DISTANCE LEARNING AND THE POSITION OF ENGLISH IN THE AGE OF GLOBALIZATION

Rachid AGLIZ
Sultan Moulay Slimane, Morocco.
rachid_agliz@yahoo.com.

Abstract:
Globalization is spanning the world nowadays and its direct consequences and impacts can be noticed easily. In fact, we are living in a small global village where the western culture has predominantly affected many societies. Morocco is a multilingual nation par excellence. Moroccans interact in different languages and in diverse contexts. With the scientific development and technological progress promoting the systems of joint use of computers, the world has witnessed a tremendous upheaval or explosion of knowledge and culture in all fields and sections, especially in the educational domain which has sought a remarkable improvement in the use of technological devices because of its prominent role in ameliorating one’s way of teaching and learning. Given the importance of the English language, both linguists and media professionals need to provide advanced curricula with more advanced programs for the teaching and the learning of English. Hence, the internet is one of the vital technological tools which has contributed immensely to the development of the teaching and learning process. This paper is, therefore, an attempt to show the role of this sophisticated technological means in implementing diverse programs to help university students to internalize foreign languages effectively.

Keywords: Globalization-Distance Learning-ELT-Multilingualism.

Introduction:
There is no doubt that globalization is a phenomenon that has actually stimulated the interest of many researchers in the domain of economy and sociology. Thus, much of the current literature about this topic shows that this issue was both examined and studied from different perspectives. In this respect, we can say that globalization is both an economic and cultural term. In fact, it is such an elusive term that it is not easy at all to pin down to a particular approach. Therefore, it must be noted that there is no agreed upon definition of the term because it is interpreted in many different ways. Hence, globalization can be defined as:

A process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding… The concept of globalization is an obvious object for ideological suspicion because, like modernization, a predecessor and related concept, it appears to justify the spread of western culture and of capitalist society by suggesting that there are forces operating beyond human control that are transforming the world…. Globalization is the direct consequence of the expansion of European culture across the planet via settlement, colonization and cultural mimesis. (Malcom Waters, 1995:3).

We are living in a small global village where the western culture has predominantly affected many societies. Hence, globalization may have positive impacts as well as negative ones. People around the world are open to the global technological inventions. A case in point here is the internet which has actually spanned the world. The importance of the internet resides in the fact of transferring information from one country to another. This means that the internet
as a very sophisticated invention has reduced geographical distances or boundaries. Globalization has made our life very easy. However, in the age of globalization that is nowadays transforming the world and which is affecting the political, cultural and social realms of different countries, many people may be influenced negatively by globalization. A case in point is the cultural influence of some foreign languages like English on educated people. Hence, there are some students in some African countries who have discarded their mother tongues and have adopted the English language. In this sense, they will lose their cultural heritage and, by the same token, their cultural identity.

Morocco is a multilingual nation par excellence. Moroccans interact in different languages and in diverse contexts. Yet, the national languages in this country do not actually enjoy the same amount of support. A case in point here is the status of some local languages like the Amazigh dialects which still occupy an inferior position in the Moroccan linguistic repertoire. More importantly, some language policies in the country have intentionally marginalized local languages to give a sort of hegemony to French, English and other international languages. The question or the burning issue to be tackled and considered by the future Moroccan governments is how to attain a sort of equilibrium within the new set of policies in such a way as to establish a balance between national and international languages within the Moroccan complex linguistic repertoire. Undoubtedly, Moroccans are greatly influenced by globalization and its sophisticated technological devices and by the same token find it hard to truncate their local languages as well as their cultural heritage to a secondary position.

1. The Linguistic Situation in Morocco

The linguistic situation in Morocco is very complex as the population is diverse and people tend to speak many languages in different regions. Yet, it is disheartening to know that some local languages are truncated to a secondary position and do not really enjoy the same amount of support granted to foreign languages. A case in point here is the Amazigh dialects which still occupy an inferior status or position in the Moroccan complex linguistic repertoire. Besides, the previous governments as well as the new ones tend to disregard local languages at the detriment of foreign languages which they consider as the weapon and means through which the Moroccan population can avail of globalization and the new sophisticated technological inventions. Moreover, most of the language policies in Morocco have intentionally disregarded or rather marginalized local languages to give a sort of hegemony to French, English, Spanish and other international languages. Moroccans are, therefore, exposed to a whole range of languages in all walks of life. Yet, they are torn between the national languages and the foreign ones. Thus, it is incumbent upon the new Moroccan government to come up with some suitable language policies that have to take into account the Moroccans needs. In other words, the new polices should strive to create a balance between the already existing national languages and the foreign ones. Moroccans are heavily influenced by globalization and the vogue of technological devices spread in the whole world. Yet, they still cling to their cultural heritage and find it extremely difficult to relegate their local languages to a secondary position.

It is obvious that the status of local languages is not promising despite the efforts done to consolidate their role within the Moroccan complex linguistic repertoire. Moroccans strongly adhere to their national and cultural identity. Yet, the vogue of modernity and globalization has its tremendous impacts on them so much so that they find themselves drifted away from their proper culture and hence adopt the western culture and its diverse languages. Moroccans seem to have their own reasons to opt for international languages. After all these foreign languages pave the way for them to embrace modernity and to get easily into the work place. French, for
instance, is the first foreign language in Morocco. Its importance resides in the fact that it is widely used in many political institutions and administrations in the kingdom of Morocco. During the period of the protectorate, the French authorities were not only interested in proselytizing their own values and culture. Rather, they were also trying to influence Moroccans to discard their own culture and to cling to the French one. Gordon (1962) states this fact in the following passage:

When the Portuguese colonized, they built churches, when the British colonized, they built trading stations when the French colonize, they build schools. (Bentahila, 1983:6).

Thus, the basic aim of the French colonizers was to proselytize their own system of education in order to control the country politically and culturally. In this sense, the new imposed system of education was just a political weapon deployed to make Moroccans torn between two cultures and to establish French institutions. Quoted in Bidwell (1973), Besnard stressed the fact that the French authorities basic aim was to introduce a new system of education that would enable them to conquer the country politically and culturally:

For the purpose of the permanent establishment of our influence in the country, every school which is opened is worth more than a battle won. (Bentahila, 1983:6).

The colonized is exposed to a new set of norms and habits and, by the same token, to a new way of life. Hence, this exposure to the new aspects of a foreign culture may negatively influence Moroccans in the sense that they would adopt the new culture and discard the basic values of their own culture. In this respect, any colonized African can be negatively influenced by colonizers and may thus be obliged to adopt the new imposed culture. Memmi (1973) argues that colonization has bad effects on Africans. According to him, the colonized African becomes torn between two cultures which are completely different and instead of clings to his culture and history; he just blindly follows and adopts the colonizers’ culture. As a result, any colonized African finds himself or herself compelled to glorify the foreigner’s culture and history and to qualify different aspects of his own culture as weak and inferior.

The prestigious position of the French language is an unavoidable reality in Morocco. This language is intricately associated with civilization and prestige. Hence, a good command of French would certainly help intellectuals to get involved in the workplace. As a result, those people who do not know French and who speak only Arabic would not be able to find jobs in the administration and in private companies. Gallagher (1968) states this fact in the following passage:

It may be stated that in Morocco today the non-French speaking candidate has no chance of getting a good government job or advancing himself in any ministry except justice, religious affairs, or in specialized functions in the interior (Police work) or education. High level posts in key ministries like foreign affairs, commerce and industry, planning, public health, defense…and Agriculture, as well as in the many specialized offices dealing with production and technical matters, are virtually closed to the monolingual Arabophone, not to mention jobs in important commercial or industrial enterprises in private business. (Bentahila, 1983:15).

Due to its geographical proximity to Europe, the cultural encounter between the oriental civilization and the western one is heavily reinforced. As a matter of fact, the Moroccan diverse population is smoothly influenced by the vogue of modernity and globalization beyond the peripheries. For instance, the Spanish language made its way to Morocco when the Spanish settled in the northern areas of Morocco like Tangiers and Melilia. The impact of the Spanish language on Moroccan society is not as strong as that of the French language.

In his article entitled “Multilingualism in the Maghreb”, Ennaji (1991) strongly argues that Spanish is really at stake and that it has dramatically lost its great position and status in the Moroccan complex linguistic repertoire. In fact, since 1956, Spanish has gradually lost its
official position as an important means of communication in domains like education and administration. Unlike other foreign languages like French and English that are prospering in Morocco, Spanish still occupies an inferior position as it is only taught at secondary and university levels.

Apart from this, a relatively high percentage of the Moroccan diverse population is very much influenced by the English language. Moroccans tend to use this language in order to keep pace with the wave of new developments in the world. English has an international status as it is used in different domains like the internet and the business world. Fishman (1977) states the importance of English at the international level:

> English is the language of diplomacy, the predominant language in which mail is written, the principal language of aviation and radio broadcasting, the first language of nearly 300 million people and an additional language of perhaps that many more. (Ennaji and Sadiqi, 1994:160).

In connection to the above facts, we could further say that this language spread in all walks of life so much so that it has gained a very high ascendency within the Moroccan complex linguistic repertoire. Hence, students at the university level hold positive attitudes toward English. In this respect, it is important to mention some researchers who have investigated the attitude of university students towards English. According to Elbiad (1985), Ouakrime (1986) and Sadiqi (1988) students at the university level hold a positive attitude towards English. Moreover, Ennaji (1988) argues that English has a high status in Morocco. In fact, it is qualified as “The first international language that is useful in scientific research, in international communication and in transfer of technology. It is also interesting because it enables students to have access to modern literature and science”. (Ennaji, 1988:42). Moroccans, in this respect, have their own reasons for choosing English as a language which they believe will pave the way for them to embrace the new wave of technology and to be much exposed to the western culture and its thrilling features.

In her article entitled “The spread of English in Morocco”, Sadiqi (1988) highlights the importance of this language in Morocco. According to her, most university students hold a positive attitude towards English. In fact, 61 percent and 73 percent of her respondents respectively claim that English is their most favorable foreign language as it enables them to secure a good job and to read English literature. Undoubtedly, English is gaining a high ascendency and status in the Moroccan linguistic repertoire and staunchly competes with French. Sadiqi (1988) concurs with this argument when she notes:

> The languages used in Morocco fall into three types: national, colonial and foreign. Being a colonial language, French has inevitably been considered as a symbol of political and cultural dependence although this is not always explicit. This rather negative attitude towards French indirectly increases the language without any colonial connotation for Moroccans. In the case of English, there are no such counteractions hindering its spread. The status of English in Morocco is not connected to political considerations or to ties with Great Britain or the USA because it is not viewed as a sign of colonialism or attachment to another nation. Another point worth mentioning here is that whereas France is no more politically and economically dominant on the international scene (France has lost a lot of its colonies and prestige), English speaking countries, especially the USA are internationally powerful. Morocco, like so many other countries, is economically dependent on countries which use English as part of its diplomatic commitments. This, of course, means new prospects for English graduates in Morocco. English has certainly started to compete with French in Morocco. (p.73).
If foreign languages enjoy a great amount of support within the Moroccan complex linguistic repertoire, national languages are still perceived as inferior means of communication due to the spread of technological inventions and the tremendous impacts of globalization on the Moroccan population. Moroccans still believe that in the age of globalization, there is little room for national languages like Arabic and Berber dialects which they conceive as impractical so to speak. Moreover, most of the language policies in Morocco have intentionally marginalized or rather relegated national languages to a secondary position to give a sort of hegemony to foreign languages.

2. Distance Learning as an alternative in the Moroccan Educational System

Suddenly within a matter of weeks, (COVID 19) spread through the entire world and has completely changed how students are educated. Obviously, those tremendous changes give us a glimpse at how the whole system of education could change for the better or the worse in the long run. With the coronavirus spreading quickly across Asia, Europe, the Middle East, North Africa as well as the United States, governments have taken swift and some decisive actions in order to ward off the danger and to mitigate the impact of a dangerous and full-blown pandemic. In the whole world, there have been diverse announcements suspending attendance at schools and universities. In March, 2020, most schools and universities in Morocco were closed and the government opted for distance learning as an alternative to secure a good education for the majority of students in both rural and urban areas and to save lives. Yet, digital education proved to be effective for those who have access to the internet and turned out to be useless for those who live in rural areas as they do not have access to the internet at all. Morocco like other countries has tried to come up with some measures to help students and professors to instill an inviting learning environment by providing certain virtual learning platforms like Moodle, Microsoft teams to initially enhance the contact between the two and to exchange lessons and assignments on line. Surely, Morocco is a huge geographical landscape and the quality of learning depends heavily on both the level and the quality of digital access. Nowadays, more than 60 percent of the globe’s population use the diverse sophisticated technological means to communicate, to learn foreign languages and to do business. In Morocco, there is a huge discrepancy between social classes. Hence, only wealthy families can benefit from the sophisticated digital platforms to secure a good education for their children. In some private universities and schools in Morocco, a whole range of material is delivered on line. Virtual classes on personal tablets may be the norm in some urban areas in the country. Yet, many students in poor rural areas are denied such a privilege. At this stage, one may wonder what does distance education mean in the first place? What are its advantages and drawbacks? To what extent has Morocco been able to implement the digital system in its diverse schools and universities? Are professors and students really satisfied with digital education? These are some of the questions that must be addressed and dealt with in this study. After all, one of the main objectives of this conceptual and empirical study is to come up with some pertinent results concerning the impact of distance learning on the whole educational system in Morocco and to show whether the country is ready to opt for the digital education at the detriment of the traditional face to face learning. The data presented in this study reflects the university professors’ remarks concerning the flexibility and importance of distance learning.

Before presenting the data gathered in this empirical study, it is crucial to define the concept and see how it is different from other types of learning. Distance education is completely different from the traditional face to face learning. The term “Distance learning” or “Distance education” has been the target of different critical studies. The concept seems to be open to different interpretations and cannot therefore be pinned down to one particular approach
or perspective. In their illuminating article, “Distance Education: Definition and Overview”, the authors strongly argue that the term “Distance Education” has never been clearly defined. The concept was rather used interchangeably with phrases like “education by correspondence”. Historically speaking, there have been several attempts to define the term in simple and straightforward words. A good definition is surely provided by Zigerell (1984:10) who states that distance learning or education is a type of instruction that is essentially marked by “the physical separation of teacher from student, except for the occasional face to face meeting allowed for by some projects”. To further back up his approach, Zigerell points out that there is a difference between correspondence courses and distance education. According to him, distance education “presupposes opportunities for student interaction whether live or mediated, as well as for student independence.” (p.14). Still, Wedemeyer (1983) defines distance education taking into account the role of the learning. According to him, distance learning essentially entails the “learning undertaken in a transactional relationship with educational programs and institutions, but entered into the choice of the learner on the basis of his or her own needs, concerns and aspirations”. (p.9). So much focus here is on the learner who is the one concerned with the choice of such a system taking into account his or her dire needs. It seems that such a choice is governed and dictated by certain institutions which provide some digital platforms that suit the learner’s urgent need. Furthermore, in some European countries like France, distance education is clearly defined by law as “an educational situation that does not presuppose the presence of a teacher or where a teacher is physically present only occasionally.” Above all, distance learning as a system aims at providing some learning chances to people who could not actually afford time or the necessary financial means for traditional classes or who lived in some remote areas from schools.

Another important issue that is worth to be investigated at length is the social nature of distance learning. In fact, there are certain stereotypes and drawbacks associated with this sophisticated means of communication. According to Eastmond (1995:46), what is actually wrong with distance education is “the loneliness of the long-distance learner”. Digital education can be both isolating and highly interactive. Electronic or digital connectedness is essentially a different sort of interaction that is meant to suit the urgent needs of consumers in the new globalized world and this can be achieved at the detriment of traditional schools. Still, in some less developed economies, there are some learners who are uncomfortable with this highly sophisticated means of communication. In Morocco, for instance, students who use the Moodle and the Microsoft team platforms find it sometimes difficult to interact with their teachers on line and this may be due to the lack of nonverbal cues or to the weakness of the digital system in some remote rural areas and this can create some misunderstanding between the professor and the students. It is obvious that traditional classrooms are gradually losing their status and position in the age of globalization. Cook (1995) contends that there are communities within the digital system. As a matter of fact, the existence of a sense of community within the traditional classrooms is out of question and is totally false. Hence, the digital class environment is different from the traditional face to face education. If in the classroom, the students interact with their teachers and share certain interests, there is still room for those who use the virtual and digital platforms to interact with each other and to create communities on line. Electronic communities are possible and exist everywhere. According to Dede (1996), most of the courses presented on line feature a remarkable group of projects through which a community of learners can develop their skills through collaboration.

The data presented in this study reveals the informants’ views concerning the future of distance learning in Morocco. The university professors were asked to fill in a questionnaire which encompasses ten questions. The following tables shed light on the professors’ feedback
concerning the adequacy of the technological devices available in Morocco and which can to some extent ensure a very inviting learning environment for both the students and the professors.

**Table 1: Distance Learning in Morocco**

<table>
<thead>
<tr>
<th>Distance Learning in Morocco</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 2: Time Spent on Distance Learning**

<table>
<thead>
<tr>
<th>Time Spent on Distance Learning</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Hours</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>3-6 Hours</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>6-10 Hours</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10 Hours and More</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
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</tbody>
</table>

**Table 3: Efficiency of Distance Learning for Professors and Students**

<table>
<thead>
<tr>
<th>Efficiency of Distance Learning for Professors and Students</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Important</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Very Effective</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Not effective at all</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
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</table>

**Table 4: Moulay Slimane University and the Adequacy of the Technological Resources**

<table>
<thead>
<tr>
<th>Moulay Slimane University and the Adequacy of the Technological Resources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 5: Enjoying Distance Learning**

<table>
<thead>
<tr>
<th>Enjoying Distance Learning</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes surely</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Not at all, there have been a few problems and challenges</td>
<td>3</td>
<td>37.5%</td>
</tr>
</tbody>
</table>
Morocco is still a developing country that has to ensure an effective and strong technological system.

<table>
<thead>
<tr>
<th>Morocco is still a developing country that has to ensure an effective and strong technological system</th>
<th>1</th>
<th>12.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above frequency tables provide us with some pertinent results concerning the future of digital education in Morocco. Obviously, the government and the ministry of higher education are doing their best to implement the necessary technological platforms in different parts of the country to help both the professors and the students to interact with each other virtually. Yet, despite all these efforts, there are still some technological lacunas which hinder both parties from attaining an equal and thrilling learning environment. For instance, in Table 1, 37 percent of the informants argue that distance learning in Morocco is very poor. One of the informants in this study stated that he had two different experiences with remote learning. In March 2020, as a high school teacher and under the effect of the pandemic, the unexpected lockdown came as a bolt from the blue and the teacher suddenly found himself compelled to fall back on the means at his disposal to keep in touch with the students and engage them into distance learning. Unfortunately, this kind of learning had limited success for a variety of reasons, the most salient of which were the teachers’ lack of experience in using some sophisticated online platforms such as Microsoft Teams and the utter improvisation that marked the regional academy’s response to the repercussions of the lockdown. Though the teachers could finally manage the crisis by dint of resorting to creating what is up groups, only very few students reacted positively to this sort of online learning. It was noticed that those who were active in the actual presence of the teacher in class were also active in his virtual presence through what is up. Still, for his other experience, as a university professor in the year 2021, his high expectations of online learning as a possible alternative to in class interactions with actual human beings were likewise thwarted. In the fall semester, he was eager to try distance learning with almost two thousand freshmen and sophomores, but his enthusiasm suddenly came to a halt for different reasons. Not all students unfortunately could have access to Microsoft Teams. Some complained about the absence of connectivity, others could not afford the internet due to poor social conditions, while others simply could not have a smart phone or a laptop. This created a digital divide. Most teachers themselves are dissatisfied with the overall circumstances surrounding remote learning mostly due to technical problems that kept cropping up in the course of online lecturing and accordingly the smooth flow of the lecture that occurs in face-to-face teaching was repeatedly blocked for one reason or another. Last but not least, this professor concurs with sheer reticence that learning through the internet could supplement rather than supplant face to face teaching and learning exchange. In the same vein, when professors were asked whether distance learning has actually enhanced the social interaction between professors and students, some professors point out that distance learning has meaning only as a discursive reality. In other words, what imparts meaning and significance to it is discourse. The existence of this kind of learning as an object in itself, outside discourse is meaningless. If we speak about the social interaction between students and teachers, I believe that the only possible way to enhance it is through face-to-face teaching as online or virtual teaching does not allow direct social contact.

Apart from this, in table 2, the statistics show that 87.5 % of the professors spend more than 2 hours on line interacting with their students. This proves that digital education is a good option during this pandemic. At least, the students can consolidate that social contact to grab the sort of information they need virtually. Still, in this study, 50 percent of the professors...
contend that it is high time to question the validity and the adequacy of the technological platforms and resources used to ensure a good and strong interaction between the students and their professors on line. To back up this, we need to consider again the professors’ attitudes and views concerning the value of such devices in the Moroccan universities. If we take Sultan Moulay Slimane University as an example, we will find out that 62.5 percent of the professors believe that the university has been able to provide the students with the necessary technological tools as well as the diverse digital platforms to ensure an effective and instilling learning environment.

In relation to the above facts, the study has also touched upon digital education as a source of enjoyment for both students and professors. Table 5, for instance shows that 50 percent of the informants have enjoyed themselves while using Microsoft teams and Moodle whereas 37.5 percent state that they have not really enjoyed themselves while using the different digital platforms. It seems that they have their own reasons for not choosing virtual classes. Most of them assert that their everyday virtual sessions were coupled with a lot of problems and challenges. One of these serious problems is connectivity which is not equally shared by all the students in Morocco.

Conclusion:

Distance learning can be resorted to as a follow up and not as an alternative. In the entire world, academics and researchers tend to instrumentalize the fateful crisis of Covid and give more importance to remote learning than it deserves. I am very confident that digital education or remote learning provides a cosmetic and short-lived solution to the crisis. Yet, it will never replace face to face encounters with real people (in this case our students). It is true that a very considerable number of students are dissatisfied with the software and technological tools they are using to interact virtually with their professors. Such dissatisfaction emanates from the weakness of connectivity which is not equally shared by all the students in urban and remote rural areas. Due to this pandemic, most students were unable to use the digital platforms effectively. Students still seem to be attached to in classroom learning experiences and are therefore incapable of being autonomous learners. They still rely on the teacher as the only pedagogical source. I am afraid that in Morocco in the near future, the traditional education or face to face communication will lose its position to give a sort of hegemony to the digital education. Obviously, despite the technical problems and challenges professors and students are exposed to in virtual classes, there is a sheer amount of discourse that tends to normalize and legitimate distance learning at the detriment of its counterpart. According to Foucault, we are living in a society where normalizing power is given more weight and significance than repressive power. These concepts also evoke Louis Althusser’s notions of repressive state apparatus (this one is no longer tenable) versus ideological state apparatus (this one is applicable and hence efficient in this rapid contemporary digital era). Globalization has surely spanned the entire world and has changed the way we assess and evaluate things. Following Althusser’s vision, we are born into ideology and we collude with it in the construction of its subjects.
The Questionnaire

1- How do you feel about distance learning in Morocco?
a) Poor.
b) Average.
c) Good.
d) Excellent.
2- Do you use a special device for learning online? Explain.
3- Do you think that distance learning has actually enhanced the social interaction between professors and students? Explain.
4- How much time do you spend each day on distance learning?
a) 1-3 Hours.
b) 3-6 Hours.
c) 6-10 Hours.
d) 10 hours and more.
5- How effective has distance learning been for both students and professors?
a) Extremely important.
b) Very effective.
c) Not effective at all.
6- Has Sultan Moulay Slimane University been able to provide its learners and professors with the adequate resources to ensure an effective and instilling learning environment?
a) Yes.
b) To some extent.
c) Not at all.
7- In your opinion is distance education stressful during the Covid 19 pandemic?
8- Have you enjoyed distance learning?
a) Yes, surely.
b) Not at all, there have been a few problems and challenges.
c) Morocco is still a developing country that has to ensure an effective and strong technological system.
9- Are teachers and students satisfied with the technology and software they are using for online education?
10- Do you think that distance learning is less important than the traditional face to face communication?

References:
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