JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

Distance Learning during COVID-19 Pandemic in Morocco: Teachers' Views in Kenitra Directorate as a Case Study

[1]Oussama Boukhari, [2]Hind Bekkari
[1]Doctoral Student, [2]Doctoral Student
[1]English Department,
[1]Ibn Tofail University, Faculty of Languages and Arts, Kenitra, Morocco

Abstract : The study aimed to present the idea of distance learning as a basic solution to develop the educational level in Moroccan schools during COVID-19 pandemic, in order to elevate it to the highest levels to keep pace with the tremendous technological development and to identify obstacles to distance learning in general in Morocco. The sample of the study consisted of 25 male and female teachers in Moroccan public schools, specifically in Kenitra Directorate during the COVID-19 pandemic in the academic year 2020/2021. A short questionnaire was built to collect data from the study sample that included 10 items. The questionnaire was used to elicit teachers' views about distance learning and to see the extent to which teachers are ready to work with new technological tools and keep in touch with their students. Based on the results of the study, the researcher recommended a set of recommendations, including the necessity of providing the infrastructure, which is represented in providing the material as well as technical requirements for using effective distance learning.

Keywords: *Distance learning, Moroccan school, the COVID-19 pandemic, teachers' views*

1. Introduction

Because of partial lockdowns and rigorous restrictions for social distancing, distance learning has become a practical need in schools, and Moroccan teachers at all educational levels have had to practice it. Notably, regardless of past experience, motivation, or competence in distance learning, most teachers have been involved in various educational processes. Because the problems posed by COVID-19 are expected to continue for many years, academic research on the obstacles and possibilities associated with distance learning is required. The purpose of this article is to discuss the topic of distance learning during the COVID-19 epidemic. During the COVID-19 pandemic, ICT technologies are being integrated into institutions, not only through software, but also through a range of activities. School teachers make considerable use of the internet by assigning various groups of student tasks to do together around the computer. Because of their mastery and enjoyment of technology, some students are strongly driven to engage in computer work. Students are motivated by this enthusiasm to read challenging texts and take chances in their writing. Other students, on the other hand, were discouraged from doing computer work due to their lack of competence.

2. Distance Learning

[1]Distance Learning also known as distance education, e-learning and online learning is a type of education in which teachers and students are physically separated during instruction and various technologies are used to facilitate student-teacher and student-student communication. Since the National Charter of Education and Training was adopted in 1999, distance education has been used. Many attempts have been made since then in terms of logistics and implementation. Nonetheless, the influx of COVID-19 cases in Morocco at the start of March compelled the Moroccan Ministry of Education to officially adopt distance learning. Google Classroom, institutional e-mails, Zoom, Facebook, and officially WhatsApp are examples of distance education platforms. It may include live lessons, recorded lessons, and assignments that have been posted.

3. Distance Learning in Moroccan Context

[2]The Council of Government approved **draft decree No.2.20.474** on distance learning which was submitted by Said Amzazi, Minister of National Education, Vocational Training, Higher Education and Scientific Research and the government's official spokesman. According to a statement issued by the Government Council, this project was approved "in accordance with the requirements of **Framework Law No. 51.17** related to the education, training and scientific research system, especially the **provisions of Article 33** of it, which stipulates the development of distance learning as a complement to in-person learning." Minister Amzazi explained that this draft decree was prepared to create a legal framework to define the conditions and modalities for providing distance learning for the benefit of learners in educational institutions, schools, vocational and university training in both the public and private sectors. This project essentially provides a specific definition of distance learning and its types, as well as identifying the parties involved in providing it in the public and private sectors, as well as defining the conditions, controls, and how to provide distance learning, as well as the spaces and headquarters in which it will take place. The project also specifies how to prepare audio-visual digital resources for distance learning, define the learner's rights and duties associated with distance learning, as well as educational, formative, administrative, and technical frameworks, and subject the latter to special distance learning training. In this context, the Ministry of National Education decided to establish a national committee and regional committees to monitor, develop, and evaluate distance learning, while also defining its composition and meeting format. Morocco had adopted distance education for the first time following the decision to suspend studies in all educational institutions; the Ministry of National Education, Vocational Training, Higher Education, and Scientific Research has developed a digital platform for distance education as part of the measures to contain the emerging "Corona" virus. This procedure was viewed as the beginning of a process that had long been a demand of much sensitivity in Morocco. However, due to a lack of necessary equipment, it was not activated until Morocco was forced to do so in order to save the schooling time at the start of the school year in March 2020.

4. The Ministry of Education and Distance Learning

[3]In Morocco, the Ministry of National Education, Higher Education, and Scientific Research launched **'TelmidTICE'**, a distance e-learning mobile application that contain lessons that correspond to the national curriculum and the pedagogical hierarchy of various subjects and study levels, and allows students to track their lessons at a time and place that suits their desires, capabilities and circumstances.

According to the Ministry, the application's launch "comes in order to ensure continuous pedagogical achievement through the distance education mechanism based on the wishes expressed by parents, and to achieve the advancement of this pedagogical mechanism, and its renewal to ensure a safe academic achievement that preserves the safety of students in light of the outbreak of the COVID-19 pandemic."

According to the previous statement, the new application improves the Ministry's distance education, educational pattern, which was implemented in response to the pandemic, and it is represented in video educational lessons broadcast on national television channels, digital platforms, as well as interactive virtual sections, and it is distinguished by its speed in transferring and sharing knowledge, and educational advancements. It has also smart indexing, which makes it easier for students to obtain the

knowledge they need, as well as a feature of continuous updating for each study subject, which allows each user to communicate and share developments.

Due to the country's alarming epidemiological situation, which has resulted in a significant increase in the number of deaths, the Ministry decided to adopt "distance education" as an educational formula at the start of the school season 2021-2020, which began on September 7 last.

In addition to the adoption of distance education, “attended education” was provided to learners whose parents indicated a preference for this formula, and the Ministry stated that “at any station of the school season, the approved educational formula can be adapted at the local or regional level in coordination with the local health authorities.”

Many questions have been raised about the effectiveness of distance education in Morocco since it was implemented in response to the Corona virus outbreak, especially since there was no prior planning for this step.

5. Distance Learning and COVID-19 Pandemic

Morocco was one of the first countries to declare a health emergency in the aftermath of the COVID-19 pandemic. In this regard, the Ministry of Education has made a number of television channels, radio stations, smart phones, and platforms available to the student community as of March 16th, 2020. Following the closure of all schools and universities, this situation immediately resulted in the suspension of all preparatory courses. As a result, students were compelled, despite their lack of preparation, to engage in a new learning process. Since the beginning of the lockdown, the Ministry of Education has been extremely responsive to students' learning needs. The latter has responded by making all necessary learning tools available and making the necessary efforts given the timing of the process's implementation. However, one can question students' level of acceptance, involvement, and satisfaction with this new learning pattern. Indeed, as a result of the various measures, Moroccan university students quickly realized that the lockdown period is not a vacation, but rather an opportunity to continue their studies and courses through a new process: distance learning, which has kept the students away from the support of their teachers. Undeniably, many questions arose during the lockdown's first two weeks, via social media networks, about the quality of distance learning and students' perceptions of this new approach, as well as the future of teaching and learning (Rahali et al, 2020. p. 1).

In light of the recent use of virtual modes in universities, there have been few studies that investigate whether distance learning affects students' grades. The benefits of teaching via distance classes are often obvious, particularly in terms of student access and availability, but there are some drawbacks. Traditional learning methods do not allow students to develop socialization and interpersonal skills. For students, the daily interaction with the university and peers that aids in the development of professionalism may be lost (Gossenheimer, 2017. p.1).

Understanding the potential impact on academic performance and academic achievement of students' distance learning experiences is critical. According to some studies, distance education has a positive impact.

According to research, cognitive factors such as learning experiences, academic performance, and distance learning formats are comparable to those observed for university-based classes. However, perceptions and levels of satisfaction among distance education professors and students have not been consistent. Access to materials, interaction between students and professors, time management, and cost are all factors that may influence the opinions of distance education participants (Gossenheimer, 2017. p. 2).

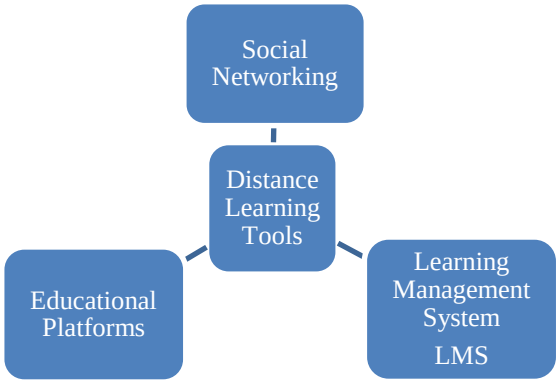

Figure 1: Tools for Distance Learning during COVID-19 Pandemic

Social Networking	Chatgroup, WhatsApp, Facebook, Telegram, Hangouts, FB, Google docs, Wiki
Learning Management System	Synchronous and Asynchronous Platforms, Live meetings
Educational Platforms	Coursera, MIT, Edx, Future Learn, Udacity, Open 2 study

Students who are comfortable with technology will find these distance learning tools extremely motivating. Students should be given the opportunity to take advantage of new technological advances as they progress through their academic careers. Access to a wide range of technologies, including computer-assisted instruction, interactive video, CD-ROM, the internet, electronic mail, and the World Wide Web, will benefit students to improve linguistic skills and establish interactions with peers (Standards for Foreign Language Learning, 1996, p. 31).

Distance learning in Morocco has been an attempt to continue education without interruption, even after the closure of schools and universities, with a slightly adjusted grading scale in order to continue the academic year. It is important to note that the government has taken some initiatives, such as providing free access to a few platforms, national channels, and official pages of the Ministry of education, namely '**TelmidTICE'**. It should be noted that during COVID-19, Morocco's distance learning faced challenges ranging from content and pedagogy to assessment and evaluation (Bachiri & Sahli, 2020. p. 240).

After March 16, 2020, the Moroccan educational platform **'TelmidTICE.ma'** was used to improve the numerical educational content. Among the procedures demanded by the Moroccan Ministry of Education were the establishment of virtual classrooms and the enrollment of students in these platforms. In fact, this process had many pitfalls in terms of technology literacy, let alone the lack of distance learning process objectives. Distance learning in Morocco includes virtual classes via TEAMS, video conferences, e-learning, internet sites, self-evaluation, and interactive relationships (Oussama Hamdouch, 2020, p. 90-91).

6. Advantages and Disadvantages of Distance Learning

There are several websites and mobile applications available for this purpose, according to Omelchenko (2020). During the quarantine, many organizations offer free services, such as Zoom, Skype, and Microsoft Teams, which may be utilized for online video classes. Everything remains the same for text communication between students and teachers: e-mail, Telegram, Viber, Whatsapp, and so on. Teachers can share YouTube video links or even build their own YouTube channels to impart their knowledge. Google Classroom saves instructors a lot of time. On this platform, teachers assign assignments to students and receive their work; there is no need to download each student's work from the mailbox. Teachers may construct a test with various sorts of questions, enter in the answers to the test questions, and Google will automatically analyze everything, providing a list of scores for each student with an analysis of frequent errors. Furthermore, if the course is online, students are not constrained to doing the activities in the morning or afternoon; they can study in the evening or at night. As a result, students are given the opportunity to manage their time effectively. Some students report having more time for self-development and interests, as well as spending more time with family members. At the same time, there are several drawbacks to distance learning. When it comes to health, both teachers and students spend too much time in front of a computer or other electronic devices, which harms their eyesight and posture. Because of the growing usage of Distance Learning, the physical part of learning is frequently overlooked. Students must learn a large amount of theoretical content on their own, as well as complete a large number of activities. Teachers must also figure out tasks and verify assignments. This can have a significant impact on one's psychological and emotional state. Distance education is more than just stating "do this and do that." Interaction, comments, and assistance should be provided to establish a comfortable learning environment. Another drawback is that some students disregard distance learning; some of them have legitimate justifications, such as lack of computers and access to the Internet. The same is true for teachers: there are still individuals who lack adequate computer competencies. If we had been notified about the worldwide quarantine, we could have been better prepared and learned new skills. Another issue with distance learning is cheating; Omelchenko (2020) argues that one has no control over how students complete their assignments; they can use whatever source they desire. So we cannot actually measure their knowledge during online testing; we simply make sure they are resourceful and keep learning. We can assess their expertise in video applications in certain circumstances, but when there are a large number of participants in an online video conference, we are restricted in time. To deal with this, teachers must be innovative. They must construct assignments that cannot be completed automatically, such as randomly selecting answers in tests. Online teaching necessitates a high level of creativity and adaptability. We cannot tell if distance learning is good or bad since we cannot weigh all of its benefits and drawbacks. It is merely new and odd, yet it works well for students and teachers. We are fortunate to have Information and Communication Technologies that serve as distance learning intermediaries. The learning process will not be disrupted if teachers and students put forth a little extra effort. Hopefully, this will come to an end sooner or later, and we will return to educational institutions, with teachers playing an important part in distance learning (Omelchenko, 2020).

I. Objectives of the Study

The study was conducted in order to have an idea about teachers views on distance learning, to measure the workability of distance learning with different school subjects, to promote the use of distance learning at primary, middle-school, and high school levels and finally to seek whether teachers can adopt this new paradigm in their teaching in the future.

II. Research Questions

1. What are the obstacles that teachers encountered using distance learning during COVID-19 pandemic?
2. What are the advantages of distance learning from teachers' points of view?
3. What are the teachers' suggestions to improve distance learning in public schools?

III. Methodology

Concerning the procedures that are taken to implement this research, they include the instrument, the population, and data collection. As regards the instrument, a questionnaire was designed using Google Form Application. The questionnaire was sent to teachers via Emails, and WhatsApp groups. The latter was sent to 40 public school teachers working in both urban as well as

rural areas, but only 25 teachers responded. When it comes to the population, we used random sampling for selecting teachers. The age of urban and rural teachers ranged from 20 to 50 years old. They are all B.A teachers. Those teachers teach different school subjects, namely English, French, Arabic, Sport, Math, Physics, Islamic Education, History and Geography, Science and Informatics. The data collected is mainly about teachers' views on delivering online courses using the distance learning paradigm, investigating their ability or inability to promote this new paradigm.

IV. Data Presentation

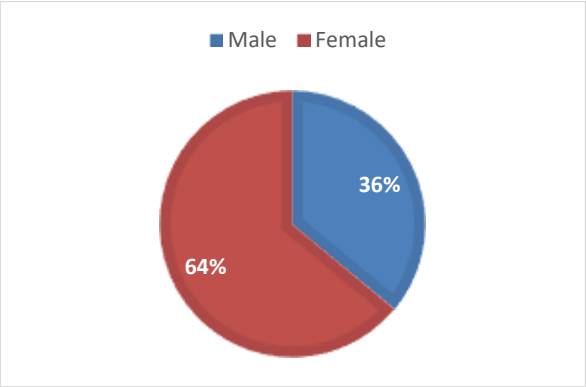

Figure 1: Gender Distribution of the Teachers

A- Characteristics of the Respondents:

Gender	Number	Percentage
Male	09	36%
Female	16	64%
Total	**25**	**100%**

From the figure N° 1 we can see that the number of females exceeds the number of males. We find that females are 16 with a percentage of 64% from the respondent population, whereas males are 9 and represent a percentage of 36% which means that females are the dominant gender in this study.

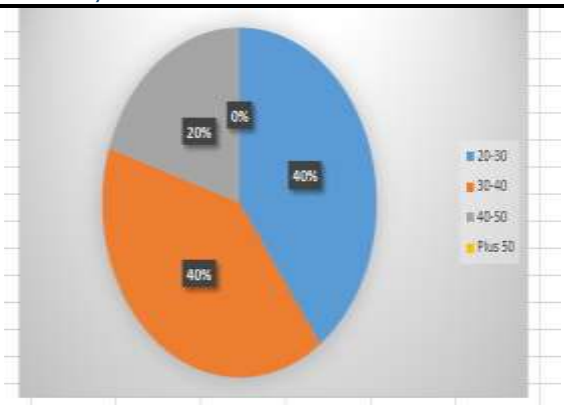

Figure 2: Age Distribution of the Teachers

Age	**Number**	**Percentage**
20-30	10	40%
30-40	10	40%
40-50	05	20%
More than 50	00	00%
Total	**25**	**100%**

In figure N° 2 the majority of the respondents were between 20 and 40 years old with a percentage of 40%.The least percentage 20% represented by those aging between 40 and 50 years. The category aging between 20 and 30 years refers to young teachers who have recently joined the sector of education. The second category is of those between 30 and 40 years, most of them are young adults, meaning that they have some years of working experiences. The third category of those aged between 40 and 50 years represents experts in the domain of education with long experience who can offer guidance and advice.

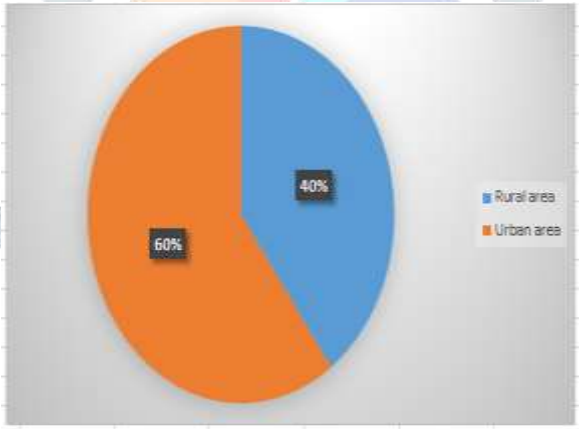

Figure 3: Working Place of Teachers by Location of Schools

School Location	**Number**	**Percentage**
Rural areas	10	40%
Urban areas	15	60%
Total	**25**	**100%**

The figure above N° 3 shows the working place of the respondents by their school location. We find that 60% of teachers work in urban areas, while 40% work in rural areas. The results reveal that the numbers of teachers who work in urban areas represent the majority in this study.

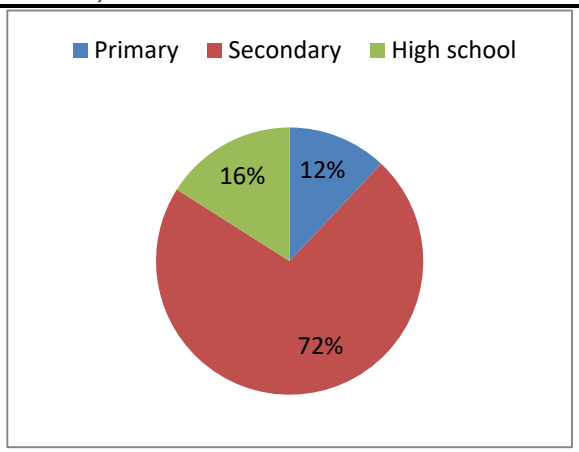

Figure 4: Distribution of Teachers According to the Level they Teach

Level	**Number**	**Percentage**
Primary	3	12%
Middle School	18	72%
High school	4	16%
Total	**25**	**100%**

Figure N°4 indicates the levels taught by respondent teachers, namely primary, middle-school and high school. For primary level, respondents are 12%, and for middle-school we have 72%, while for high school there are 16%. Both levels of primary and high school represent a minority in the study population, while middle school level represents the highest percentage. This high percentage can be explained as an indicator of secondary school teachers' interest in the subject matter of this research.

B- Planning and Management of Distance Learning:

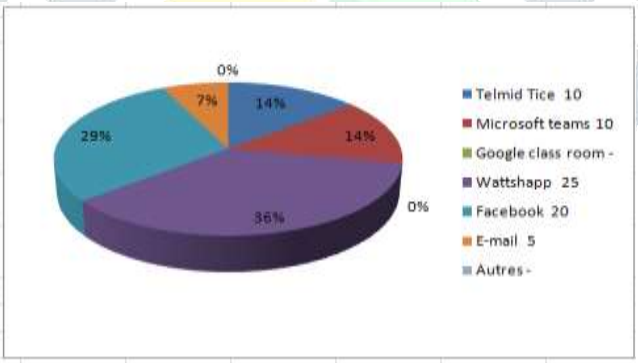

Figure 5: Tools and Means Used by Teachers in Distance Learning

Tools	**Respondents' Answers**	**Percentage**
Telmid Tice	10	14%
Microsoft Teams	10	14%
Google Classroom	-	0%
WhatsApp	25	36%
Facebook	20	29%
E-mail	5	7%
Others	-	0%
Total	**70**	**100%**

In the light of figure N°5, interactive courses through social networks; WhatsApp and Facebook were the dominant tools used by teachers to ensure the teaching process continuity with a percentage of 36% with WhatsApp, and 29% with Facebook. For Platforms 'Telmid Tice' was used with a percentage of 14% and Microsoft Teams was used with a percentage of 14%. Some teachers referred to E-mail exchange with their students with a percentage of 7% while no tools were used like Google Classroom.

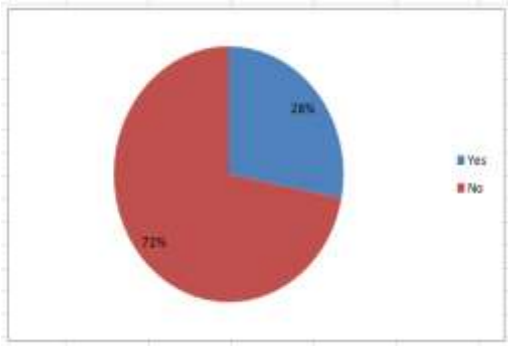

Figure 6: Teachers' Satisfaction with Distance Learning

	Number	Percentage
Yes	7	28%
No	18	72%
Total	**25**	**100%**

The figure above N°6 illustrates the degree of teachers' satisfaction with their teaching experience within distance learning. It is clear that 72% of teachers expressed their dissatisfaction with their teaching in distance learning, while 28% were satisfied with their experience of teaching in distance learning.

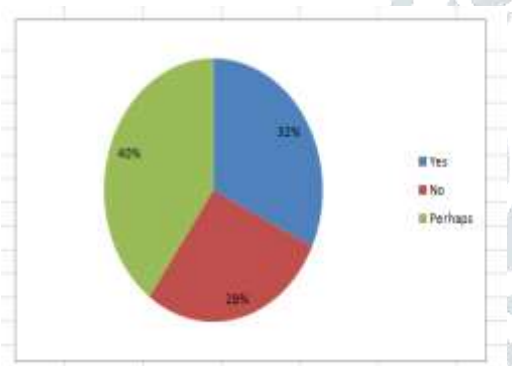

Figure 7: Distance Learning in the Future and Teachers' Motivation

	Number	Percentage
Yes	8	32%
No	7	28%
Perhaps	10	40%
Total	**25**	**100%**

Figure N°7 indicates teachers' degree of motivation to adopt distance learning in the future. 40% of respondents expressed their motivation to work with distance learning paradigm in the future using the option of 'perhaps' adding a condition of provision of technological equipment to justify their answers. Furthermore, 32% responded with 'yes' justifying their choice in their will to diversify their modes of teaching. Others chose 'no' with a percentage of 28%, which means that they are no longer motivated to work with distance learning as a mode of teaching.

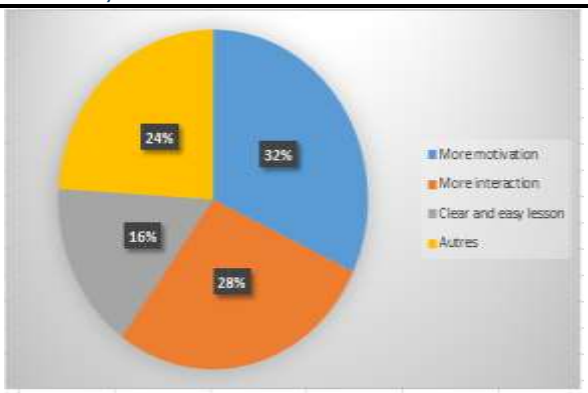

Figure 8: The Advantages of Distance Learning

	Number	Percentage
More motivation	8	32%
More interaction	7	28%
Clear and easy lesson	4	16%
Others	6	24%
Total	**25**	**100%**

From figure N° 8, the advantages of distance learning which teachers witnessed during their experience, 32% chose more motivation and 28% selected more interaction of students the percentage of 24% added new elements, mainly more communication with students, diversity of resources, learning with enthusiasm, availability of courses engaging shy students and working at ease. For the rest 16%.They are for the clarity and easiness of lessons.

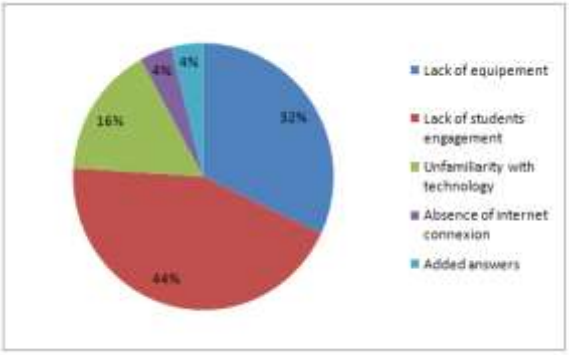

Figure 9: Obstacles in Distance Learning

C. Obstacles and Suggestions:

	Number	Percentage
Lack of equipment	8	32%
Lack of students engagement	11	44%
Unfamiliarity with technology	4	16%
Absence of internet connection	1	4%
Added answers	1	4%
Total	**25**	**100%**

There are several impediments that impede teachers from offering distance courses, as illustrated in figure N° 9. The first factor is a lack of student participation, which accounts for 44% of the total. The second point is that there is a lack of equipment, which accounts for 32% of the total. Furthermore, 16% of people are unfamiliar with new technology. Finally, 4% cited a lack of an internet connection as a hindrance, while another 4% cited all of them as an impediment.

V. Results' Analysis and Discussion

This section analyses the findings of the teachers' perspectives on distance learning as it was practiced and problematized during the partial lockdowns in 2020-2021. I present findings analyses from the online questionnaires. First of all, owing to the participants in this qualitative research, we have gathered a rich data embodied in 25 respondent teachers. Thus, we can notice that the majority of the respondents are females which mean that they do not hesitate to offer their help as well as their interest in the subject matter of this research. For the age, participants between 20 and 40 years old make the greatest number among the participants. Therefore, we can say that young adults represent a sense of motivation, enthusiasm and energy, which are good characteristics of this new generation of teachers. Furthermore, the mix of participants of varying ages provides a sense of harmony and sharing of experience, particularly among the teachers between the ages of 40 and 50. This study balances the working circumstances of teachers in Moroccan public schools according to the school location, whether rural or urban. Also, at the levels they teach, they assist us in gaining a holistic perspective of different school education levels; nonetheless, the number of participants from elementary and high school levels was insufficient to allow for generalization of results. Another key factor in this study is the tools and methods employed by teachers during the epidemic in online learning. The majority affirmed their usage of social networks such as 'WhatsApp' and 'Facebook' since both teachers and students are familiar with those Apps; they found them simple and straightforward to use for their students. Other teachers, on the other hand, used institutional platforms, primarily 'TelmidTice' and 'Microsoft Teams', to stay in touch with their students and assure the continuation of the learning and teaching process. It is critical that teachers are satisfied with their distance learning experience during the epidemic. More than half of the respondents expressed dissatisfaction with their experience delivering a distant course for a variety of reasons, including a lack of prior experience in distance learning, the Ministry of Education's abrupt adoption of distance learning, and unfamiliarity with technological tools. As a result, teachers were dissatisfied with their initial encounter and felt they might have provided more. Meanwhile, some teachers felt they performed their best in distance learning and indicated pleasure with the experience, maybe because they encountered no difficulties. Distance learning, according to participants, can be utilized as a supplement to traditional learning in the future. The majority acknowledged their willingness to work within the distance learning paradigm if certain requirements were met, such as having the requisite technical equipment at work and having access to training sessions on the usage of platforms and ICT in general. Many teachers are persuaded that the benefits of distance learning on the learning process outnumber those of their previous experience. Many of our responders feel that motivation is the most important benefit on the list. Following that, we have interaction between teachers and students, as well as lesson clarity. While some instructors were able to add more benefits to the list, this is a commendable idea. Nothing is flawless, especially when it comes to distance learning in Moroccan public schools for the first time. The majority had an issue with student engagement, which indicates that students were unable to follow their lessons via distance learning for a variety of reasons that will be studied in future study. In addition, a lack of equipment, computers, and internet access in schools, as well as teachers' unfamiliarity with new technology, were common challenges that made it difficult for teachers to work comfortably during the pandemic.

A. Teachers' Suggestions to Improve Distance Learning in Public Schools

Public school teachers suggested the following to improve distance learning in public schools during COVID-19 pandemic:

- More training in technological tools
- Train teachers to create interactive lessons in special platforms.
- Provide ICT in all schools
- Provide computers plus internet connection
- Provide free connection for poor students
- Create a simple and efficient platform for every body
- Teachers in online learning should give attention not only to excellent students
- Teachers should double their effort to help students to understand their lessons very well.
- Facilitate access to internet and technological tools
- Create well-equipped classrooms in schools for more practice of online courses
- Train teachers on how to teach online (more platforms and Apps that can be used)

B. Limitation of the Study

The researcher aimed to shed light on how teachers coped with distance learning by asking different questions and providing them the opportunity to discuss their experiences with it while taking into consideration different school subjects in different schools. The answers to these questions should provide some insight into what is happening in educational institutions during the COVID-19 pandemic. Additionally, the online questionnaire allowed participants to share their thoughts and feelings. Regarding the study's limitations, only Kenitra teachers were contacted to complete the online questionnaire. During the COVID-19 pandemic, the teachers were chosen at random from rural and urban areas in the Kenitra district. In the future, this study might be generalized to include various cities in Morocco as well as alternative research methodologies, such as interviews and focus groups.

C. Recommendations

From the previous analysis of the findings, we suggest the following recommendations:

- Providing necessary technological tools in all schools in both urban and rural areas including free network connection.
- There must be more training programs in ICT, plus in the use of platforms for teachers of all levels.
- Creating digital libraries with free access to students.
- Encouraging teachers to create new interactive lessons.
- Establishing program awareness campaigns for students as well as parents and teachers via conferences, media and official documents to adopt distance learning in Moroccan educational system.
- Introducing informatics at an early age, especially at primary school level.

Conclusion:

Morocco, like all other countries affected by the Covid-19 pandemic, has implemented a variety of measures as preventive and anticipative action to avoid the Coronavirus's catastrophic expansion. To cope with the repercussions of this epidemic, several educational initiatives and activities have been adopted. The goal of this case study research is not to identify flaws of our Moroccan educational system, but to help stakeholders detect weaknesses and find appropriate remedies to promote learning in public schools, as well as pave the way for future research on distance learning and teachers' willingness to work with it in the future. Also, to rehabilitate public schools to keep up with the rapid growth of technology. Online learning refers to education that takes advantage of Internet technologies. Within the last several years, it has transformed the paradigm of traditional education by allowing education to be flexible without being constrained by distance, place, or time. To improve the learning process and interactions between teachers and students in online learning, the most recent technology must be employed. Online learning also keeps costs down without reducing the quality. Teachers must be able to innovate in their pedagogical techniques and instructional materials in order to impart their learning to students. Disruption and innovation are critical in assisting students to accept distance learning. Implementing online learning necessitates the use of technology such as computer equipment, software, and the Internet, as well as the necessary processes to carry out distance learning. It can also make use of adaptable technology like smartphones (El Firdoussi et al, 2020). The Ministry of Education, school staff, families and stakeholders should all collaborate to ensure the continuity and development of the distance learning paradigm as a successful and gratifying experience not just now, but also in the future.

References:

[1] Ahmed Ouzzi (2020). Ataalim an Buad: Almafhum, Aladawat, wa Alistratijiyat. Majalat Ulum Attarbiyya : dawriya Maghribiya Fasliya Mutakhasisa. Aladad 73: Rabat

[2] Coreen Sears (1998). Second Language Students in Mainstream Classrooms: A Handbook for Teachers in International Schools. Parents' and Teachers' Guides 2: England

[3] Standard for Foreign Language Learning : Preparing for the 21st century. (1996). Yonkers, NY: American Council on the Teaching of Foreign Languages

[4] Rahali, K et al. (2020). Ibn Tofail University students' satisfaction evaluation towards distance learning and its impacts on the students' mental health during the Covid 19 Confinement. Bangladesh Journal of Medical Science, Vol : 19 Special Issue on Covid19

[5] Bülow, M. W. (forthcoming). Designing synchronous hybrid learning spaces: Challenges and opportunities. In E. Gil, Y. Mor, Y. Dimitriadis and C. Köppe (Eds). Hybrid Learning Spaces. Springer

[6] Elmendili, S., & Saaidi, S. (2020). The Distance learning practices in Moroccan universities in the coronavirus era: Case of Mohammed V University in Rabat. The Journal of Quality in Education, 10(16), 71–102. https://doi.org/10.37870/joqie.v10i16.228

[7] El Firdoussi, S., Lachgar, M., Kabaili, H., Rochdi, A., Goujdami, D., & El Firdoussi, L. (2020). Assessing distance learning in higher education during the COVID-19 pandemic. Education Research International, 2020

[8] Gossenheimer AN, Bem T, Carneiro MLF, de Castro MS (2017) Impact of distance education on academic performance in a pharmaceutical care course. PLoS ONE 12(4): e0175117. https://doi. org/10.1371/journal.pone.0175117

[9] Bachiri, H., & Sahli, R. (2020). The Need of Distance Learning in the Wake of COVID-19 in Morocco: Teachers' Attitudes and Challenges in the English Foreign Language Instruction. International Journal of Language and Literary Studies, 2(3), 240-256. https://doi.org/10.36892/ijlls.v2i3.326

[10] Dolidze, T. Effects of distance learning on English language learning / Procedia – Social and Behavioral Sciences 70 (2013), pp. 1438 – 1441.

[11] Guerra, J. Web-based language class activities: contexts of uses and background methodologies / Procedia – Social and Behavioral Sciences 83 (2013), pp. 117-124.

[12] Omelchenko, I. V. (2020). Advantages and disadvantages of distance learning. Herald pedagogiki. Nauka i Praktyka, 5(55), 17-52.

Websites:

[1] [1]Taken from this website: https://www.britannica.com/topic/distance-learning

[2] [2]Translated from Arabic into English from this websites:

https://www.hespress.com/%D9%85%D8%AC%D9%84%D8%B3-%D8%A7%D9%84%D8%AD%D9%83%D9%88%D9%85%D8%A9-%D9%8A%D8%B5%D8%A7%D8%AF%D9%82-%D8%B9%D9%84%D9%89-%D8%AA%D9%86%D8%B8%D9%8A%D9%85-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D8%B9-850322.html

[3] [3]Translated from Arabic into English from this website:

:https://www.alaraby.co.uk/society/%D8%A7%D9%84%D9%85%D8%BA%D8%B1%D8%A8-%D9%8A%D8%AF%D8%B9%D9%85-%D8%AE%D8%B7%D8%B7-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%85-%D8%B9%D9%86-%D8%A8%D8%B9%D8%AF-%D8%A8%D8%AA%D8%B7%D8%A8%D9%8A%D9%82%C2%A0%D8%B0%D9%83%D9%8A