

An Exploration of Teachers' and Learners' Perceptions and Use of ICT in EFL Classrooms: The Case of Moroccan High Schools

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Abstract

This study aspires to explore the attitudes of students and teachers vis a vis the general computer assisted language learning (CALL) in the English language classroom, the obstacles and the solutions perceived to better use information and communication technologies (ICTs) in the English as a foreign language (EFL) classroom. 30 English teachers and 40 high school EFL learners have been interviewed and asked to fill in a five-point Likert scale questionnaire. The software Excel has been used to carry out the main statistical measures: mean scores and percentages. The results of the study support the claims advanced in previous research literature that the integration of ICT in the EFL classroom enriches the motivation of both teachers and students, facilitates the learning process and enriches the classroom interaction. Nevertheless, the paper has also found out that there are many challenges that hamper the full integration and use of ICT in the Moroccan EFL classroom. The latter have been categorized into three main categories: administrative, technical and human.

Keywords: attitudes, challenges, EFL, electronic resources, ICT, perceptions