

Teachers' ICT Practices: A Case Study of a Moroccan EFL Teacher

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Abstract

The teaching community in Morocco is exposed to pedagogical challenges in the wave of new technologies despite the efforts and the important investments of GENIE program (Programme de Généralisation des Technologies d'Information et de Communication). The purpose of this paper, therefore, is to examine ICT (Information Communication Technology) practices of a Moroccan EFL (English as a Foreign Language) teacher so as to find out about EFL teachers' ICT beliefs and practices in the classroom. This paper relies on two methodological procedures; structured interviews with EFL teachers and the ELT (English Language Teaching) supervisor and participant observation through a qualitative case study. The findings show that the Moroccan EFL teacher's ICT practices are disadvantaged by an existing dissonance between technological and pedagogical exploitation of teaching activities. Moreover, the article explains that despite the teacher's advanced ICT skills, technology was not used appropriately as it did not reinforce pedagogical planning of teaching activities. More than that, technology was favored over pedagogy as it was used for its own sake in many parts of the demonstration lesson. Therefore, this article concludes with some recommendations which refer to the need of teacher ICT training which should not only focus on the acquisition of ICT skills, but also on the pedagogical use of new technology. Besides, the availability of digital resources and training teachers in the use of these digital resources is another determinant factor for effective ICT integration in teaching.

Key Words: Information Communication Technology; English as a Foreign Language; English Language Teaching; pedagogy and technology