de referencias a las obras citadas, un apéndice con seis anexos, y el presente resumen en español.

3. Material y métodos

La recopilación de los datos e información necesaria para llevar a cabo este trabajo se ha realizado utilizando tres instrumentos principales:

a) un cuestionario de 10 preguntas (véase **Apéndice, Anexo I** y **Anexo II**), diseñado para conocer aspectos concretos sobre los recursos y materiales disponibles en el aula; la posibilidad de utilizar TIC en las clases de ILE y cómo influyen en el rendimiento escolar; y el grado de formación de los docentes para trabajar con enfoques comunicativos o con TIC dentro del aula. El cuestionario incluye preguntas cerradas y semi-abiertas, donde el respondiente puede añadir la información que considere oportuna al respecto;

b) una entrevista semi-estructurada, que proporciona más detalles de los participantes y sus ideas sobre el tema planteado, de una manera más informal. Se hizo especial hincapié en cómo, cuándo y por qué se integran las TIC en el aula, si fuera posible, en las ventajas y dificultades que acarrea en el contexto de la Provincia de Tinghir, y en recomendaciones para mejorar la situación;

c) la grabación de clases de ILE reales en vídeo, ya que es un instrumento que brinda la oportunidad de observar, con detenimiento, qué ocurre dentro del aula, así como de contar con un componente práctico para introducir variedad y una mayor

perspectiva en el estudio. Los vídeos son una fuente de información adicional para el investigador que completa los datos recogidos por escrito o en las entrevistas, sin estar condicionadas por preguntas (semi-)guiadas. Además, permite ver el uso real de las TIC y otros materiales/recursos durante el desarrollo de la clase.

4. Conclusiones

El estudio nos ha proporcionado información y detalles sobre la forma de enseñar ILE en el sur de Marruecos, en concreto en diversas ciudades, villas y distritos de la Provincia de Tinghir. Al definir la situación lingüística y explicar el sistema educativo público actual del país, hemos podido ofrecer una idea aproximada del papel que desempeñan las distintas lenguas extranjeras. El inglés, en particular, tiene un hueco en el currículo oficial para Educación Básica y Educación Secundaria, si bien los docentes encuestados y entrevistados consideran que la dedicación total, y semanal, es muy poca para lograr unos resultados satisfactorios y lograr que los estudiantes adquieran un nivel intermedio de competencia comunicativa.

Con respecto a por qué, cómo, cuándo y qué enseñar ILE en Marruecos, las directrices oficiales para impartir clase en los niveles medio (*collège*) y secundario (*lycèe*) especifican estos aspectos, dando a entender que, desde el ámbito official, se promueve el uso de enfoques comunicativos y estrategias de enseñanza-aprendizaje novedosas e innovadoras basadas en la realidad tecnológica y globalizada del siglo XXI. En el caso de Marruecos, estas recomendaciones implican un profundo cambio sociocultural que requiere mentalizar al profesorado y al alumnado, por igual, sobre la necesidad de que el estudiante sea el protagonista de su propio proceso de aprendizaje (*student-centred classes*), en vez de esperar que el docente ejerza de autoridad y guía absoluto en el aula. Este cambio puede, a su vez, repercutir positivamente en el grado de motivación y aceptación de la lengua extranjera, haciendo que los estudiantes sean conscientes de la verdadera utilidad del inglés para mejorar su

conocimiento del mundo circundante y las posibilidades de integrarse en él y en el mercado laboral con éxito.

Para determinar si estas directrices oficiales se pueden implementar en las aulas de la Provincia de Tinghir, trabajamos con una cohorte representativa de 40 profesores que nos permitió realizar un estudio observacional sobre la situación en la que se desarrolla la enseñanza-aprendizaje en esta zona del país. De este modo, pudimos comprobar cómo se las ingenian para trabajar la competencia comunicativa de sus estudiantes, llevar al aula las TIC y sacar el máximo rendimiento del cada grupo, teniendo en cuenta las condiciones restrictivas y limitaciones espacio-temporales, técnicas y tecnológicas que se presentaban en cada caso. En cierto modo, las dificultades influyen en la motivación del profesorado y del alumnado, además de ser impedir, en ocasiones, una atención personalizada o adaptaciones dependiendo de los estilos de aprendizaje.

En virtud de lo expuesto hasta ahora, los resultados obtenidos con este trabajo pueden resumirse de la siguiente manera:

1. Como contribución al campo de la Lingüística Aplicada, en particular al ámbito de la enseñanza de lenguas extranjeras (TEFL, por sus siglas en inglés), este estudio aporta información sobre diversos aspectos:

    a) la formación, disponibilidad y voluntad de los docentes a la hora de introducir los cambios pedagógicos y/o didácticos propuestos por las autoridades competentes para el aula de ILE;

    b) el contexto sociocultural en los que se producen dichos cambios;

    c) la necesidad de educar a los profesores, como gremio, y a la población, sobre todo a los jóvenes, sobre la necesidad de cambiar de perspectiva y dar al alumnado un papel protagonista en el proceso de enseñanza-aprendizaje, para así poder incorporarse a un exigente mercado laboral actual;

d) las ventajas e inconvenientes de utilizar las TIC en el aula.

2. Hoy en día, en Marruecos la asignatura de ILE se cursa durante tres años en el sistema educativo público; un año en Educación Básica y dos en Educación Secundaria. Es obligatoria en el primer caso y los estudiantes se enrolan por primera vez cuando tienen alrededor de 15 años. Esta asignatura tiene una continuación de dos años solo si los estudiantes deciden realizar el Bachillerato (Educación Secundaria). Es decir, no hay una inmersión lingüística temprana, en comparación con países como España o Francia, por ejemplo. A esta circunstancia se le suma que existe una importante necesidad de concienciar al alumnado marroquí sobre la función que tiene el inglés como *lingua franca* en la comunicación a escala internacional en diversos ámbitos políticos, científicos y profesionales. Según los profesores participantes en el estudio, se trata de aspectos que requieren una atención y solución urgentes, de modo que la percepción y actitud hacia la lengua extranjera mejore notablemente.

3. Los cuestionarios han sido especialmente útiles para determinar de qué recursos y materiales disponen los profesores para iniciar este proceso de concienciación sobre la necesidad de ser protagonista y motor del aprendizaje propio y, así, prepararse para seguir realizándolo a lo largo de la vida de manera independiente. Asimismo, sirvieron para saber cómo se utilizaban en clase en realidad y qué función desempeñaban. Los recursos y materiales que pueden denominarse de corte tradicional son los que se utilizan más habitualmente en las aulas de ILE de la región estudiada. El libro de texto, que es obligatorio según las directrices ministeriales, es un material de referencia básico independientemente de cuánto contribuya a desarrollar la competencia comunicativa de los estudiantes. Del mismo modo, la pizarra estática (encerado) es esencial para los docentes que han participado en el estudio, que la consideran un instrumento necesario para comunicarse con los estudiantes, dibujar e

ilustrar idea, hacer esquemas o presentar diagramas y tablas. Tiene una función visual y clarificadora, en su opinión. Aunque el uso del libro de texto y del encerado se suelen asociar con una manera tradicional de abordar el proceso de enseñanza-aprendizaje, muchos de los docentes entrevistados indicaron que, para ellos, tiene una función muy importante en el aula de ILE como herramienta facilitadora de conocimientos, como se observa en los videos grabados. Los docentes que no están muy de acuerdo con el uso de las TIC en el aula, porque requieren mayor dedicación y horas de formación, o que, simplemente, no tiene medios para introducirlas, consideran que sin el libro de texto y el encerado los estudiantes no tendrían suficiente material para ilustrar los conceptos y el conocimiento que se pretende transmitir.

4. Con respecto a cómo los enfoques comunicativos pueden incrementar la motivación extrínseca e intrínseca de los estudiantes, las respuestas dadas durante la entrevista han sido particularmente interesantes. Los enfoques comunicativos dentro del aula de ILE son una buena opción para introducir, desarrollar y consolidar las destrezas lingüísticas básicas en el primer nivel (que se imparte en el noveno grado, esto es, el 6º curso de Educación Básica), así como las 5C's en el segundo y tercer nivel (décimo y onceavo grados, en Educación Secundaria). Sin embargo, a excepción de los juegos, tradicionales en su mayor parte, que pueden preparase con los materiales disponibles e imaginación, la carencia de recursos más sofisticados y tecnológicos y de una infraestructura apropiada limitan las posibilidades de crear entornos comunicativos dentro del aula. Si esto fuera posible, comentan muchos de los entrevistados, es obvio que los resultados de los estudiantes podrían cumplir las expectativas establecidas en los documentos ministeriales y, además, se les podría ofrecer muchas más oportunidades de aprendizaje.

   Aunque los profesores hacen todo lo posible para incluir en las clases material original y auténtico, no siempre es suficiente para

abarcar las distintas necesidades de los estudiantes y fomentar que cada uno, con sus propios conocimientos y capacidades, puedan desarrollar una competencia comunicativa adecuada. Por este motivo, entre las recomendaciones que los entrevistados realizan, de cara a la mejora del proceso de enseñanza-aprendizaje en la Provincia de Tinghir, se encuentran:

a) una mayor intervención estatal y provisión de fondos para ofrecer una educación de calidad, donde tengan cabida los enfoques comunicativos que prepararán al estudiante para el uso efectivo de la lengua en contextos reales;

b) el aumento de la oferta de cursos de formación adecuados a las necesidades y conocimientos previos del profesorado de ILE, para actualizar su repertorio lingüístico, su fluidez en la segunda lengua y la eficacia comunicativa (se pretende así que haya un respaldo institucional para que los profesores no caigan en la desmotivación o se sientan inseguros sobre sus propias habilidades como docentes);

c) la necesidad de un cambio de mentalidad progresivo, donde todas las partes implicadas en la educación pública marroquí comiencen a ver el proceso de enseñanza como una actividad interactiva en la que el estudiante debe tener un papel activo e involucrarse en su propio aprendizaje. Esto podría dar lugar a replantear cuestiones tan básicas como el diseño del currículo, la evaluación, la participación en actividades escolares y extraescolares/de refuerzo y la preparación para un aprendizaje a lo largo de la vida como elemento de refuerzo durante el ejercicio profesional, por ejemplo.

5. Sobre la incorporación de las TIC y de otros recursos de carácter tecnológico o audiovisual al aula de ILE en la Provincia de Tinghir, los resultados obtenidos indican que no todos los docenes se muestran

entusiastas; de hecho, hay opiniones enfrentadas al respecto. Algunos de los participantes tienen una actitud positiva hacia la incorporación de las TIC en el aula de lengua extranjera en los niveles medio y de secundaria, ya que consideran que son fundamentales para que los estudiantes tengan contacto directo con la lengua hablada por nativos en un contexto auténtico y natural. Otros son más reacios por diversas razones.

Los docentes partidarios del uso de las TIC en el aula de ILE opinan que éstas pueden facilitar el trabajo de integración de destrezas, en vez de abordarlas de manera estanca por separado. Suelen llevar al aula sus propios portátiles para explotar su potencial didáctico en la medida de lo posible; de hecho, estos docentes piensan que se trata de una herramienta muy motivadora que puede ayudar a ejecutar la transición entre una enseñanza dirigida exclusivamente por el profesor hacia una donde los estudiantes participen de su proceso de aprendizaje. Asimismo, creen que los estudiantes del siglo XXI, debido al entorno digital que los rodea, tienen un verdadero interés por la tecnología y por qué puede hacer ésta para facilitarles la vida y la inserción social. Esto puede ser un añadido y, si se usan de manera adecuada, una forma para desarrollar las destrezas (meta-)cognitivas, sociales e integrativas de los estudiantes.

Por el contrario, otros profesores consideran que la incorporación de las TIC al aula de ILE no es un proceso sencillo por cuestiones de infraestructura, disponibilidad limitada de recursos tecnológicos (y de apoyo técnico) o la poca preparación que ellos mismos tienen para poder servir de referente a los estudiantes. De hecho, casi todos los participantes coinciden en la necesidad de que haya una actualización de conocimientos continua, así como cursos de formación específicos que los ayuden a afrontar los retos tecnológicos que se puedan presentar en el aula de lengua extranjera. De otro modo, los docentes creen que la incorporación de las TIC en las clases de ILE puede ser contraproducente

más que una oportunidad para diversificar y mejorar la presentación de contenidos.

6. Por último, el currículo para la asignatura de ILE en el nivel intermedio (*Middle School*) y secundaria está diseñado para que los estudiantes adquieran la lengua extranjera con fines funcionales y comunicativos. No obstante, es cierto que las deficiencias y necesidades descritas en el Capítulo 4 —que incluyen la falta de material y recursos tecnológicos y audiovisuales; la ausencia de, o la poca, motivación entre determinados grupos de estudiantes; los escasos recursos bibliográficos y materiales en los centros y las bibliotecas escolares; la capacidad de los docentes para comunicarse con la suficiente fluidez en lengua inglesa; los exámenes basados en el resultado final, más que en el seguimiento de la progresiva adquisición de conocimientos; o la necesidad de apoyo técnico y administrativo— es un importante escollo que debe salvarse para lograr los objetivos propuestos desde las instituciones oficiales. Aún así, y a pesar de los obstáculos para la integración de las TIC en las aulas, los docentes de ILE son optimistas y esperan que, a medio o largo plazo, las diferentes tecnologías disponibles puedan implantarse en los centros escolares marroquíes y se conviertan en una parte esencial del proceso educativo.