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EFL TEACHING AND THE ISTE DESIGNER AND FACILITATOR STANDARDS: AN EXPLORATORY OUTLOOK

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Abstract:
Nowadays, scholars and researchers adhere to the prominent role information and communication technologies (ICT) play in education, particularly in language teaching. The International Society for Technology in Education (ISTE) has developed a set of standards that provide a framework for developing digital competencies among educators, students, administrators, coaches, and computer science teachers. In light of ISTE standards for educators, the present paper probes the roles teachers play with special reference to the designer and facilitator standards. The target population are EFL Moroccan high school teachers who work in the private sector in the Directorate of Marrakesh, Morocco. Through a quantitative analysis, findings indicate that the teachers in question generally fulfill their roles as ICT designers and facilitators. They adopt technology as a buttressing tool to install a learning-favorite environment. Plainly enough, they use technology-enhanced activities that promote student-centered learning. To a lesser degree, they facilitate collaborative learning and encourage the students to act globally by getting them engaged with the real world through technology. Likewise, this study discloses the existence of a symmetrical relationship between the mastery of internet/computer skills and the use-effectiveness of ICT tools, such as the interactive board and the data shown. In this respect, this study accentuates how adequate training and professional development-bound upskilling can truly promote the target EFL teachers' digital competencies and help them live up to their roles as ICT designers and facilitators.

Keywords: information and communication technologies, the International Society for Technology in Education, Moroccan EFL high school teachers, designers, facilitators

1. Introduction

Technology in education has undoubtedly triggered major changes in the teaching landscape, namely that of English as a foreign language. However, a dissonance is noted

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concerning the use of technology in the Moroccan classroom. On the one hand, teachers and administrators acknowledge the potential of technology to promote student learning. It is an assumption that has been strengthened given the impact of Covid-19 pandemic on education worldwide. Nonetheless, educators continue to promote low-level rudimentary uses of technology in the classroom. What is more, some educational policies, though for understandable reasons, go against the current as they prohibit the use of some valuable sources of technology, namely cell phones, in the classroom. This inevitably hampers efforts to promote effective learning in the digital age. In 2008, the International Society for Technology in Education (ISTE) published a set of standards that define skills for learning, teaching, and leading in the digital age. Since then, classroom technology has developed exponentially. In 2017, an updated version was released to meet these changes. In line with the ISTE standards for educators, the present study explores the extent to which English as a foreign language (EFL) Moroccan high school teachers fulfill their roles as information and communication technologies (ICT) designers and facilitators. Specific focus is allotted to the private sector in the directorate of Marrakesh.

2. Background of the Study

There is a scholarly consensus on the tremendous role technology plays in education. As a matter of fact, the use of information and communication technologies (ICT) in schools has increased dramatically in recent years (Orlando, 2014). The aim that underpins this trend is to equip learners with the necessary digital skills to cope with 21st-century requirements. Nonetheless, there remains little awareness of how teachers' and learners' use of technology fosters digital learning and promotes these skills. In fact, despite the widespread use of ICT, technology integration in teaching in the pre-Covid 19 period did not keep pace with the technology-friendly proclivity (Capo & Orellana, 2011; Warham et al., 2017). Teachers' daily behaviors showed no difference from past practices as they routinely used the same tools as their predecessors (Bauer & Kenton, 2005; Cuban, 2003). Teachers' willingness to heed the call of technology integration, scholars contend, failed to meet expectations (Capo & Orellana, 2011; Warham et al., 2017).

Regardless of their training and confidence in the use of technology, teachers worldwide, Covid 19 pandemic obliged, were propelled into an instructional environment wherein technology use is essential. Teachers, in effect, found themselves compelled to adopt distance instruction before moving to a hybrid form of distance and in-person instruction. This rapid transition was indeed a daunting undertaking for many teachers who found it, scholars uphold, stressful and extremely challenging given their limited or lack of pedagogical familiarity with technology integration (Hodges et al., 2020; Marshall et al., 2020; Tate, 2020).

In this respect, the 2016 ISTE (International Society for Technology in Education) initiated a description of the 21st-century digital citizen. The ISTE standards set a framework of 7 general categories that describe what educators need to know so as to help students become empowered learners. In this respect, teachers need to deepen their

practice, collaborate with peers, and reflect on their teaching for they challenge traditional teacher-oriented practices and pave the ground for more learner autonomy. In other words, teachers are, ultimately, called to take into consideration the fulfilment of these standards in their implementation of classroom technology.

To update its version of the standards, ISTE received input and feedback from 2,200 educators and administrators from around the world (Smith, 2017). The aim of this endeavor was to redesign its standards so as to reflect changes that are taking place as a result of advances in technology and the growing access to the internet in and outside school. The updated version of standards revolves around 7 themes: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst. In addition to previous standards, special interest is given to areas such as collaboration, advocacy, digital literacy, media literacy, computational thinking, privacy and student data, student empowerment, data-based decision-making, feedback, and teaching colleagues (Trust 2018).

3. ISTE Roles for the Designer and Facilitator Standards

The designer standard portrays teachers as individuals who create authentic technology-enriched activities that promote learning for all students. In this respect, teachers are expected to use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs (ISTE, 2017). They also design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning (ISTE, 2017). More than that, they explore and apply instructional design principles to create innovative digital learning environments that engage and support learning (ISTE, 2017). A worthwhile example is the SAMR model, which calls for the substitution, augmentation, modification or redefinition of a lesson with the integration of technology. The first two classifications allow room for the enhancement of the activity while the other two yield a transformation of the task (Puentedura, 2013).

As facilitators, teachers enable students to take ownership of their learning goals and outcomes both in independent and group settings (ISTE, 2017). They also manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field (ISTE, 2017). Furthermore, they create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems (ISTE, 2017). In addition to that, they model and nurture creativity and creative expression to communicate ideas, knowledge or connections (ISTE, 2017). In this regard, teachers track students' achievements and provide relevant feedback when needed (Technology in action Guide, 2017). Ed puzzle, for instance, is a digital platform that allows educators to upload or connect to videos. Teachers can place questions for students to answer and reflect on the content presented, which can be done either in class or at home.

4. ICT and the Moroccan Landscape

Being cognizant of the merits of introducing ICT in the educational system, Moroccan educational officials have launched the adoption of ICT use at school through three main educational endeavors. In 1999, the National Charter for Education and Training advocated the use of modern technologies to enhance students' learning. In 2009, the Emergency Plan was initiated to fast-track the process and further confirm the achievement of the national educational reform as envisaged by the National Charter. The quest for quality, equity, and promotion in education, so far relegated to the background despite all reforms, paved the way to the development of a new strategy, namely the 2015-2030 Strategic Vision. Once again, educational technology played a prominent role as a decisive factor in the success of the new reform. It accounts for interactive software programs, digital resources, as well as ICT tools and services (e.g., distant learning, video-conferencing, digital libraries, etc.). Accordingly, the Higher Council for Education, Training, and Research in Morocco (Conseil Supérieur de l'Éducation, de la Formation et de la Recherche Scientifique) defined 5 objectives for ICT integration in education:

- Improve the quality of education and training by expanding access to knowledge, boosting learners' motivation, and enhancing the attractiveness of school.
- Enable the learner to integrate into the knowledge society, develop essential skills for distance learning and conduct innovative and research-based personal projects.
- Create sound governance in education based on integrated information systems.
- Establish networks that favor the exchange, sharing, and development of collective intelligence and promote teamwork pedagogy.
- Get stakeholders in education involved and provide assistance for them, especially in rural and remote areas (translation ours).

To enhance the use of technology in Moroccan education, the ministry of education launched the GENIE (Généralisation des Technologies d'Information et de Communication dans l'Enseignement) program. The aim of this initiative was to provide schools with necessary technological tools that are necessary for instructional use and to train personnel in the necessary ICT skills (GENIE Division and the General Inspectorate for Educational Affairs, 2013). As a matter of fact, a large number of administrators and teachers have benefited from training on ICT skills in recent years with the aim of integrating technology in the Moroccan classroom. This goes in line with what Ennaji (1998) advocated early on when he contended that the first step toward convincing administrators and teachers to integrate modem technology as a teaching aid is that they must be familiar with the use of technological tools. Nevertheless, this did not prevent the prevalence of passive forms of learning such as direct instruction and memorization instead of promoting the critical thinking skills needed in today's globalized world (Ismaili, 2022). Even in the case of use, ICT is mainly oriented to serve the needs of Moroccan teachers rather than learners. Biaz et al. (2009) conclude that most teachers resort to technology to word process their lessons or download material from the internet.

The role of students as active participants in the digital classroom environment is clearly undermined. In the same vein, Mastafi (2013) affirms that implementing ICT in Moroccan education is very limited in terms of pedagogical use both in and outside the classroom as is the case in lesson planning, grade processing, and teacher-student online communication.

5. Methodology

The present study follows a quantitative research method approach. Data was collected using a questionnaire instrument. The questionnaire was designed to investigate the roles EFL Moroccan high school teachers who work in the private sector play in light of the ISTE (International Society for Technology in Education) standards for educators, particularly with reference to the designer and facilitator standards.

5.1 Population and Sampling

The present study targeted EFL Moroccan high school teachers who work in the private sector. The choice of the population was motivated by the assumption that private high schools, compared to public ones, provide a better learning environment for the implementation of ICT in Morocco. The population of this study was sampled using convenience sampling methods (Creswell, 2002). Because it was difficult to reach out to a larger population of teachers from different regions of Morocco, samples were taken from the accessible population (Ary et al., 2002). In this respect, participants are teachers who work in private high schools in the directorate of Marrakesh. 55 teachers from 23 private high schools took part in this study. They are believed to adequately represent the entire population. Statistically, there are 58 private high schools in the directorate of Marrakesh. Although it is hard to determine the exact population of teachers due to the "hire and fire" policy, the estimated population is at best around 110 teachers with an average of 1.89 teachers per school.

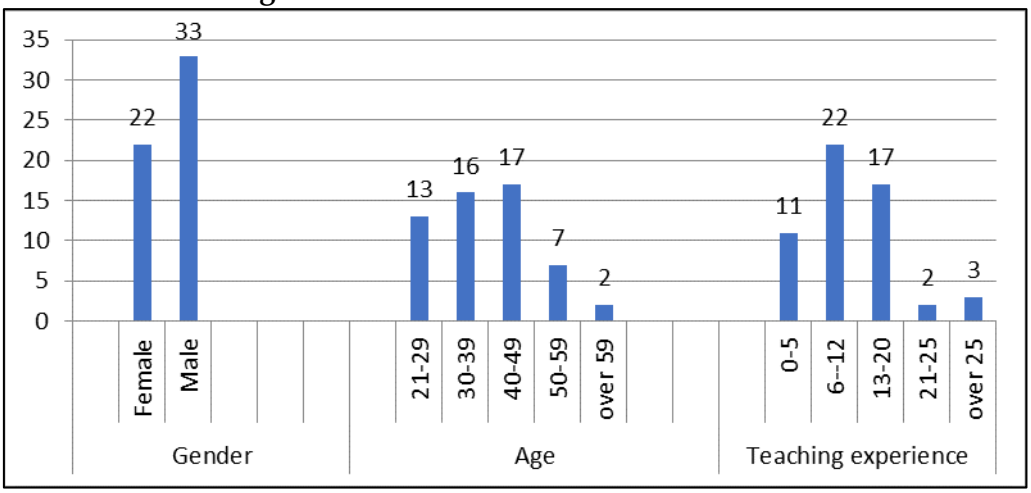
5.2 Survey Instrument Development

A survey questionnaire was used for the study. Items of the survey are in alignment with the ISTE (2016) standards for educators, with particular reference to the designer and facilitator standards.

5.3 Teachers' Demographics

The demographic survey probed the participants' personal and professional characteristics. It includes information about gender, age, and teaching experience in years. As demonstrated in Figure 1, the majority of respondents are males (n = 33). The dominant age category of participants ranged between 40 and 49 years old (n = 17). Conversely, most teachers have between 6 and 12 years of teaching experience (n = 22).

Figure 1: Teachers' Personal Characteristics

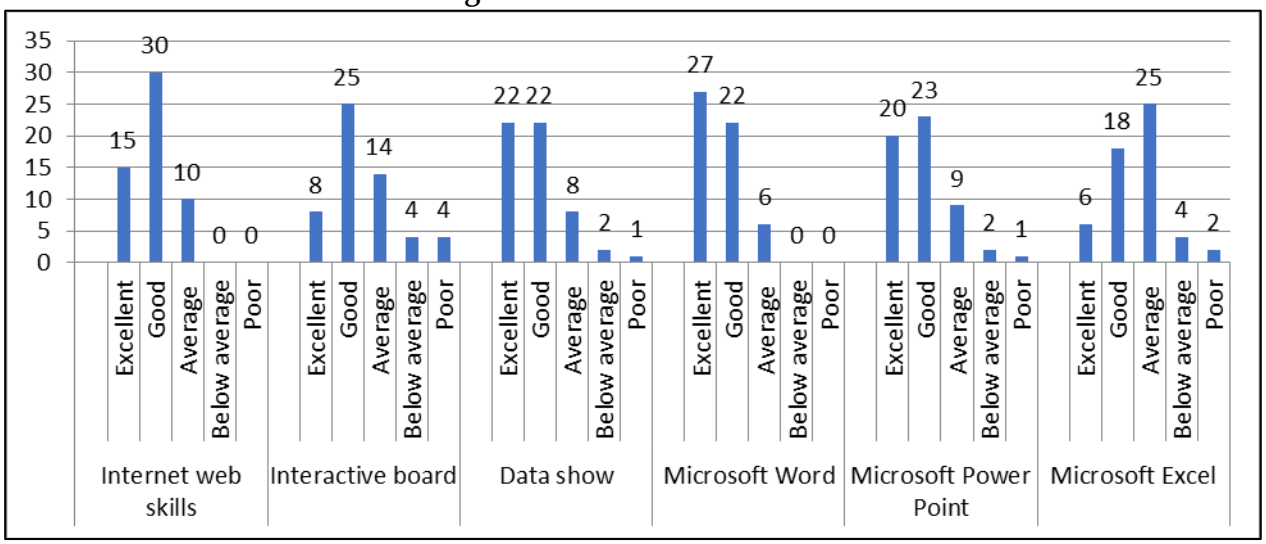


5.4 Teachers' ICT Competence

This part of the survey investigated the teachers' knowledge of ICT skills. Teachers were asked to rate their level of proficiency in using ICT tools on a Likert scale ranging from excellent to poor. ICT tools included internet web skills, interactive boards, and basic computer skills (Word, Excel and PowerPoint). These are believed to be important tools for ICT integration in education.

As illustrated in Figure 2, the majority of respondents (n = 30) demonstrated a good level of using the internet. In terms of classroom ICT tools, a great proportion of teachers (n = 25) are good at using the interactive board. Similarly, most of them are either good (n = 22) or excellent (n = 22) users of the data show projector. Concerning computer software skills, the great majority of respondents are either good or excellent at using Microsoft Word (n = 22, 27) or PowerPoint (n = 23, 20) applications. Similarly, most of them are either average or good at using Microsoft Excel.

Figure 2: Teachers' ICT skills



5.5 The Designer and Facilitator Standards

This part explored the use of technology to design and facilitate authentic learner-driven activities and environments that recognize and accommodate learners' variability.

Closed questions were asked to elicit data about the following:

1) The use of technology as a substitute tool for pen and paper (e.g., typing quizzes, getting soft copies of student assignments, using pdf documents instead of hard copies, …)
2) The use of technology as an informative engaging tool that enhances student-centered learning (PowerPoint oral presentations by students, web-based research, videos to clarify a concept, game-based platforms, ….)
3) Encouraging students to work in groups and create technology-enhanced content that supplements classroom learning (podcasts and videotaped presentations by students on a particular topic, …)
4) Encouraging students to act globally as they use technology to get engaged with the real world (publish their projects online, join online communities of students, international chatrooms, …)

5.6 Piloting the Questionnaire

Piloting the questionnaire (also referred to as 'field testing') is a necessary step in the questionnaire construction. As a matter of fact, selecting a sample of people that is similar to the target population allows the researcher to collect feedback about how the instrument works and whether it performs the job it has been designed for (Dörnyei & Taguchi, 2009). That way, the researcher can make alterations and improve the final version of the questionnaire.

To this end, the questionnaire was piloted on 3 male and 3 female teachers who work at the American Language Center (Marrakesh). Feedback paved the ground for the following modifications:

- Changing the wording of certain questions;
- Adding illustration and information to avoid ambiguity and further clarify some questions.

5.7 Data Analysis Procedure

The survey questions were coded and entered into SPSS v.26 to create descriptive statistics. Graphs used in the study were designed using Microsoft Excel Spreadsheet Software.

6. Findings

6.1 Technology as a Substitute Tool in EFL Teaching

The question '*Do you use technology as a substitute tool for pen and paper*?' sought to investigate whether or not EFL Moroccan high school teachers in private schools implement technology in their classroom practices such as typing quizzes, getting soft copies of student assignments, using pdf documents instead of hard copies, etc.

In terms of gender, both male and female respondents displayed a positive attitude toward using technology as a substitute tool in EFL teaching. As figure 3 shows, from the 55 participants, 30 out of 33 male teachers (90.9 %) and 17 out of 22 (77.3%) female teachers positively answered the question.

Figure 3: Technology as a substitute tool in EFL teaching vs. gender

			Gender		Total
			Male	Female	
Technology as a substitute tool in EFL teaching	Yes	Count	30	17	47
		% within gender	90.9%	77.3%	85.5%
	No	Count	3	5	8
		% within gender	9.1%	22.7%	14.5%
Total		Count	33	22	55
		% within gender	100.0%	100.0%	100.0%

A close look at participants' knowledge of the internet and basic computer skills indicated that their generally good mastery of these skills underpins their positive attitude toward the use of technology in EFL teaching. More significantly, as demonstrated in figures 4 and 5, the lack of knowledge of some skills for some respondents (Interactive board, Microsoft PowerPoint and Excel, etc.) does not intervene with their willingness to use technology in their teaching practice. In fact, a great proportion of teachers who are either below average (75 %) or poor (100 %) at using the interactive board still affirm the use of technology as a substitute tool in English language teaching. This is also the case for all teachers who are either below average or poor at using Microsoft Excel application.

Figure 4: Technology as a substitute tool in EFL teaching VS. interactive board

			Interactive board					Total
			Excellent	Good	Average	Below average	Poor	
Technology as a substitute tool in EFL teaching	Yes	Count	7	21	12	3	4	47
		% within interactive board	87.5%	84.0%	85.7%	75.0%	100.0%	85.5%
	No	Count	1	4	2	1	0	8
		% within interactive board	12.5%	16.0%	14.3%	25.0%	0.0%	14.5%
Total		Count	8	25	14	4	4	55
		% within interactive board	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 5: Technology as a substitute tool in EFL teaching VS. Microsoft Excel

			Microsoft Excel					Total
			Excellent	Good	Average	Below average	Poor	
Technology as a substitute tool in EFL teaching	Yes	Count	5	17	19	4	2	47
		% within Microsoft Excel	83.3%	94.4%	76.0%	100.0%	100.0%	85.5%
	No	Count	1	1	6	0	0	8
		% within Microsoft Excel	16.7%	5.6%	24.0%	0.0%	0.0%	14.5%
Total		Count	6	18	25	4	2	55
		% within Microsoft Excel	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

6.2 Technology as an informative and engaging tool for student-centered learning

The second question '*Do you use technology as an informative and engaging tool that enhances student-centered learning*?' probed whether or not EFL Moroccan high school teachers in private schools favor technology-enhanced practices in which students act as active agents in their learning. These practices include PowerPoint presentations and web-based research projects that are conducted by students. They also include the use of game-based platforms (e.g., Kahoot) in the EFL classroom which provide instant feedback about students' learning as well as educational videos that cut down on teacher talking time and trigger talk and interaction on the part of learners.

Putting the gender variable under scrutiny revealed that both male and female teachers confirm the use of technology as an informative and engaging tool that fosters active learning. As figure 6 shows, nearly 91 % of male and 87% of female respondents had positive answers to the question.

Figure 6: Technology as an informative and engaging tool for student-centered learning vs. gender

			Gender		Total
			Male	Female	
Technology as an Informative and engaging tool for student centered learning	Yes	Count	30	19	49
		% within gender	90.9%	86.4%	89.1%
	No	Count	3	3	6
		% within gender	9.1%	13.6%	10.9%
Total		Count	33	22	55
		% within gender	100.0%	100.0%	100.0%

A critical observation of participants' levels at using ICT tools discloses a significant correlation between the teachers' degrees of proficiency at using these tools and their responses to the question. It is true that the majority of teachers confirm their support for the learner-centered use of technology; nonetheless, a descending difference is noted in

the percentages of positive answers between excellent ICT users and poor ICT users. For instance, this is clearly expressed in figure 7 as we move down between excellent (100%) and poor (75 %) interactive board users.

Figure 7: Technology as an informative and engaging tool for student centered learning vs. Interactive board

			Interactive board					Total
			Excellent	**Good**	**Average**	**Below average**	**Poor**	
Technology as an informative and engaging tool for student centered learning	Yes	Count	8	23	12	3	3	49
		% within interactive board	100.0%	92.0%	85.7%	75.0%	75.0%	89.1%
	No	Count	0	2	2	1	1	6
		% within interactive board	0.0%	8.0%	14.3%	25.0%	25.0%	10.9%
Total		Count	8	25	14	4	4	55
		% within interactive board	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 8 displays the same comment as we go down between excellent (100%) and average (80%) internet users.

Figure 8: Technology as an informative and engaging tool for student centered learning vs. Internet web skills

			Internet web skills			Total
			Excellent	**Good**	**Average**	
Technology as an informative and engaging tool for student centered learning	Yes	**Count**	**15**	**26**	**8**	**49**
		% within internet web skills	100.0%	86.7%	80.0%	89.1%
	No	Count	0	4	2	6
		% within internet web skills	0.0%	13.3%	20.0%	10.9%
Total		Count	15	30	10	55
		% within internet web skills	100.0%	100.0%	100.0%	100.0%

6.3 Facilitating students' group work activities that use technology and boost classroom learning

The survey question '*Do you encourage students to work in groups and create technology-enhanced content that supplements classroom learning*?' explored teachers' involvement in promoting collaborative work of students to create technology-driven activities that

foster classroom learning. For instance, teachers incite students to create podcasts or videotaped presentations on a particular topic.

Regarding the gender variable, the study revealed a general tendency among both male and female teachers to foster collaborative learning using technology. Again, higher percentages are tracked among male respondents (75.8 %) compared to female respondents (63.6 %) as shown in Figure 9.

Figure 9: Encouraging students' group work activities using technology vs. gender

			Gender		Total
			Male	Female	
Encouraging students' group work activities using technology	Yes	Count	25	14	39
		% within gender	75.8%	63.6%	70.9%
	No	Count	8	8	16
		% within gender	24.2%	36.4%	29.1%
Total		Count	33	22	55
		% within gender	100.0%	100.0%	100.0%

From another perspective, Figure 10 illustrates a symmetrical relationship between participants' expertise in internet web skills and their positive responses to the question. In fact, a higher percentage of positive answers is noticed among excellent internet users (80 %) compared to good users (70 %) and average users (60 %).

Figure 10: Encouraging students' group work activities using technology vs. internet web skills

			Internet web skills			Total
			Excellent	Good	Average	
Encouraging students' group work activities using technology	Yes	Count	12	21	6	39
		% within internet web skills	80.0%	70.0%	60.0%	70.9%
	No	Count	3	9	4	16
		% within internet web skills	20.0%	30.0%	40.0%	29.1%
Total		Count	15	30	10	55
		% within internet web skills	100.0%	100.0%	100.0%	100.0%

The same symmetry is perceived in Figure 11 between teachers' who positively responded to the question and their expertise in using the data shown. Indeed, higher percentages are tracked among excellent users (78.3 %) compared to good (71.4 %), average (60 %), and poor (0 %) users.

Figure 11: Encouraging students' group work activities using technology vs. data

			Data Show				Total
			Excellent	Good	Average	Poor	
Encouraging students' group work activities using technology	Yes	Count	18	15	6	0	39
		% within data show	78.3%	71.4%	60.0%	0.0%	70.9%
	No	Count	5	6	4	1	16
		% within data show	21.7%	28.6%	40.0%	100.0%	29.1%
Total		Count	23	21	10	1	55
		% within data show	100.0%	100.0%	100.0%	100.0%	100.0%

6.4 Technology as a tool for global and authentic communication

The last question of the survey '*Do you encourage students to act globally using technology and get engaged with the real world*?' explored teachers' engagement in facilitating technology-enriched activities that promote EFL students' interaction within global and authentic contexts. In this regard, for instance, teachers encourage students to join international chatrooms and communities of students to discuss global issues. They also help edit their projects before they publish them online.

Unlike the previous survey questions, putting the gender variable under scrutiny revealed less involvement of both male and female respondents in encouraging students' use of technology at a wide-ranging level and that meets the criterion of authenticity. In terms of statistics, about half of male (57.6%) and less than half of female (45.5%) participants reacted positively to the question.

Figure 12: Technology as a tool for global and authentic communication vs. gender

			Gender		Total
			Male	Female	
Technology as a tool for global and authentic communication	Yes	Count	19	10	29
		% within gender	57.6%	45.5%	52.7%
	No	Count	14	12	26
		% within gender	42.4%	54.5%	47.3%
Total		Count	33	22	55
		% within gender	100.0%	100.0%	100.0%

A striking feature among negative responses is that most of the respondent teachers are either young or at the beginning of their careers. Statistics show that (61.5%) of negative responses concern teachers who are between 21 and 29 years old. Similarly, more than half (56.3%) of teachers who responded negatively to the question are aged between 30 and 39 (Figure 13).

Figure 13: Technology as a tool for global and authentic communication vs. age

			Age					Total
			21-29	30-39	40-49	50-59	Over 59	
Technology as a tool for global and authentic communication	Yes	Count	5	7	11	4	2	29
		% within age	38.5%	43.8%	64.7%	57.1%	100.0%	52.7%
	No	Count	8	9	6	3	0	26
		% within age	61.5%	56.3%	35.3%	42.9%	0.0%	47.3%
Total		Count	13	16	17	7	2	55
		% within age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

In the same vein, the majority of negative answers (81.8%) relate to rookie teachers (0-5 years of teaching) while just half of them (50.0%) have between 6 and 12 years of teaching experience (Figure 14).

Figure 14: Technology as a tool for global and authentic communication vs. teaching experience

			Teaching experience					Total
			0-5	6-12	13-20	21-25	Over 25	
Technology as a tool for global and authentic communication	Yes	**Count**	**2**	**11**	**12**	**1**	**3**	**29**
		% within teaching experience	18.2%	50.0%	70.6%	50.0%	100.0%	52.7%
	No	Count	9	11	5	1	0	26
		% within teaching experience	81.8%	50.0%	29.4%	50.0%	0.0%	47.3%
Total		Count	11	22	17	2	3	55
		% within teaching experience	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

7. Discussion

Findings of the present study show that EFL High school teachers in the private sector in Marrakesh live up to a large extent to the ISTE roles of educators as outlined by the International Society for Technology in Education, particularly in reference to the designer and facilitator standards.

Both male and female teachers have outspokenly expressed their support for the integration of technology as a backup tool in the EFL classroom. Their competence at using the internet as well as other basic computer skills (Microsoft Word) surely facilitates the process of ICT integration. Such a positive attitude does not seem to be affected by their lack of knowledge related to using some ICT tools (e.g., the interactive board) or some other computer skills (e.g., Microsoft Excel).

In the same vein, both male and female respondents support the use of technology-enhanced activities that promote active learning and provide instant feedback about students' in-take and performance. However, a lack of skills in using ICT tools and internet-based platforms exerts a significant impact on their attitude. The interactive board, for instance, is a useful tool that facilitates technology-powered activities in the classroom. In this respect, the better teachers are at using the device, the higher the percentages of positive responses are. In the same line of thought, teachers who are more comfortable with internet-based activities are more enthusiastic about using these activities in the classroom. One implication of this propensity is that suitable training should be provided for teachers both at local and national levels to equip them with the necessary skills to use ICT tools as part of their professional development. Workshops and demo lessons are instrumental in acquainting them with internet-based activities (e.g., game-based platforms) and encouraging them to incorporate them into their day-to-day teaching practices. In effect, this recommendation echoes Ennaji's (1998) sensical contention that teachers need to be familiar with technological tools in order to willingly integrate technology into their teaching undertaking. The GENIE program is an endeavor that had promising results among public school teachers (a good proportion of them work as part-timers in the private sector). Hence, similar initiatives need to be undertaken for private school teachers as well.

The same comments apply to teachers' role in facilitating students' group work activities that use technology. In fact, respondents' proficiency levels in using the internet and the data show are distinctive factors in rating their attitude. The higher the level is, the higher the percentage of positive answers. In this regard, familiarity with the internet and ICT tools has proved to be a decisive factor in determining teachers' attitudes toward the integration of technology in the EFL classroom, which reinforces the presumption that coaching teachers is needed to improve their ICT skills.

Results of the last survey show that much remains to be done to promote the use of technology as a tool for authentic, global communication and exchange. Related responses reveal that the majority of teachers do not empower their students to use technology to communicate in real-life contexts at a world scale level. Age and teaching experience, let us underline, are significant variables at stake. Indeed, the lowest percentages are tracked among teachers who are a novice and young EFL practitioners. This is a fact that speaks volumes about the need to provide pedagogical assistance to these teachers in terms of how to get the students technologically enabled with the view to take responsibility of their learning and authentically interact with the digitalized world communities.

8. Conclusion

The purpose of this study is to investigate whether or not EFL Moroccan high school teachers in the private sector fulfill their roles as ICT designers and facilitators. These roles are explicitly defined in the ISTE roles for educators as put forth by the International Society for Technology in Education charter. The study adopts a quantitative research

design in which an online questionnaire was administered to EFL high school teachers in the private sector in Marrakesh. Survey questions elicited data about teachers' demographics as well as their proficiency in using the internet, ICT tools and computer applications. Quantitative data about their roles as ICT designers and facilitators was collected using close-ended questions.

Quantitative data analyses boiled down to the following conclusions:

- There is a general interest among both male and female teachers to digitize their teaching practice. The shortage of skills in using the interactive board or Microsoft Excel application does not have a major influence on their actual behavior.
- Both male and female teachers have a tendency to use technology-enhanced activities that promote personalized active learning. However, their proficiency in using ICT tools (e.g., the interactive board) and internet-based platforms have a significant impact on their professional behavior.
- Both male and female teachers tend to facilitate digitized collaborative learning by students who engage in group work activities using technology. Expectantly, teachers' levels at using internet-based platforms as well as ICT tools (e.g., the data show) have a decisive effect on their behavior.
- Strikingly, neither male nor female teachers duly fulfill their roles as facilitators who prepare their students to actively engage in authentic communication with the outside world using technology. Participants' age and teaching experiences disclosed that young and rookie teachers are less likely to fulfill these roles.

All variables considered; the following implications are drawn on account of these findings:

- Following in the steps of the GENIE program, educational officials and school administrators need to provide adequate, hands-on training for private school teachers to render them skilled enough at using ICT tools and computer applications.
- Workshops and demo lessons are to be conducted by pedagogical supervisors and ICT-skilled teachers to account for practice-based in-service training on the use of internet-based platforms along with other forms of digitized learning.
- Putting in place training programs geared towards up-skilling teachers with the necessary tools to prepare their students for autonomous and authentic, cross-border and technology-specific interaction.

The present study targets Moroccan EFL high school teachers who work in the private sector. In fact, private schools are believed to provide better learning environments for ICT integration. For convenience reasons, samples were taken from the Directorate of Marrakesh. All participants, let us specify, work in schools that are located in urban areas. The study opens up prospects for research that targets teachers who work nationwide not only in urban but also in suburban and rural areas. The scope of research may be extended to include EFL teachers serving in the public sector as well. Future research may also zoom in on other ISTE roles that are clearly defined in the ISTE standards for educators, namely the Learner, Leader, Citizen, Collaborator, and Analyst standards.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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