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1 Attitudes towards Distance Learning in Morocco within Covid  
2 19: Public High School Teachers and Students as a Case Study

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6 **Abstract**

7 This study investigates Moroccan EFL Students? and teachers? attitudes towards distance  
8 learning. The study tackles students? learning using Microsoft teams, their knowledge about  
9 the platform, and the efficiency of this new teaching tool to satisfy their learning needs. The  
10 enquiry exerts a quantitative method, using a questionnaire to collect data. The questionnaire  
11 was administered to Ibnu Elhaytham High school teachers and students, Kenitra.

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13 **Index terms**— students? attitudes, teachers? attitudes, platforms, Microsoft teams, EFL context, learning  
14 needs, training, online courses.

15 **1 I.**

16 Chapter One: Introduction today, distance learning continues to develop at an astounding pace. New technologies  
17 are presented constantly, and developed daily. Within Covid 19, school platforms are considered as "fundamental  
18 abilities" in the operation of teaching. Awareness of the new platforms has turned to be a part of teachers'  
19 professional development. Put in simple terms, school platforms become mandatory for the teaching process.  
20 Thanks to teachers' platforms mastery and competence, students are currently integrated to take their online  
21 courses, submit their research papers and academic work. Although many presented platforms facilitate the  
22 learning process for a lot of students and teachers, the questions hold on with regards to the tangible effect of  
23 these academic platforms, these advancements present a lucid obstacle for many teachers to master the use of  
24 the new method of teaching and to develop their profession.

25 Incorporating Microsoft teams in education has many advantages. The students develop new learning habits.  
26 Teachers become obliged to look for new materials and methods to enable their students the lessons' objectives.  
27 Teams affect how teaching and learning are done and their methods. With the assistance of Microsoft teams and  
28 many academic platforms, students become able to acquire documents, eBooks, interviews, lectures that were  
29 not accessible at first. Likewise, students can reach other teachers, fellow peers, and teachers. This advancement  
30 has uplifted the accessibility of learning and provides students with new learning chances. Teachers double their  
31 abilities to develop their profession and competencies in using those academic platforms.

32 **2 a) Statement of the Problem**

33 In the field of ELT, face to face communication is effective when students are able to practice and produce the  
34 newly learned language item. Teachers guarantee their instruction and guidance. Yet, within Covid 19, students  
35 as well as teachers are pushed for virtual communication. Some of them welcome the initiative; whereas, the  
36 others refuse the teaching and learning operations through the utilization of the academic platforms like teams,  
37 zoom ?etc

38 **3 b) Research Objectives**

39 The purpose of the study is to provide an evaluation to Microsoft teams and its efficiency in teaching EFL  
40 students within COVID 19. This paper also aims at identifying the strengths and the weaknesses in using teams  
41 to promote an effective teaching. It describes the strategies that the teachers opt for and apply to satisfy the  
42 students' needs. The aim includes also analyzing teachers and students' experiences in using Microsoft Teams.

### 43 4 c) Research Questions

44 To reach these objectives, these questions are designed:

45 1. Do Moroccan EFL high school students like to study using Microsoft teams? 2. What are the problems  
46 that hinder the teaching in using Microsoft teams? 3. What is the best strategy for Moroccan EFL teachers to  
47 use to make advantage from Microsoft teams? 4. To come up with some recommendations for enhancing the use  
48 of Microsoft teams in teaching.

### 49 5 d) The Rationale of the Study

50 The revolutionary development of Information and Communication Technology has impacted significantly our  
51 globalized world. Within Covid19, the call of using ICT in education becomes a must. It helps in transferring  
52 large amount of information worldwide. Therefore, many academic platforms play a significant role nowadays in  
53 many fields such as; education, business, marketing, and economy. One of the fields that this paper is concerned  
54 with is education.

55 Microsoft teams have provided the realm of education with various virtual teaching tools which are directed  
56 towards facilitating both the teaching and learning process. Teaching using this platform requires providing  
57 updated and digital materials which are now given through ICT tools. The implementation of Microsoft teams  
58 in teaching has shown its effectiveness in enhancing the students' learning processes. However, many students  
59 seem to be unable to follow with this kind of learning. Some Teachers tend to welcome the use of this platform  
60 .Others are not qualified and trained enough to make a good profit of the platform.

### 61 6 e) Hypotheses

62 The Moroccan EFL teachers' pedagogical knowledge about distance learning and the use of the "Teams" platform  
63 seems to be a big problem to reach the lessons' objectives.

64 Within Covid 19, the Moroccan EFL students' lack of the platform usage and hinders their performance levels.

65 The absence and lack of the computer and technological training delays good result about the effectiveness of  
66 using academic platforms within epidemics and natural disasters.

## 67 7 II. Chapter 2: Review of the Literature

68 In this chapter, my aim is to review the various related literature. It is divided into four major parts. In the first  
69 part, different definitions are provided to distance learning (DL). The second part is about discussing the main  
70 characteristics of DL. Then, historical overview about DL is highlighted. The last part is meant to investigate  
71 the effect of DL and "Microsoft Teams" on Language Learning and Teaching.

### 72 8 a) Definition of Professional Development

73 Professional development means more than upgrading the skills of individual teachers. It is also defined as  
74 improvements in the practices of schools. Professional development is about the fundamental changes in the  
75 organization and methods of schools. The use of technology and opening up to online teaching and learning more  
76 has put teaching under global continuous development.

### 77 9 b) Definition of Distance Learning (DL)

78 Distance learning, is also named as distance education, e-learning, and online learning. It is not easy to limit the  
79 definition of DL to only one or two sentences definition because technology continues to develop in every minute.  
80 Phipps & Merisotis (1999) states, "It is important to understand what is meant by 'distance learning.' Because  
81 the technology is evolving, the definition of what distance learning is continues to change ??p.11)." yet, this part  
82 of my research is an attempt to provide some definitions to DL within the period of Covid 19.

83 It is a new method teaching and exchanging knowledge without physical contact. Newby, Stepich, Lehman  
84 and Russell (2000) define distance learning as "an organized instructional program in which teacher and learners  
85 are physically separated (p. 210)." In this form of education, students and teachers have no real face to face  
86 to communication. Teachers resort to many academic platform to enable their students promote the operation  
87 of learning. Thanks to the utilization of the various technological instruments, teachers tend to make the tasks  
88 and the activities more clear. This new trend of teaching helps millions of people through the world to follow  
89 one line courses within disasters and other factors and purposes. Access to DL is increased .people tend to rely  
90 more on information technology to learn languages or to do online research. Jione, Fong, & Naidu (2019) provide  
91 new information on DL "For instance, recent surveys of student access to information and communications  
92 technologies at the University of the South Pacific, which has fourteen campuses on very small island states of  
93 the southwest Pacific region, show that around 80% of its students have access to mobile devices such as laptops  
94 and smartphones along with reliable access to the Internet (p. 2)".

95 However, within Covid 19, most governmental and nongovernmental organizations call for distance learning. In  
96 other words, all the universities and schools provide distance learning opportunities. It has become an alternative  
97 to presence learning. The ministry of education in Morocco encourages teachers and students to follow the  
98 program through many platforms and applications. Due to the safety measures to limit the spread of the Corona

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99 virus, Thousands of students are obliged to attend their courses on many applications such as "Microsoft teams",  
100 "zoom", "google classroom" and "tilmid tice".

## 101 **10 c) The Main Characteristics of DL**

102 Much has been said about the characteristics of DL. Distance learning is done within the guidance and the policy  
103 of many academic and educational institutions. RURATO, P. (2008) describes DL as "Nowadays, the personal  
104 nature of a relationship is independent of the time and space proximity, and it is possible to maintain personal  
105 relationships at a distance, using the available means of communication, which involve text, sound and image  
106 (static and moving)". Therefore, teachers should provide well-

## 107 **11 d) Historical Overview of DL**

108 For more than 100 years, distance learning has been delt. It went through four eras. People started this type  
109 of education using only print-based instructional. The term distance learning was first appeared under the word  
110 of Correspondence schools. In other words, people exchange letters to teach each others. In the 19th century,  
111 due to geographical isolation from school and institutions, educational policy of USA was the first to initiate  
112 this type of learning. It was planned to serve providing valuable teaching for Sunday church workers and other  
113 professions; second, the rise of the distance teaching universities was dated to the appearance of analog mass  
114 media. With the development of the radio, many voices called for giving courses using this technological tool.  
115 The third era was characterized by the widespread integration of distance education elements into many forms  
116 of education. Peters ??2002) suggests that "the swift, unforeseen, unexpected and unbelievable achievements of  
117 information and communication technologies" will require "the design of new formats of learning and teaching  
118 and [will cause] powerful and far reaching structural changes of the learning-teaching process". Peters' views are  
119 well accepted, but there is also consensus that the most fruitful way of identifying elements of quality. With  
120 the spread of the internet, a huge number of universities and schools has seized the opportunity to connect their  
121 libraries and classes to the worl d. A new culture and attitudes has started to appear. on line global conferences  
122 and classes start to be held. One line masters and Phds are demanded by millions through the world. The job  
123 market has been changed. Some jobs disapeard and new ones are borned. DL has made an epistimoloical break  
124 with some sort of old tradition of language learning and language teaching. The move from teacher-centredness  
125 to the learnercentredness has been lucidly marked.

126 e) The effect of DL and "Microsoft Teams" on English Language Learning and Teaching After defining and  
127 clarifying DL, we need to consider its cognitive usefulness in language learning. Before and within Covid19,  
128 distance learning has become a pedagogical tool to offer students new virtual and digital forms of learning and  
129 education. To reach this goal, DL and "Micost teams" have offered students with the opportunity to follow  
130 their courses, revise their lessons, do research and even go for on line quizzes and exams. For Karen L. Murphy  
131 et al. (1997)

## 132 **12 , "The present invention relates to the Internet (or similar 133 wide access communication Systems hereinafter generically 134 embraced by the term "Internet") providing facility for 135 communication, including information sharing and dialog, 136 including real-time dialog, amongst widely geographically 137 distant and Separated computer users, being more particu- 138 larly directed to the enabling of information and dialog or 139 chatter networking amongst Such users as for the purpose of 140 providing user Selected information on various topics from a 141 central file Server to the user Stations and for enabling the 142 users to network with other users also interested in the same 143 topic(s) and with the server-thereby providing for common, 144 and where desired, real time networking of common Internet 145 users and user groups region-wide, nationwide and indeed 146 world-wide".**

147 Based with internet, millions of researcher, teachers and learners liberate themselves to look for knowledge. It  
148 is a window for them to meet scholars and teachers from all over the world to learn or exchange information

## 17 D) PARTICIPANTS

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149 about theories of language learning and teaching. Besides, students and teachers write and exchange mails about  
150 educational issues and lessons. Answers to many questions and fixing times for online conferences and on line  
151 courses are sent in an instant. Having free access to "Microsoft Teams" also helps teachers and students to get  
152 in touch for lessons completion assignments submission. Thanks to this academic platform, millions of students  
153 are having their courses. Learners double their efforts to understand their lessons and do their homework.  
154 Autonomous learning is encouraged. Students look for the best on line teacher to find answers to their inquiries  
155 and already made questions.

156 To sum up, distance learning through "Microsoft teams" has a very positive effect on communication within  
157 EFL teachers and learners. Thanks to this new technological tool, the quality of communication between  
158 teachers and learners has been lucidly increased. Via "Teams" platform, thousands of lessons are given with  
159 different teaching methods. Within Covid 19 and according to the statistics given by the ministry of education, a  
160 remarkable number of students in Morocco have meet with their teachers for on line lessons, exercises and future  
161 orientations. designed programs and courses. The purpose is to break the socio-cuultural differences between  
162 students. The Internet and mobile phones have participated to apply distance learning in many institutions.  
163 RURATO, P. (2008) says that "Learner access to the tools or technology resources is obvious, but its importance  
164 is not always considered and it is even often undervalued. This dimension (14 items) analyses the existence and the  
165 requirement of minimum conditions at the level of technology resources, since technologies are increasingly present  
166 in the teaching/ learning strategies of this mode". Students and teachers are witnessing a virtual connectedness.  
167 The information are everywhere with a simple click of the keyboard. Some online libraries are available for  
168 students and researchers. E-books, audio, videos and articles permit learners to have access to millions electronic  
169 data basis.

### 170 13 III.

171 Chapter 3: Methodology My research is entitled "Attitudes Towards distance learning in Morocco within Covid  
172 19: Ibnu Elhaytham high school EFL teachers and students as a case study". It aims to answer how Moroccan  
173 EFL teachers and learners view distance learning within Covid 19. Also, it seeks to investigate the problems of  
174 online interaction between teachers and students while using the platform of "Microsoft Teams". This chapter  
175 introduces the operational definition, research design, and instruments. Moreover, it provides a description of  
176 the participants and the steps for data collection. In brief, it tells us how the study is carried out.

### 177 14 a) Operational Definition

178 The operational definition of DL in this study is the reaction(s) of the teacher and the learner's towards on line  
179 interaction using the "Microsoft Teams" platform. In simple terms, it is based on the response of the teachers  
180 and learners so as to provide suitable teaching method and techniques to benefit a lot from distance learning. In  
181 brief, this study will explore Moroccan EFL students' online interaction with their teachers using the academic  
182 platforms during the period of Covid 19 in Morocco.

### 183 15 b) Research design

184 The design of this study will be quantitative in nature (descriptive and inferential). Thus, a questionnaire will  
185 be taken as a measuring instrument. The participants will be required to answer the items of the questionnaire,  
186 give their own perceptions towards teaching methods using Microsoft Teams and the effectiveness of distance  
187 learning to develop their linguistic and communicative competencies. The research will also tackle the emotional  
188 and cognitive aspects of attitude of teachers as well as the learners to covid 19 and distance learning. Their  
189 demographic profile (gender and age) will be also highlighted.

### 190 16 c) Instrument

191 Within the epidemic of corona virus, the questionnaire remains the most valid and effective method for data  
192 collection. It allows the researcher to collect data in various ways (i.e., via emails, by phone, questionnaire  
193 websites and applications. Thanks to the questionnaire, the operation of gathering a large-scale data can be  
194 done in a short amount of time. With the application of one line questionnaire, the results can be organized  
195 systematically and generalized to many groups of people.

196 The study's questionnaire will be devoted into two parts. The first part will be about the demographic  
197 information of the participants. The second part will measure the affective and cognitive aspects of attitudes  
198 of students and teachers towards online learning using "Microsoft Teams" platform. This part will involve two  
199 dichotomous questions (yes/no), five multiple choice questions, and one closed question.

### 200 17 d) Participants

201 The number of students that will contribute to the questionnaire will be 80 ones.35 people (43.8%) will be males,  
202 and 45 people (52.3) will be females, from four classes in Ibnu Elhaytham high school in Kenitra. The participants  
203 are 2 bac students.

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## 204 **18 e) Research Procedure**

205 In order to identify the variety of attitudes among teachers and students and see the relationship with the  
206 hypotheses, the data will be analyzed with the use of the Statistical Package for Social Sciences (SPSS). This  
207 chapter will provide an account of the methodology used in this study, including the research design, instrument,  
208 participants, and procedures. The next chapter will provide the results and analysis of the data collected.

## 209 **19 IV. Chapter 4: Data Presentation and Discussion**

210 In this chapter, I will attempt to present, discuss, analyze and interpret the findings of the research questionnaire.  
211 In the first part, I will introduce the result of the data collected from Ibnu Elhaytham High school. A detailed  
212 description of the data in relation to the research questions and hypotheses will be lucidly provided. Then, the  
213 statistical results will be analyzed using IBM SPSS statistics 20. As for the second part, I will discuss and  
214 interpret the findings. My purpose will be displaying the results of the research questionnaire and providing  
215 arguments and explanations. I will also take into account the research questions and hypotheses so as to either  
216 confirm or reject them.

217 V.

## 218 **20 Conclusion**

219 This investigation remarkably reveals that high school students are aware of identifying the corrective feedback  
220 they receive orally. Besides, they can recall and intersect their classroom learning experience to depict the  
221 language area they mostly receive oral feedback in, the strategy that receives the lion's share in oral correction,  
222 and their views about corrective feedback.

223 The main objective of this study is to delve into how teachers' oral corrective feedback is seen by Moroccan EFL  
224 learners. Abd Elmalek As Saadi High school students hold a positive attitude towards receiving oral corrective  
225 feedback. This study shows also that they are open-eyed to the language area corrective feedback is directed to  
226 most that is grammar followed by pronunciation and semantics with a below average percentage. Additionally,  
227 they reveal knowledge about the strategies used in order to repair their oral production. They point out that  
228 repetition followed by an emphatic stress is the dominant oral corrective feedback strategy in the classroom.

229 Moroccan EFL learners find many difficulties in speaking English because of its status in Morocco as a foreign  
230 language; it is not frequently used outside the classroom. That's why EFL teachers need to beware of what,  
231 when, how, and for whom, in case they have a student sensitive to correction, to give oral corrective feedback.

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