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**| RESEARCH ARTICLE**

## **Computer-Assisted Language Learning: Pros and Cons from the Perspective of Moroccan EFL Instructors**

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**| ABSTRACT**

The fast advancement of technology has profoundly impacted how we live, work, and even learn. In the education sector, technology plays a significant role as it has transformed the traditional methods of teaching and learning processes. Computer-assisted language learning and teaching is a concrete example of how technological development has revolutionised the field of education. Computers are incredibly powerful teaching instruments that can support many learning objectives. Therefore, the current study aims to investigate Moroccan high school teachers' perceptions about the potential pros and cons of computer technology in learning English as a foreign language (EFL). To attain the study's objective, the researchers employed a self-developed online questionnaire involving 112 participants. The research results indicate that EFL instructors in Fes-Meknes, Morocco, have positive perceptions regarding implementing CALL in their classrooms. The results suggest that the programs can motivate the learners, enhance their confidence, motivate them, and allow access to diversified educational material. Still, constraints related to financing, uneven access to technology, and scarcity of professional training for teachers are hindering the full implementation of CALL. The research recommends improving financial investment in the educational field, guaranteeing impartial access to technology and providing human resources with professional training to ensure the effective integration of CALL.

**| KEYWORDS**

CALL, cons, Fès-Meknes region, high schools, Morocco, pros

**| ARTICLE INFORMATION**

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### **1. Introduction**

Technology is now predominant. It is employed in all facets of our life. Computers have various pedagogical features employed in teaching languages worldwide, impacting how we see teaching and learning processes. According to Gündüz (2005), by the end of the 20th century, computer-mediated communication and the Internet had changed how people used computers to learn languages. Computers are now tools for information processing and transmission as well as information processing and display. Language learners can now communicate simultaneously and smoothly with speakers of the target language anywhere in the world thanks to the Internet. For many language learners, the computer has become vital to their language-learning journey. Instead of learning by utilising traditional methods, learners are very comfortable learning with the assistance of computer technology as S.K.Kharade (2022) states:

Learning a language through more traditional means was never able to fulfil the requirements of the students or live up to the standards of what was expected of them in terms of how well they could communicate in that language before the advent of technology. (p.137)

Computer technology has played a significant role worldwide in teaching and learning. As Lockard et al. (1997) state, "*the computer is an inescapable component of changes now facing education in the United States, indeed throughout the world*" (p. 4). Though most teachers throughout the world still use chalk and blackboard in their classrooms, CALL is used routinely in language instruction in highly developed countries, such as the USA, Japan, and Western European countries, to offer additional practice with grammar and problem-solving, as well as the four abilities of writing, reading, speaking, and listening. (Gündüz, 2005)

The Moroccan government has gradually invested in some public schools by providing computers and Internet access to cope with the digital era and smooth the learning process. Morocco's Ministry of National Education has acknowledged the significance of CALL (computer-aided learning) implementation in classrooms. This is clearly stated in the official documents and the interviews conducted with the minister of education in various magazines and newspapers. Additionally, there are some governmental programs whose aim is to familiarise students with computer literacy. Similarly, a small group of educators from various lycées (high schools) in Morocco have been chosen, and they have received some basic training to enable them to take charge of creating a few programs that are designed to help teachers and students use the computers that are available in a variety of courses. These official actions are a component of the ministry's global project. (Hassim, 2001)

Integrating computers in EFL in Moroccan high school classrooms is essential as the new technology may motivate the learners to enhance the four major skills. However, many factors may hamper the success of CALL integration in Moroccan educational institutions. A study by Ismaili (2022) states that several factors make integration in Morocco's EFL classes difficult. The teacher's attitude and ambivalence about utilising technology are considered interior characteristics. However, the absence of ICT facilities and equipment is strongly linked to exterior elements at the high schools of Morocco.

This study aims to scrutinise the EFL instructors' perception of integrating technology in the English as a Foreign Language (EFL) curriculum in Moroccan high schools by conducting a questionnaire as a data tool to generate accurate and objective findings about the subject matter. The current research took different Moroccan high schools, mainly in the Fes-Meknes region, to detect instructors' perspectives about the pros and cons of integrating CALL in Moroccan educational institutions. Therefore, this study aims to answer the following research questions:

- What are the main pros of integrating CALL into Moroccan educational institutions?
- What are the main cons of implementing CALL in Moroccan educational institutions?

## **2. Review of Literature**

### **2.1 What is CALL?**

Different scholars offer various definitions of CALL. Beatty (2010) defines Computer-Assisted Language Learning (CALL) as learning a language on a computer that can take the form of direct instruction in the form of scheduled lessons or extracurricular activities related to language study but advance language awareness and acquisition. Occasionally, computer programs meant to teach disciplines other than language—like mathematics—fall under the purview of CALL if their programming language has been made more understandable or otherwise adapted for non-native speakers. CALL is a term utilised by teachers and students to describe the usage of computers as part of a language course. (Hardisty & Windeatt, 1989). According to Jones & Fortescue (1988), the traditional definitions of CALL are unjustified, and they describe the computer as a versatile teaching tool that both teachers and students can use in and outside of the classroom for various motives and in several methods. Like any other teaching tool, computer use must be integrated with regular classroom activities, and CALL lessons must be meticulously organised, just like other courses.

Since CALL encompasses many activities, describing it as a single concept or straightforward study objective is challenging. The scope of CALL has expanded to include concerns about instructional methods, technology, pedagogical theories, and material design. Materials designed specifically for language learning and those that use pre-existing computer-based, video and other materials can be used for CALL. Nevertheless, among so many divergent approaches, it is imperative to try analysing CALL practice to provide context for the broad approaches that have been tried and failed in computer-assisted language learning. The computer is frequently used to support or research teaching and learning, and CALL is intimately tied to many other disciplines. For instance, CALL is increasingly used in research and practice related to more specialised areas like learning autonomy and the general skills of speaking, writing, listening, and reading. (Beatty, 2010, pp.8-11)

In general, CALL refers to the sets of instructions that must be entered into the computer in order to be able to function in the language classroom. CALL does not relate to a teacher using a computer to type out a worksheet or a class roster or to prepare his or her instruction alone. Hardware is the term for any equipment used with a computer, such as the computer itself, the keyboard, the screen (or monitor), the disc drive, and the printer. Hardware is the first significant element involved in the operation of computers. The second component is software, or computer programs, which are the sets of instructions that a computer employs to alter data such as word- -processing (e.g., to write a letter), programs or a video game (Belmekki & Ibrahim, 2014)

Computer-Assisted Language Learning may be defined as the search for and study of computer applications in language teaching and learning. Even though the name is relatively new, CALL has been known for around the last thirty years in the academic literature. With its interdisciplinary nature, the subject originated from early attempts to find instructional or teaching uses for computers in various subject areas. Eventually, the depth of knowledge and breadth of applications in language learning led to the construction of a more specialised field of study. The development of the computer and its succeeding inventions have made CALL possible. Because of this, the characteristics of CALL at any one time mostly reflect the state of technological development. Developers opted toward numerical applications because they were more immediately compatible with the computer's operations in the early days when they could only access giant mainframe computers and had to learn machine language to program them. Computers have become quicker, smaller, and easier for non-specialists in recent years. (Levy, 1997)

Computers have been utilised for learning and teaching languages since the late 1960s, meaning that Computer-Assisted Language Learning (CALL) is roughly a half-century old. (Ahmed, 2022, p.2). Warschauer and Healey (1998) divided the historical development of the CALL field into three major stages: behaviouristic CALL, communicative CALL, and integrative CALL. Behaviourist learning theories influenced the first stage, and it regarded computers as a "*mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace*" (p.57). At this stage, CALL pedagogy was characterised by repetitive drill-and-practice exercises.

As personal computers advanced and behaviourist learning theories lost their influence and power, CALL shifted toward the communicative stage in the late 1970s and early 1980s. Activities for teaching and learning emphasised language use over language itself. Therefore, the communicative stage of CALL "*corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development*" (Warschauer & Healey, 1988, p.57). In the early 1990s, some critics criticised the traditional methods of computer use, such as taking students to computer labs once a week. Additionally, second language acquisition experienced a growing concern about communicative approaches to learning and teaching. Thus, many researchers and teachers began from a cognitive approach to a sociocultural approach to communicative language teaching (CLT). (Ahmed, 2022). This headed to the integrative stage of CALL, which is viewed as "*both to integrate various skills (e.g., listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process*" (Warschauer & Healey, 1998, p.58)

## **2.2 Previous studies on the advantages of CALL**

Many studies have been done on the advantages of computers and advanced technologies in English Language teaching and learning. Lee (2000) confirms that Computer-Assisted Language Learning (CALL) increases motivation in students as fun and games are brought into the classroom. In addition, with the aid of computers, instructional materials could have new uses. In a classroom without computers, students have no control over how the content is delivered; nevertheless, computers may modify their instructions to match the needs and demands of individual learners. (Morris, 2005)

Baytak et al. (2011) studied technology's effect on learners. The findings generated from this study confirmed that learners enhanced their learning by integrating technology into their classes. The researchers highlighted that technology made learners 'learning journey interesting and interactive, increasing their motivation, engagement, and interpersonal communication. A study by Mutlu (2013) revealed that computers and the internet helped students improve their language learning strategies. Moreover, technology motivates the learners during the learning process and develops learning autonomy, which means that learners are the first to be responsible for their learning journey.

Reinders and White (2010) argued that by using computers and software, CALL materials seek to apply the concepts of learning theories. One example of a process that can motivate students is incorporating games. It is asserted that students who use computers acquire a language using more genuine and authentic resources. Furthermore, they revealed that the main benefit of CALL materials is that they make it easier for learners to interact and use language. Linguists believe learners might become aware of the gaps between their language and the language they wish to learn by developing it.

Sabzian et al. (2013) and Mouza (2008) confirmed that one of the major advantages of employing technology in language classes is the improvement in collaboration between instructors and learners. When teachers allow learners to assist and contribute to the teaching process, learners' confidence might upsurge. Learners are allowed to reaffirm beliefs and skills they have already acquired. Because they have had plenty of time to become proficient with technology, learners can assist teachers in integrating it into the classroom while teachers focus on instructing.

Peregoy and Boyle (2012) researched using technology to enhance students' writing and reading abilities. The study's findings showed that technology tools improve students' reading and writing abilities because they are more user-friendly and allow faster, more effective learning. The study also revealed that students learn more efficiently using technology tools instead of traditional teaching methods. The Internet created a conducive learning environment and a new platform where students could easily access instructional materials.

Scholars have explained that using technology in language learning and teaching has many advantages, including improving learners' self-confidence and encouraging them to be autonomous by relying on themselves during the learning process. Moreover, integrating technology into language learning and teaching makes learning more interesting and interactive. In addition, it contributes to the rise of students' motivation.

### **2.3 Previous studies on the disadvantages of CALL**

Although computers have a significant role in language learning, CALL has some major disadvantages. The software does not administer the lesson for the teacher, and computers are ineffective at teaching themselves. The instructor can modify, enhance, and make up for program flaws. Learning a piece of CALL software can take longer than learning a textbook since the learner must work through the material rather than merely skim it. In order to use the computer lab and the medium effectively, the teacher needs to feel at ease. Employing the right program for the learners' level is also essential. (Higgins, 1988).

Hani (2014) researched the benefits and barriers of computer-assisted language learning and teaching in the Arab world. The study's findings revealed various disadvantages of CALL, such as the inadequate number of computers in educational institutions, technical issues during the sessions, teachers' lack of computer skills, time-consuming, and the possibility of imposing a financial burden on educational institutions.

Gündüz (2005) summarises the drawbacks of CALL into the following:

- Learners without experience using the keyboard may waste valuable time identifying how to print their responses.
- Working with computers for a long time can lead to isolation that may affect the development of normal communication between the learners, which is an important objective in any language lesson.
- Computers are not appropriate for all the activities that go on in the class.
- Computers cannot manage unanticipated happenings and uncertainty.
- Computers cannot conduct open-ended dialogues or give feedback to open-ended questions.
- The time and effort needed to create CALL programs may be significant, raising doubts about their affordability and efficacy. Proficiency in the intended field, instructional expertise, and prior computer knowledge are prerequisites.

According to AbuSeileek (2012), computers can be costly, and newer models replace older ones quickly. Even though the cost of computers has decreased, most individuals cannot afford the older models since they break down quickly and need replacing. Schools and universities face a significant dilemma because they cannot afford to buy many computers to keep up with newer versions. With the constant advancement of technology, computer hardware, software, and applications must also be updated. This increases the burden on instructors and students to stay updated with emerging technologies. Certain academics contend that CALL exacerbates educational expenses and undermines educational fairness. Some scholars argue that CALL increases educational costs and damages education equity. When computers became a basic requirement for students to buy, low-budget schools and low-income students usually could not afford computers. It will cause unfair educational conditions for poor students and schools.

Tatiana Dina and Ciornei (2012) confirm that the primary issues with CALL appear to be technical and economical. Financial issues arise from the price of purchasing computers, software, phone lines, and other items. Technical issues arise when computers cannot manage unexpected circumstances, just as teachers can because of artificial intelligence limits. Additional issues include the need for training for teachers and students to gain the ICT fundamentals necessary to operate a computer; without it, students may become dissatisfied rather than motivated to learn, and teachers may refuse to employ a technology they cannot use. Besides, CALL can lead to the deterioration of the teacher's role in the learning process. In other words, extreme individualisation of learning can lead to denial of the teacher.

Undoubtedly, CALL has various positive aspects. However, several obstacles hinder the success of CALL in teaching and learning any second or foreign language. As clearly stated by scholars and researchers, the major disadvantage is inequality in accessing technological devices, as not all schools and students have equal and suitable educational conditions. CALL also raises financial problems as it imposes a burden on educational institutions. Moreover, there is a lack of experience in using technological devices, a weakening of the teacher's role during the educational process, and a lack of interaction between learners and their instructors.

### 3. Methodology

The topic under scrutiny necessitates the employment of quantitative methodology. The nomination of quantitative methodology is based on its characteristic of practicality in providing reliable outcomes (Mohammed Boukranaa et al., 2024a). The researchers opted for this methodology to attain precise statistics. It is a purposeful methodology for studying and investigating questionnaires and surveys. Furthermore, it enables the researchers to gather vast amounts of statistics and data in the shortest periods (Mohammed Boukranaa et al., 2024b). The current research findings were accumulated through a questionnaire shared with high school EFL teachers in the region of Fes-Meknes in Morocco. The researchers used various platforms to reach the research participants; some respondents received the questionnaire through their emails, while others received it through social media platforms such as WhatsApp and Messenger.

The adopted questionnaire in this research is split into two main sections. Before the participants answered the questionnaire, a text that clarified the reasons behind it and its constituents was presented. The respondents were all informed that their responses would remain confidential and anonymous; all respondents were asked to show their agreement or disagreement to participate in the survey in written form. The questionnaire section concerns demographic variables such as age and gender and EFL teachers' experience with CALL in their classrooms. The second section is dedicated to getting statistics about the advantages and disadvantages of integrating CALL in EFL classrooms in Morocco's Fes-Meknes region.

### 4. Research Procedures

To save time and reach as many researcher participants as possible, the questionnaire was developed using Google Forms. The questionnaire was shared with the respondents on January 3, and the researchers decided to stop reserving answers on February 26. The researchers received 112 filled-out forms. The researchers ensured that all respondents agreed to participate willingly and knew their participation would be confidential to get authentic and spontaneous responses.

### 5. Results and discussion

#### 5.1 Demographic variables

Demographics	Gender		Age Category			
	Female	Male	23-30	31-40	41-50	51-60
Frequency	58	54	62	27	15	8
Percentages	51.8%	48.2%	55.4%	24.1%	13.4%	7.1%
<b>Total</b>	112					

**Table 1:** Participants in the study and the integration of CALL

All the participants in this study are from Fes-Meknes, Morocco. 112 EFL teachers contributed to the development of this research. As the table above suggests, 58% of the research respondents were female, while 48.2% were male. The authors concentrated on EFL teachers working in high schools in urban areas because technological tools and instruments are hardly integrated into high schools in rural areas due to financial constraints. Furthermore, the research did not cover high schools in urban areas needing technological instruments to integrate CALL. However, EFL teachers who have access to the necessary technology but chose not to integrate CALL into their classes were covered by the research in order to get their points of view and investigate their perspectives and arguments.

Hence, the issue of CALL's integration in EFL classrooms will be covered from all sides. The pros and cons perspective will be studied in this research by analysing the advantages and disadvantages of the perception of EFL practitioners. The questionnaire was shared with EFL teachers from different age categories; however, most respondents are young. The findings derived from the research questionnaire suggest that 55.4% of the participants are between 23 and 30 years old, meaning that these teachers have either just graduated or have less than ten years of teaching experience. 24.1% of the participants in the study are aged between 31 and 40 years old, and 13.4% are between 41 and 50 years old. In comparison, only 7.1% of the participants are aged between 51 and 60 years; based on the study of the age category, it can be understood that the young generation of teachers is more interested in integrating technology in the form of CALL in their classrooms while older generations of teachers are not interested in the topic.



Figure 1. Integration of CALL in the teaching practices.

The participants in the research were also asked whether they integrate CALL in their teaching practices, as suggested by the diagram below. 75.9% of the participants, which counts for 85 teachers, suggested that they integrated CALL into their classrooms. In comparison, 24.1% of the respondents stated that they do not integrate such technology and learning instruments in their teaching practices. Thus, we can deduce that the question of integrating CALL in the daily teaching practices of EFL teachers is not only affected by age or the availability of technology but also by personal preferences and perceptions.

**5.2 Results**

The participants were asked to show either their agreement or disagreement on ten statements to study the pros and cons of CALL integration in EFL teaching practices. The statements are divided into two categories. The first category is for the pros of CALL, composed of five statements, while the second category is composed of 5 statements about the cons of CALL. All the statements and the diagrams resulting from the questionnaire were turned into a table below to facilitate the reading and comparison process and save space in the article that will be used for the analysis and discussion of the data.

Items	Agree	Neutral	Disagree
1. CALL provides strong motivation for learning	83%	16.1%	0.9%
2. CALL improves personal confidence	83%	13.4%	3.6%
3. CALL gives the students control over their learning and individualising their needs accordingly	81.3%	10.7%	8%
4. CALL is a resourceful tool because it gives students constant access to plenty of materials.	78.6%	16.1%	5.4%
5. Integration of a variety of multimedia such as animation, videos, sound and graphics can create an authentic, meaningful language learning environment	83%	9.8%	7.1%
6. CALL can raises financial issues related to costs of the acquisition of computers, software, and other expenses	99.1%	0.9%	0%
7. CALL can raise the issue of inequality in accessing technology and the internet	100%	0%	0%
8. There is a fear that CALL might isolate students from social activities.	94.6%	3.6%	1.8%
9. A lot of EFL teachers still lack training and skills in using the CALL	53.6%	22.3%	24.1%
10. Deterioration of the teacher's role in the learning process	51.8%	18.8%	29.5%
Valid N (listwise)	112		

Table 2. Pros and Cons of CALL integration in the EFL educational practices.

Computer-assisted Language Learning (CALL) is currently perceived as a crucial medium in EFL classrooms since it provides various benefits for the instructors and the students. English is taught as a foreign language in the region of Fes-Meknes in Morocco, and using CALL to teach it holds the promise of developing the language learning process. The integration of CALL has many benefits, challenges, and implications.

### **5.3 Discussion**

#### **5.3.1 Pros of CALL integration in Fes-Meknes High Schools**

The results of the questionnaires reveal key findings concerning the benefits of CALL integration in EFL classrooms in the region of Fes-Meknes. A percentage of 83% of the respondents stated that they believe that CALL provides strong motivation for learning, 16.1% preferred to stay neutral while a very low percentage of 0.9% disagreed on the matter; the high percentage of the participants agreed on the statement enhances the belief that motivated learners engage in the lessons, participate in classrooms activities and are more likely to achieve exceptional learning outcomes.

Additionally, another 83% of the questionnaire's participants believe that CALL has the potential to improve the learners' confidence, the high percentage of respondents agreeing on the matter is encountered by a very low percentage of participants who disagree on the matter (3.6%) and those who choose to remain neutral (13.4%). Personal confidence is vital for language production and communication, especially regarding the productive skills of speaking and writing, as both require focus, confidence, creativity and improvisation; these factors can only be shown by learners with a high level of self-confidence. The result of feeling confident is a learner who can develop her/his abilities and is more likely to venture by taking the risk of using a foreign language in authentic contexts, leading to the improvement of competence and performance.

Furthermore, a percentage of 81.3% of the participants agree that CALL provides the learners with control over the learning process and allows for the individualisation of their needs and wants. 10.7% of the participants favoured staying neutral. In comparison, 8% disagreed with that statement, which can be explained by the fact that these EFL teachers have not experienced CALL as a medium of instruction or prefer the traditional form of education that gives the teacher more control over the learning process and practice. The high percentage of respondents agreeing on the matter is a practical hint at CALL's potential to accommodate various learning preferences and styles. Moreover, by providing the learners with control over their learning experience, CALL can satisfy the individual needs of all learners and boost the overall effectiveness of the learning and teaching practice.

The data deriving from the fourth statement in the table shows that 78.6% of the participants agree that CALL is a resourceful tool because it gives students constant access to plenty of materials; the high percentage of respondents agreeing with the fourth statement is opposed by a percentage of 16.1% of the participants who favoured to remain neutral and 5.4% who disagree. This indicates that most participants believe CALL is a game changer in providing learners with a wide range of learning material. This point of view aligns with advantages commonly associated with CALL, such as accessing electronic textbooks, online resources, multimedia content and interactive exercises. According to the results of the questionnaire, the learning experience is enhanced, and CALL aids independent learning.

Moreover, integrating a variety of multimedia such as animation, videos, sound, and graphics can create an authentic, meaningful language learning environment in CALL, which is perceived positively by the research respondents. 83% of the participants agree with the fifth statement in the table, 9.8% are neutral, and 7.1% disagree. The employment of multimedia in EFL classrooms is commonly believed to be efficient in engaging the learners and upgrading their understanding and retaining of language models. Animations, sound, graphics and videos can aid in creating a real context and authentic experience for language learning, which leads to a relatable and comprehensive teaching experience for the learners. The low percentage of neutral or disagree participants (9.8% and 7.1%) suggests a consensus among EFL instructors regarding the advantages of integrating multimedia in foreign language teaching and learning.

#### **5.3.2 Cons of CALL integration in Fes-Meknes High schools**

The data from the sixth sentence suggests that 99.1% of the respondents agree that CALL can raise financial issues related to acquiring computers, software, and other expenses. The high percentage of agreement suggests that most participants are aware of the financial burden that the integration of CALL can impose on resource-constrained regions such as the region of Fes-Meknes. The expensive cost of educational technology, including software, computers and other tools and equipment, can pose sophisticated obstacles that hinder the implementation of such technology in EFL classrooms. Generally speaking, public educational institutions in the region face budget issues that hinder them from investing in the technological infrastructure necessary to run CALL programs. Furthermore, implementing CALL requires other investments in upgrading the programs and maintenance. The low percentage of respondents who are neutral and disagree with the statement (0.9% and 0%) suggests that the EFL instructors are well aware of the financial burden that the implementation of CALL poses.

Statement seven reveals that 100% of the participants in the research believe that Computer-assisted Learning (CALL) can raise the issue of inequality in accessing technology and the internet. The undisputed agreement proves the prevalent fact among EFL

instructors in the Fes-Meknes region that CALL can aggravate standing disparities in technology and internet access. The digital divide refers to the gap between people who have the opportunity to access modern technology and those who cannot afford it. Regarding CALL, the digital divide can manifest in the inability to access the internet, own a computer, and even access digital resources. Learners from underprivileged backgrounds in the region under study have difficulty accessing technology and the internet, which puts them in an unequal position with their peers who can access all technological advancement.

Statement eight shows that 94.6% of the participants approve that there is a fear that CALL might isolate students from social activities. The questionnaire's result suggests a shared concern among EFL instructors in the Fes-Meknes region about the possible social implications of integrating CALL in EFL classrooms. The dread of social isolation originated from the widespread notion that excessive and unsupervised access to technology, such as the Internet and computers, led to limited face-to-face contact. This is a sincere apprehension because socialisation is instrumental in foreign language learning. Language acquisition is social by nature, and learners must practice and utilise the language in real-life situations. Most research participants share this concern, especially considering the relatively low percentage of participants who favour remaining neutral (3.6%) and disagree (1.8%). Nevertheless, it is worth noting that while CALL presents the danger of the learners' isolation, it can also be employed to advance collaboration and social interaction. For instance, CALL can ease group projects through online discussions, group activities and collaborative activities that encourage social integration and mingling.

The ninth item suggests that 53.6% of the participants agree that EFL teachers lack training and skills in using CALL, 22.3% choose to remain neutral, and 24.1% disagree. This result suggests that a noteworthy number of EFL instructor in the Fes-Meknes region reckon that it is necessary to introduce professional training to successfully implement and integrate CALL in the teaching practices in their institutions. The absence of training and effective skills in employing CALL obstructs its operative integration in the classrooms. CALL includes a diversified range of advanced technologies and teaching methodologies that require the instructors to undergo professionally specialised training to learn the vital skills that enable them to successfully integrate this technology into their lessons. The learners' learning outcomes may not be satisfactory if the teachers' employment of CALL is not adequately done. A percentage of 24.1% of the research participants disagree, suggesting that these instructors can use CALL because they have the necessary technological skills. Still, modern technology is in constant change, and ongoing training is mandatory to keep pace with new advances in technology in general and in CALL in particular. 22.3% of the responses were neutral, suggesting that there is uncertainty or ambivalence among EFL instructors concerning the training in employing CALL.

Furthermore, these responses may originate from various reasons. Some instructors may believe they have simple skills that enable them to deal with technology, but those skills are insufficient to integrate CALL effectively in their classrooms. While other EFL instructors fully agreed to implement CALL in their teaching practices, they were not allowed to undergo professional training.

The tenth item was concerned with the fear of the deterioration of the teacher's role in the learning process due to CALL. The data reveals that 51.8% agree, 18.8% are neutral, and 29.5% disagree. This data indicates that many research respondents are concerned with Call's potential effect on their teacher careers. This anxiety of human educators being replaced by technology may originate from fast and sophisticated technological advancement that started to compete with humans in doing tasks that were originally perceived to be the tasks of humans. 29.5% of the participants disagreed on item ten, which indicates that a significant portion of EFL instructors in the region of Fes-Meknes do not share the same fear, and they trust that CALL cannot replace them. Furthermore, they may believe that this technology can improve teaching practices.

### **5.3.3 Suggestions for an effective integration of CALL**

The table reveals important data about EFL teachers' perceptions in the region of Fes-Meknes concerning the integration of CALL. Based on the data shown in the table, numerous recommendations can be made to boost the implementation of CALL in the region under study. Firstly, dealing with the financial constraints of obtaining the software and the technology is important. Providing high schools with the needed budget to acquire the technology and access all essential resources, which includes signing partnerships with leading institutions and specialised organisations, can aid in enhancing the implementation of CALL and lessen the burden. Furthermore, plans should be initiated to guarantee that all learners have equal access to modern technology, which includes computers and the Internet. In other words, educational authorities can introduce computer laboratories inside the high schools or provide the learners with tablets and laptops that they can use in their homes. Furthermore, educational institutions can partner with local internet companies to provide learners with special packages.

Secondly, based on the table, EFL instructors must provide professional training to integrate CALL successfully into teaching practices. Professional training can be done continuously through online lessons, seminars, and workshops to develop the teachers' skills and include CALL in their teaching practices. Instructors should be encouraged to integrate CALL in their lessons since the incorporation of the new technology is essential to keep up with a world that is changing and evolving daily, and technology such as CALL enhances all four skills of listening, reading, speaking, and writing by using various interactive multimedia resources.



Thirdly, continued observation and assessment of CALL software and programs must be continued. Like any other technology, CALL is changing constantly. Hence, educators and professionals must always assess and evaluate the programs to locate areas that need improvement. Educational authorities must always monitor the technology by asking the instructors, the learners, and the parents for feedback. Furthermore, there must be cooperation and partnership between educational stakeholders, including policymakers, educators, and scientific researchers, to organise conferences and forums and create online communities to share experiences and ideas.

## 6. Conclusion

The inclusion of technology in education has constantly increased in the last two decades. The computer-assisted language learning (CALL) approach has gained significant attention and trust in foreign language teaching. It eases language learning, various tools and programs to facilitate the process of foreign language acquisition, motivates the learners and enhances their self-confidence, provides a range of materials that improve the teaching and learning process and, above all, encourages the learners' autonomy. Participants in the research conducted in the region of Fes-Meknes in Morocco agreed on the positive effect of CALL on teaching practice. The data suggest that CALL has the potential to motivate learners, enhance their confidence, and allow them to access various educational materials.

Nevertheless, the research also reveals that there are constraints and barriers to the implementation of CALL. Financial limitations, uneven access to technology, and the necessity for teacher professional training represent major obstacles to integrating CALL into the region's educational institutions. CALL programs must aim to balance and improve traditional education. The software is not meant to replace the human resources. This aim can be realised by creating CALL programs that complement the curriculum and the learning objectives to achieve better learning outcomes. Furthermore, CALL programs must be monitored and evaluated continuously to detect areas that need enhancement.

## 7. Research Limitations

The current research has certain shortcomings. First, there were only 112 participants who answered the questionnaire, which is insufficient to represent EFL instructors from various schools around Morocco as the researchers concentrate mainly on Fes-Meknes region. Therefore, it is not possible to generalise the results of this study. Second, the implementation of CALL in Moroccan schools is a significant issue. Therefore, it should incorporate students' viewpoints and Ministry of Education stakeholders. Regrettably, time limits prevented the current study from examining the problem from the viewpoints of other agents, such as administrators, teachers, and the minister of education authorities.

## 8. Recommendations

The current research tackles the pros and cons of implementing CALL in Moroccan schools from the perspectives of EFL teachers. Hence, it is advisable to include students' points of view to have a complete picture of the topic. Moreover, this study was limited to studying the major pros and cons of integrating CALL into Moroccan public schools. Nevertheless, it is highly recommended that the practical strategies that the authorities can employ in the Ministry of Education be tackled to activate the implementation of CALL in Moroccan educational institutions effectively.

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