

The Integration of the New Technology at the Moroccan Universities

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Abstract:

Because the use of technology is widespread in numerous fields and domains, without doubt, it also carries great potential for educational use, specifically second and foreign language education. This paper therefore attempts to answer the following questions: 1) what is Computer-Assisted Language Learning (CALL)? 2) What does CALL offer to university students? 3) Which role does the Internet play in the domain of English Language Learning (ELL)? 4) Have computer and internet been invented to serve the needs of teaching and learning English as a second foreign language? In order to understand how the inclusion of technological devices (Computer and Internet) plays a crucial role in ELL, this paper considers the extent to which these devices can be helpful for teaching purposes at the Faculty of Arts and Humanities, Meknes. Therefore, Results revealed that the computer and the internet have been invented to facilitate and improve the learning/teaching process which in turn invites the Moroccan government to integrate these technological devices at the university.

Keywords: CALL, computer, education, Internet, technology.

Introduction

Recent years have shown a boom of interest in using computers for foreign language teaching and learning. A decade ago, it was clear that the use of computers in the language classrooms was of concern only to a small number of specialists in western countries (Nazlı, 2005). However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. This interest in education technologies has pushed applied linguists to look for applications of the computer in second and foreign language classrooms to improve the learning/teaching process and, particularly, to create an intimate authentic relationship between the learner and the target language.

Preliminaries

In the second half of the 20th century, education technologies were one of the most developed areas in the world. Computers, which have entered the school life in the late 1950s in developed countries, are still developing day by day throughout the world. Today, they have become more powerful, faster, easier to use, more convenient and cheaper, and they can process and store much more data, as well. Equipment such as hard disks, CD ROMs, laser disks and printers used with computers has also developed rapidly. Using these, a computer program can handle sound, pictures and video along with characters.

All around the world, people are learning with the aid of new technologies: children are playing complex video games, workers are interacting with simulations that put them in challenging situations, and students are taking courses at online high schools and colleges. New technologies create learning opportunities that challenge traditional schools and colleges. These new learning niches enable people of all ages to pursue learning on their own terms. People around the world are taking their education out of school into homes, libraries, Internet cafes, and workplaces, where they can decide what they want to learn, when they want to learn, and how they want to learn.

In attempting to adopt a new technology, be it a tape recorder, a VCR, a CD-ROM multimedia, or another network-based technology, Jones and Sato (1998) suggest that we consider the following questions: quoted in Richard and Renondya, (2002.p.361),

- Does the new technology facilitate the attainment of the course goal?
- Is it cost-effective? Do the benefits outweigh its cost?
- Are the teachers ready to work with the new technology? Is there any training required?
- Does it serve the needs of the teachers and students?
- Does it help teachers make more efficient of class time?

There are of course other questions one may wish to think about, but these are some of the most important questions that need to be addressed before we decide to integrate new technologies into the Moroccan Universities curriculums.

Defining CALL

CALL is a term used by teachers and students to describe the use of computers as part of a language course, (Nazlı, 2005). It is traditionally described as a means of 'presenting, reinforcing and testing' particular language items. The learner is first presented with a rule and some examples, and then answers a series of questions which test his/her knowledge of the rule and the computer gives appropriate feedback and awards a mark, which may be stored for later

inspection for the teacher. Jones and Fortescue (1987) indicate that “the traditional description of CALL is unfortunate and they present the computer as flexible classroom aid, which can be used by teachers and learners, in and out of class, in a variety of ways and for a variety of purposes” (cited in Warschauer & Healey, 1998). However, work with the computer, as any other teaching aid, needs to be linked with ordinary classroom work and CALL lessons, like the other lessons, need to be planned carefully.

CALL refers, then, to the sets of instructions which need to be loaded into the computer for it to be able to work in the language classroom. It should be borne in mind that CALL does not refer to the use of a computer by a teacher to type out a worksheet or a class list or preparing his/her own teaching alone. Hardware, the first major component that is involved in the function of computers, refers to any computer equipment used, including the computer itself, the keyboard, screen (or the monitor), the disc-drive, and the printer. Software (computer programs) is the second component which refers to the sets of instructions a computer uses to manipulate data, such as a word- processing, (e.g., to write a letter), program or a video game

CALL and ELT: An overview

It is interesting to state that the use of computers in English Language Teaching dates back to the behaviouristic era- in the 1960s. The 1970s witnessed the evolution of CALL as a result of development in research related to the use of computers for linguistic purposes and for creating suitable language learning conditions. In America the computer based introductory courses in the 1960s were pioneering projects in CALL, and were referred to as computer Assisted Instruction (CAI) The 1980s have witnessed the spread of computers both in educational institutions and in people's homes. Since the beginning of the '80s computers have also found their way into many schools, and according to Nazlı, (2005), “CALL software has also become more readily available on the market”.

The emergence of inexpensive computer technology and mass storage media, including optical videodiscs and compact disks, has given instructional technologists better tools to work with. Compact disks are used to store large amounts of data, such as encyclopedias or motion pictures. In CALL centers with computers and software such as CD-ROM, CD-I, or videodiscs, a student who is interested in a particular topic can first scan an electronic encyclopedia, then view a film on the subject or look at related topics at the reach of a button. Thus, such learning centers present students with the advantages of reference materials and popularize computer-aided instruction. In the same vein, “the computer laboratory has become an integral component of foreign-language programs in most educational institutions” (Nazlı, 2005).

Overall, Computers have been used for language teaching for more than three decades. According to Warschauer and Healey (1998) the history of CALL can be divided into three stages: **behaviouristic CALL**, **communicative CALL** and **integrative CALL**. Each one of these phases corresponds to a certain pedagogical approach.

Behaviouristic CALL

It was formed in the late 1960s and used widely in the 1970s under the influence of Audio-lingual teaching method. In this stage of CALL, repetitive language drills, referred to as drill-and practice were used. The computer was seen as a mechanical tutor who never allowed students to work at an individual pace, which hindered motivation.

At this stage, behaviouristic CALL was first designed and implemented in the era of mainframe and the best-known tutorial system, PLATO, ran on its own special hardware.

According to Warschauer and Healey (1998), it included extensive drills, grammatical explanations and translation at various intervals.

Communicative CALL

The emergence of Communicative CALL in the 1970's and 1980's was a reaction to the behavioristic approach to language learning. This period was the time that behaviouristic approach to language teaching was being rejected at both theoretical and pedagogical level, and also personal computers were creating greater possibilities for individual work at school. Communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression and development. Under the influence of Communicative Language Teaching defendants of communicative CALL argued that computer based activities should focus more on using forms. Software developed in this period included text reconstruction program and simulations. In communicative CALL, the focus was not so much on what students did with the computer, but rather what they did with each other while working at the computer.

Integrative CALL

The last stage of computer-assisted language learning is integrative CALL. "By the 1990s communicative CALL began to be criticized for using the computer in an ad hoc and disconnected fashion and using the computer made 'a greater contribution to marginal rather than central elements' of language learning" (Warschauer and Healey, 1998). New second language acquisition theories and socio-cognitive views influenced many teachers and lead them to use more social and learner-centered methods. This time, emphasis was put on language use in authentic social contexts. Integrative CALL seeks both to integrate the various skills of language learning (listening, speaking, writing, and reading) and to integrate technology more fully into language teaching (Warschauer and Healey, 1998). To this end the multimedia-networked computer provides a range of informational, communicative, and publishing tools that are potentially available to every student.

As a summary of what we have seen, so far, one can say that the computer has come to serve a variety of uses for language teaching. However, the effectiveness that CALL has been designed for is not in the computer itself but in how it is put to use. Hence, it is the role of the computer to help teachers minimize their task and thus reduce their number. Few teachers then manage to run the course of huge number of students thanks to the facilities that the machine offers, a consideration of the second section.

It should be pointed out that the computer is a human made tool which is incapable of action. That is, it has no inborn wisdom, no initiative and inherent ability to learn or to teach. It will perform, with remarkable speed, the instructions exactly given to it by a human user. Thus, the computer as in Nazlı's words (2005) is '**the servant of the user**' and it should not be forgotten that its role in teaching is solely a teaching aid. Consequently, it is dependent on the teacher in many ways: for example, it is unable to create educational materials without the teacher. All the linguistic material and instructions for its presentation must be specified by the teacher. It is the teacher who decides what degree of control the computer will have in his/her classes.

The Role of the Computer in Teaching

The computer can be situated in the classroom, in a special laboratory (CALL laboratory), in a specially designed area of a library or in any convenient location where the student, or small groups of students can work uninterruptedly (Warschauer and Healey, 1998). It can be used as the mainstay of a course, or back up, revision, reinforcement, extension, and so on. It may communicate with the student visually by displaying text, graphics or video images on a screen; it can also present sound in the form of speech, music or other audio-output. The most common means of communication with the computer is by clicking on icons with the mouse or by typing commands and responses at a keyboard (Nazlı, 2005). As a result, unique combinations of interactive and visual capabilities, computers have a beneficial effect on learner motivation.

To conclude this section, it should be pointed out that a computer, or any form of technology, is a learning tool and not a teacher. Computers enhance the learning environment, but they do not directly teach. Computers can *assist* teachers to better present or share information with their students.

Along this same vein, a computer by itself cannot manage the classroom nor do a paperwork. However, computers can certainly *assist* teachers with these professional duties. In fact, a single computer can significantly reduce the teachers' workload and help keep them and their students organized.

In fact, in using CALL research and practice suggest that, appropriately implemented, network-based technology can also contribute significantly to better develop the learning process of university students; a concern of the next section.

CALL and University Students

Most teachers of English would agree that their students need to practice using English outside the classroom if they are to increase their communicative competence, but "practice" can consist of many different types of English Language use. As a university student at Faculty of Arts and Humanities, Meknes, I have been fascinated to observe how and where most of the students (English department) choose to spend their time out of university. Their out-of-university experience was interesting because I wanted to note the extent to which it constituted the kind of English Language practice they have been thought would be beneficial. In particular, I used to notice the large number of those students who used public computers in cyber cafes at all hours of the day and all night specifically of the weekend.

Overall, it can be noticed that the computer and the Internet have become powerful and useful tools for enhancing students' learning experiences. As it can be observed, the fact that computers were involved, and the students' interaction using this technological device often requires their use of English, at least part of the time, meant that the English they used was in a way shaped by the technology.

In the light of what has been mentioned previously, Philip (1986) states that CALL '*offers a powerful self-access facility*' that is, it helps generate autonomous learners who will experience freedom of choice (qtd. in. Ravichandran, 2000). The tools that learners find in computers allow them to assume mastery of their own learning experience. Students can call up the programs held by computers whenever they want; besides, computers are sensitive to the learner's level of proficiency. Others have stated that it helps students '*strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence*' (Kuang-wu, 2000). In addition, it helps to create

independency from a single source of information. Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.

Another useful technological aid that has significantly contributed to the educational domain and that has shown success in teaching English as a second or foreign language is the Video which is considered in the following section.

Video in ELT classroom

Video is at best defined as the selection and sequence of messages in an audio-visual context. It is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey a message. Video provides visual stimuli such as the environment and this can lead to generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted.

It can be argued that language found in videos could help non-native speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help enhance clarity and give meaning to auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations; the video can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening. (Christine, 2000).

Another advantage that videos offer to ELT classroom is that, in Healey's words, "in the noncomputer realm of educational technology, video is an important tool in speaking improvement. When students can see themselves on videotape, spotting their own weaknesses is much easier. Watching video-tapes recorded different points during a semester or term gives learners a sense of progress, which is very helpful in language learning. Students who will make presentations in the scientific, business, or academic realm need to know how to look as well as sound good in presentation, and video offers them a full picture of what they do well and what they need to improve" (1999, p.116).

The teacher's role

The teacher plays a key role in the success or failure of any video used in the language classroom. With careful and systematic planning, video-based lessons can be highly stimulating, and provide a rich resource for language learning. Stempleski emphasizes the key role of the teacher in the use of video, saying that "it is the teacher, not the video, who can make any video-based lesson fruitful language learning experience. It is the teacher who chooses the video; designs tasks and activities that facilitates active learning; prepares students for previewing, viewing, and postviewing activities; raises students' awareness of certain language points; and integrates the video with other aspects of the curriculum" (qtd. in Richard and Renondya, 2002, p.362). For examples, television and video are so closely associated with leisure and

entertainment that many, if not some, students watching video in the classroom expect only to be entertained. In this context, teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they can apply to their video and television viewing experiences outside the classroom.

The Internet and ELT

The Internet is a global network of networks through which computers communicate. It is an infrastructure consisting of computers, cables, wires, and other telecommunication devices plus the protocols to allow these computers to easily communicate with each other (Steven, 2006).

Over the past few years, the Internet has emerged as a prominent new technology. It has become a powerful technological tool that has pervaded all aspects of the educational, business, and economic sectors of our world. Regardless of one's familiarity with the Internet or not, one must be clear about the fact that we have entered a new information age and the Internet is here to stay (Singhal, 1997).

The Internet has introduced computer users to easy access of valuable information and a multitude of helpful resources. As availability grows every day, students have access to global information anytime, anyplace; they can even access the Internet on their telephones (Frei, Gammill, and Irons, 2007). It is therefore a powerful communicative tool which enables learners to communicate with native speakers in order to further literacy development for authentic purposes, enable language learners to compare students' perspectives on an issue, and allow them to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information and engaging in true-life, authentic discussion (Singhal, 1997). In addition, students can develop important communication skills by using such tools as email, chat rooms, and weblogs.

Email

According to (Frei et al., 2007), Email has become an integral part of communication between teachers, students, parents, and administrators. It allows students to send questions, assignments, papers, and comments to teachers 24 hours a day, seven days a week. Teachers can then reply to the students between classes, in the evenings, or even on weekends. Parents can also have the same type of access to teachers if they have questions or concerns about the progress of their child in school.

E-mail can encourage students to use computers in realistic, authentic situations in order to develop communicative and thinking skills; even timid and inhibited students can benefit from the meaningful interaction and communication e-mail makes possible". According to Gaer Susan (1999) e-mail projects

- give learners opportunities to interact and negotiate meaning
- give learners authentic tasks to perform
- expose learners to varied and creative language and encourage learners to produce it
- give learners enough time and feedback
- guide learners to attend mindfully to the learning process
- help learners work in an atmosphere with an ideal level of stress and anxiety
- support learner autonomy

- allow learners to participate cooperatively in the educational process, as in the following e-mail, written to an instructor while she was absent due to jury duty (p: 66,70):

Hello teacher. How are you? I think that you are vey busy with the Jury Dury. But I hope and you have a few minutes to read and answer my letter.

You know that is very difficult for me write a letter if you don't help me. I know that you won't be with me always thats why I have to practice.

The substitute is so pretty. She teaches very well. But you are our teacher and we miss you so much. We are studying very hard so don't worry about us.

Today we are going to have a test so " haga chantigos"

Before that I finish my letter. I want to know about the e-mail project. What happen with them?

I hope and see you soon!
Sincerity: LUCY GARCI SANDOVAL.

Note: from CALL Environment: Research, Practice, and Critical Issues, p: 70, by Gaer Susan, 1999. TESOL (1966)

As we can notice in this e-mail, Lucy is using conscious processes to analyze her progress and her needs. Even though part of the purpose of the e-mail message is to practice letter writing, as expressed in the second paragraph, the message is also filled with authentic chat (" We are studying very hard so don't worry about us") and contains a real request for information ("What happen with them"). Throughout, an authentic voice speaks to a real person and expects an authentic reply.

Chat Rooms

A chat room is a place on the Internet where everyone can have live conversations with multiple people at the same time. It is like having a conference call, except that we are typing on a keyboard rather than talking into a phone. Everyone who is in the chat room can see what we type.

Chat rooms are one of the most interactive areas on the Internet, and a favourite location for teachers and students to interact with their peers. There are different levels of supervision in chat rooms—some are open environments with no moderation, others have leaders who moderate the discussion, and still others have monitors who assess what people write before anyone else sees it. If individuals in the chat room misbehave, the monitors can warn them or bar them from further participation.

In the ESL and EFL domains, chat room has become one of the most powerful and useful means of instruction in many parts of the world, and some researchers (Frei et al., 2007) have pointed out some of its benefits and advantages. For teachers, a chat room is an excellent place to share ideas with colleagues. It is also a place where teachers can interact with their students and help them with homework questions. For students, a chat room can become an interactive classroom. They can meet up with an expert and discuss various topics that they are learning in school. It is also a place where ESL students can enhance their learning skills through the interaction with native speakers.

Weblogs

Another means through which ESL students can experience their abilities in learning is that of Web logs. Web logs are one of the most flexible and easy-to-use resources for Web publishing, which are easily created and easily edited. According to Steven (2006), a Web log, or blog, is a Web page made up of short, frequently updated posts, which are arranged chronologically like a journal (p:123). The content and purpose of blogs vary greatly, from Web links and commentary about other websites to news about a company, person, or idea. Blogs often take the form of a digital diary (Kennedy, 2003) but can contain photos, poetry, miniessays, project updates, and even fiction (qtd. in Steven, 2006).

Web logs are a powerful teaching and learning tool in the classroom because they offer students the advantage of writing and publishing for a real audience in a collaborative environment in which they can give and receive feedback. Such feedback can function as scaffolding, which helps students refine and transfer knowledge. In addition, Web logs provide a more sophisticated learning environment than discussion forums (Steven, 2006), which are shared by many participants. A blog gives individual students control over their own online content.

Data collection and analysis

Methodology

The questionnaire is the best suited method for our data collection. It is well appreciated by both undergraduate and postgraduate students; this makes it very successful and reliable. The primary concern behind this inquiry is both to examine to what extent students at the department of English become acquainted with the computer and the Internet and to know whether we can integrate these technological devices into the Moroccan curriculum as far as students' attitudes are concerned.

The questionnaire is divided into three sections. The first includes three questions about the students' general background. The second consists of six questions about students' attitudes towards the new technology and its use in English Language Learning (ELL). Finally, the third section is composed of five questions, four questions about student's attitudes towards the Internet and its use in ELL and one question concerning the integration of Computer-Assisted Language Learning (CALL) into the Moroccan curriculum.

Respondents

Our sample is composed of a number of 50 undergraduate and postgraduate students who belong to the department of English at the Faculty of Arts and Humanities in Meknes. The objective behind this choice is to provide different views of students from different levels of study of the same language.

Concerning the social status, they are from both the lower and the middle class. Our motivation behind this investigation is to get an idea about students' daily interaction with the computer and the Internet. We eventually realized that most of the students use these devices most of the time either at home for those who have the ability to buy a computer or in cyber cafes for those whose social status is low.

Getting to know their general background, students are aged between twenty-one and thirty-four and are from both sexes, 50% are males and 50% are females as this is shown in the table below which provides general distribution of all students under study.

Table 1. Distribution of respondents

Student's general background	Respondents	Rate
Males	25	50%
Females	25	50%
Undergraduate Students	25	50%
Postgraduate Students	25	50%

Results and data analysis of the questionnaire**Attitudes towards the new technology and its use in ELT classroom**

The aim of this section is to present students' points of view towards the use of the new technology (computer) in the learning of English as a second foreign language.

Table 2. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
Do you use the computer?	Yes	50	100%
	No	0	0%

Table 3. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
How often do you use the computer per week?	Always	28	56%
	Often	10	20%
	Sometimes	9	18%
	Rarely	3	6%

Table 4. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
For what purposes do you	Storing information	43	86%
	Delivering a presentation in	30	60%

use the computer?	the classroom		
	Preparing for the exam	30	60%

The three tables reword the extent to which students are acquainted with the computer and its use. It should be realized that we are dealing with the analysis of the three tables because their results are interlinked. As results confirm, all informants (100%) are familiar with the use of computer. However, the rate of use varies according to their purposes and needs. Thus, 56% use this machine all the time. Most of these students are postgraduate who have computers at home because their academic level obliges them to be always in contact with the computer in order to store information given by the teacher, deliver presentations every week, or prepare for the exam. The rest of the respondents (undergraduate students) cannot afford a computer at home because the majority of them have a low economic status and because they are not in greater need of using the computer for academic purposes; thus, 20% of them use it often, 18% sometimes and 6% rarely.

Table 5. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
Do your teachers make use of the computer in the classroom?	Yes	31	62%
	No	19	38%

Table 6. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
How often do your teachers make use of the computer in the classroom?	Always	13	26%
	Often	6	12%
	Sometimes	8	16%
	Rarely	5	10%

Table 7. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
In your opinion, does the computer facilitate the attainment of course goal?	Yes	50	100%
	No	0	0%

The results confirm that teachers' familiarity with the use of the computer is still developing. An important rate (62%) shows that many teachers are making this technological device part of the course in their classrooms. Thus, 26% of teachers use the computer in the classroom all the time because it is agreed that this device facilitates the attainment of course goal as shown in the sixth table. On the other hand, other teachers are not completely relying on the computer since they see the attainment of course goal in using the old materials (chalk and board). Thus, 12% of them use it often, 16% sometimes and 10% rarely.

Table 8. Students' attitudes towards the use of computer

The question	Answers	Respondents	Rate
As a student of EFL, do you find that this technological device helps you in your learning process?	Yes	48	96%
	No	2	4%

The goal of this question is to detect whether the computer plays an important role in enhancing the learning process of students of English as a second foreign language.

Almost all students (96%) view that this technological device helps them benefit from the tasks and the facilities that it offers either inside or outside the classroom. Some students have stressed its importance in helping them to understand the course. Since video is so closely associated with leisure and entertainment, many students watching video in the classroom expect to be entertained. This is more beneficial; especially for those who suffer from the lack of constant interaction with native speakers, because during the lesson, students focus their eyes, ears, and minds on the video in ways that will increase both comprehension and recall and add to the satisfaction they gain from viewing. It is also agreed that the computer can work as an organiser in helping both teachers and students to gain time and then to get as much information as possible in a single session.

Moreover, using the computer outside the classroom provides students with interesting activities for constant practice to acquire the native-like-proficiency. These include watching videos, listening to music, checking the English dictionaries, and doing pronunciation exercises. Furthermore, students can be assisted to conduct research projects and become more knowledgeable through the facilities that the computer offers to get books and articles in electronic copies.

Attitudes towards the Internet and its use in English Language Learning (ELL)

The purpose of this section is to detect how the Internet plays an effective role in the learning of English as a second foreign language as far as students' attitudes are concerned.

Table 9. Students' attitudes towards the use of the internet

The question	Answers	Respondents	Rate
Do you use the Internet?	Yes	50	100%
	No	0	0%

Table 10. Students' attitudes towards the use of the internet

The question	Answers	Respondents	Rate
How often do you use the Internet	Always	28	56%
	Often	14	28%
	Sometimes	6	12%

	Rarely	2	4%
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Table 11. Students' attitudes towards the use of the internet

The question	Answers	Respondents	Rate
What language(s) do you use?	Arabic	21	42%
	French	28	56%
	English	46	92%

As it is clear from table (9), all students (100%) are acquainted with the use of the Internet. It can also be noticed that the rate of use varies according to one's purpose and need. For example, postgraduate students use this device most of the time in order to be in contact with their teachers through the exchange of e-mails to keep pace with events related to their courses.

It is worth noting that the majority of students (92%) use English since, first, they belong to the department of English and, second, English is their second foreign Language. In addition, using English as a means of communication provides students with many opportunities to achieve a certain level of English language competency.

Table 12. Students' attitudes towards the use of the internet

The question	Answers	Respondents	Rate
For what reasons do you surf the Net?	Chatting	30	60%
	Listening to music	9	18%
	Looking for information	8	16%
	Exchanging emails	14	28%

Table 13. Students' attitudes towards the use of email

The question	Answers	Respondents	Rate
With whom do you chat and exchange emails?	Native speakers	29	58%
	Non-native speakers	21	42%

Table (12) shows that university students use the Internet for different purposes. The highest percentage of respondents use is for chatting (60%) and exchanging e-mails (28%). Most of these respondents chat and exchange e-mails with native speakers, which brings them a great chance for direct contact with different cultures.

Although the rest of respondents (42%) chat and exchange e-mails with non-native speakers, the Internet remains useful since it helps learners broaden their knowledge through looking for information especially those related to their courses.

Overall, it has been realized that the Internet is working in favor of ELL since the majority of students use English as a means of surfing the Net, specifically for the purposes illustrated in table 11.

Table 14. Students' attitudes towards the integration of EFL programs

The question	Answers	Respondents	Rate
Do you think that CALL should be integrated into EFL programs as much as possible in Moroccan faculties?	Yes	46	92%
	No	4	8%

The results confirm that learners are fed up with the present situation of the learning and teaching of English as a second foreign language. Some of them have stressed the importance of CALL in helping them to improve the four skills (listening, speaking, writing, and reading) and become active learners through the better environment that CALL offers to ELL classrooms. Others view that the use of CALL in ELL programmes is a must especially in a time where globalization is still sweeping the world market with technological products. For this reason, it is the role of the Ministry of National Education to implement CALL in Moroccan Faculties.

Finally, the evaluation of all the findings reveals that the majority of Moroccan students support the integration of the new technology (computer) into the curriculum.

Conclusion

In this paper, it has been shown how the computer and the Internet play a significant role in learning of English as a second foreign language. It has also been attempted to consider the extent to which these devices could be helpful for university students especially those who belong to the department of English.

It has been made clear that the use of computer for teaching/ learning purposes is not nascent, but rather it has been found to date back to the behavioristic era. Hence, various multimedia programs have been developed to the extent that some of them have been integrated into the curriculum. In this context, we mentioned the emergence of the Internet as a powerful technological device which has significantly contributed to the educational domain and which has shown success in the teaching and learning of English as a second foreign language.

In the light of what has been said, the practical part which was an attempt to detect whether university students really benefit from the tasks and the facilities that the computer and the Internet offer to their learning process, And as far as students' attitudes are concerned, we eventually have been convinced that the Moroccan government needs to appreciate and integrate these technological devices at the university.

Bout the Authors:

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Appendix Questionnaire

Could you please fill in this questionnaire? Thank you very much for your cooperation

Sex : male ____ female ____

Age : ____

Are you a Postgraduate student ? ____ or Undergraduate student ? ____

Attitudes towards the new technology and its use in ELT classroom.

1- Do you use the computer ?

2- How often do you use it per week ?
 Yes _____ No _____
 Always _____ Often _____ Sometimes _____ Rarely _____

3- For what purposes do you use the computer ?

- ____ Storing information
- ____ Delivering a presentation in the classroom
- ____ Preparing for the exam

If you use it for other purposes, please let us know

.....

4- do your teachers make use of the computer in the classroom ?

Yes _____ No _____

If your answer is « yes », how often do they make use of it?

Always _____ Often _____ Sometimes _____ Rarely _____

5- In your opinion, does the computer facilitate the attainment of your goal?

Yes _____ No _____

6- As a student of English as a second foreign language, do you find that this technological device helps you in your learning process ?

- a) If « Yes » please explain how?
- b) If « No » please explain why?

.....

Attitudes towards the Internet and its use in English Language Teaching (ELT)

1- Do you use the Internet ?

Yes _____ No _____

If you check « yes », how often ?

Always _____ Often _____ Sometimes _____ Rarely _____

2- What language(s) do you use ?

Arabic _____ French _____ English _____

3- For what reasons do you surf the Net ?

- ____ Chatting
- ____ Listening to music
- ____ Looking for information
- ____ Exchanging e-mails
- ____ Other reasons

Could you please state those reasons?

.....

4- If you use the Internet for chatting and exchanging e-mails, do you chat and exchange e-mails with

- ____ Native speakers of the language you study ?
- ____ Non-native speakers of the language you study ?

5- Do you think that Computer-Assisted Language Learning (CALL) should be integrated into the second foreign language programmes as much as possible in Moroccan faculties ?

Yes _____ No _____

Will you please give reasons ?

.....

Thank you for your time.