
Students' Representations of Teaching and Learning in The "LC" Module: Faculty Of Science and Technology-UMI as a Case of Study.

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Currently, the evaluation of the pedagogical reform, concluded by the (Bachelor, Master, Doctorate "LMD") system, has raised difficulties and dysfunctions related to the teaching and learning of the Language and Communication (LC) module in scientific and technical institutions with regulated access. This study aims to gather and analyze students' perceptions regarding the description of the LC module and the conduct of these teachings, as well as the pedagogical and didactic approaches and materials implemented, focusing on the Faculty of Sciences and Techniques of Errachidia. After defining the theoretical reference concepts, a mixed approach is adopted to analyze the collected data. In perspective, scenarios effectively influencing the identified perceptions will be discussed.

Keywords: Pedagogical reform, Curriculum Integration, teaching and learning, perceptions, Language and Communication, Higher Education, Morocco.

About Authors: Mohamed Chakib TAZI CHERTI, Professor of Higher Education at the Faculty of Letters and Human Sciences - Dhar Mehraz - and Director of the Research Laboratory: Cultures, Representations, Education, Didactics & Training Engineering "CREDIF" at Sidi Mohamed Ben Abdellah University in Fez.

Mohamed Nou, PhD candidate at the Research Laboratory: Cultures, Representations, Education, Didactics & Training Engineering "CREDIF" at Sidi Mohamed Ben Abdellah University in Fez.

Said Azelmad, Ph.D. is an Assistant Professor of English Language and Entrepreneurship at the Faculty of Science and Technology in Errachidia.

introduction

Communication module (now LC) into the pedagogical architecture of scientific and technical institutions with regulated access. It is a cross-cutting module programmed into the pedagogical reforms adopted within the framework of the LMD ¹ system that has

not neglected the integration of the Languages and Communication module (now LC) into the pedagogical architecture of scientific and technical institutions with regulated access. It is a cross-cutting module programmed into the core curriculum. It is considered a valuable auxiliary in the teaching-learning process in the university context. However, the implementation of this module encounters a series of difficulties. The most significant of these lies in the secondary/university transition concerning linguistic fracture (Messaoudi, 2016), which has hindered the optimal progress of scientific and technical French teaching for almost three decades.

Many evaluation works in Morocco and the Maghreb have addressed aspects of linguistic fractures. Researchers sometimes reach the same result with almost similar data. They also meet in the way they approach the identified problems. These investigative research efforts have allowed for the collection of representations and the identification of dysfunctions. These dysfunctions are pedagogically related to the place of the LC module among students who continue to express a reluctance towards this deemed secondary education. They are also due to the linguistic deficit inherited, from previous cycles, by the majority of Arabic-speaking high school graduates facing an overly ambitious curriculum and the mismatch between teaching content and student needs or even the adopted pedagogical approaches. Thus, the LC module programmed at the university level remains insufficient to smooth out all the observed difficulties. "The remedies proposed by universities (French upgrading, expression techniques, communication...) are not always enough to make students autonomous in handling the written language required by higher education," as testified by (Bourdereau, 2006, P.27)

After a cursory reading of the general context regarding the place of the LC module in the pedagogical reform of higher education, it is worth defining theoretical reference concepts, particularly in terms of representations inherent in language didactics. Re-

¹The LMD system revolves around 3 training cycles (Bachelor's - Master's - Doctorate). Morocco embarked on its university reform

in September 2003 to harmonize higher education curricula with European standards. Higher education is organized into semesters grouping a coherent set of fields and specialties.

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search hypotheses are formulated with the determination of the adopted methodological protocol. From a socio-constructivist perspective, a mixed analysis of the collected data has been implemented to identify difficulties and gather representations. Following this diagnosis, it is important not to limit oneself to the state of the art and theoretical identification, but rather to explore improving scenarios capable of effectively influencing the observed representations. The objective is to encourage the student to "modify" their stance towards a module that is not lacking in interest and to enable other stakeholders to adjust their perceptions regarding these teachings. Finally, some essential conclusions and recommendations arising from this research will be discussed (Iglesias, 2013).

1 Contextualization: The Place of the LC Module in the Pedagogical Reform

The LC module has been integrated among the scientific and technical modules in the pedagogical architecture of universities with regulated access, including the Faculties of Sciences and Techniques, since their establishment in 1994. These teachings aim primarily to accompany students in their academic journeys and to enable them to acquire necessary disciplinary and transversal skills. Measures have been taken not only for the training of teachers destined to deliver these courses but also for the making of support structures, including the development of training descriptions and frameworks (Cap University)², to assist students in their learning endeavors. National Pedagogical Standards Notebook "CNPN." These teachings, delivered in French and English, generally revolve around language reinforcement courses, university work methodology, and oral and written communication techniques in interpersonal and professional contexts. The LC module includes lectures and directed study sessions dedicated to students enrolled in the common trunks of scientific and technical pathways: Mathematics, Computer Science, Physics "MIP," and Biology, Geology, and Chemistry "BCG." This program also targets students progressing through master's programs and engineering cycles. Some students do not consider the LC module important. This attitude stems, among other reasons, from the overload and compression of an advanced scientific and technical program. Thus, despite linguistic gaps and communication difficulties, they feel compelled to prioritize their program. Considered as a secondary module, many students postpone its prepara-

²The Cap University manual is a resource aimed at strengthening French language skills at the B1/B2 level of the Common European Framework of Reference for Languages. It is designed for transversal modules in the first and second years of the Bachelor's degree. This manual is intended for institutions in technical, human, legal, and social sciences.

tion until the eve of semester exams. These true/false, individual, or collective representations are called into question when they are required to undergo certification tests, prepare and defend a study project, undergo an interview, and present an application for education or employment in Morocco or abroad. Furthermore, efforts have been made, from the National Charter of Education and Training (1999) to the current debate aiming at Accelerating the Ecosystem of Higher Education, Scientific Research, and Innovation (**ESRI Pact, 2030**). This new reform prioritizes the promotion of foreign languages and power skills through the implementation of hybrid teaching approaches, aiming to improve success rates, reduce university dropout rates, and facilitate access to the workforce. Aware of the major role of students as partners in the pedagogical process, the following literature review will highlight the importance of social, linguistic, and didactic representations in language teaching and learning.

2 Literature Review

2.1 Social Representations

The term *representation* refers to the action of making something visible through a figure, symbol, or sign (Laberge, 2002), that represents a phenomenon or an idea. This word stems from its Latin origin *repraesentatio* which is the action of putting something back in front of someone's eyes. Representations correspond to the ideas that each individual has about a specific subject or object. They refer to the action of making a present again and its result (Brousseau, 2004). The notion of *representation* is found in various disciplines such as social and cognitive psychology, anthropology, history, and sociology, introduced by Durkheim (1960), who considered it to be a form of social knowledge that the person constructs more or less consciously based on what they are, what they have been, and what they project and which guides their behavior. For Moscovici (2001), social representations are intended to have a collective character that includes concepts, images, and perceptions. In social psychology, the core endeavor lies in identifying, analyzing, and gathering social representations. As asserted within the social sciences, representations serve as "a form of elaborated and shared knowledge, with a practical aim, contributing to the construction of a common reality for a social group." This notion encompasses the collective knowledge, beliefs, and opinions that a group holds about a particular social object, as emphasized by Christian Guimelli (1994). The concept of social representations extends beyond the humanities, permeating various disciplines. As a conceptual activity, representation is interpreted differently across fields, each imbuing the term with distinct meanings and semantic potential. This versatility allows the concept to play a significant role in cognitive sciences, sociolinguistics, and

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didactics. Our exploration thus focuses on elucidating how these representations influence language acquisition and teaching, highlighting their profound impact across diverse academic domains.

2.2 Representations in Sociolinguistics and Didactics

The notion of representation is increasingly present in the field of studies on languages, their appropriation, and transmission. It is recognized in particular that representations of languages, their norms, characteristics, or statuses relative to other languages, influence the procedures and strategies individuals employ to learn and use them Dabène (1997) . Research, especially in the school environment, has long linked attitudes and representations to the desire to learn languages and to the success or failure of this learning. Numerous avenues of analysis, as well as various didactic approaches, focus their reflection on both elucidating and analyzing the representations attached to languages, with the aim of facilitating the establishment of more favorable repositionings for learning. It is precisely because language representations play a central role in language learning processes. Moreover, these representations are malleable, as they address educational institution leaders and language policy instances. They play an essential role in the decisions they make and the behaviors they adopt. They allow for the effective management of the work environment. In their study, Moore (2002) explains the importance of social representations in language teaching. They demonstrated how images shared within a social group can influence attitudes towards these languages and ultimately the learners' interest in these languages. Their focus is on learners' representations of languages and their learning because potential learners often have an image of languages that could hinder them from learning them. The authors also explain that representations can be taken into account during language teaching to overcome prejudices and stereotypes, or to exploit connections between languages.

3 Methodology

3.1 Research Objectives

Students would encounter difficulties in understanding the content delivered, consolidating their levels, and comprehending scientific subjects taught in French and English. Thus, they would be interested in the LC module, appreciate its presence in the educational architecture of the FSTE, and be satisfied with its content and implementation, especially through a digital support system made available to them. This research aims, on the one hand, to gather students' representations of the LC modules at the FSTE. On the other hand, it will help identify the difficulties hindering

the achievement of the objectives set by these teachings. The observations collected and the conclusions resulting from the conducted survey will allow for the identification and analysis of representations and will serve as a framework in a regulatory context, particularly at the didactic level, to promote the teaching and learning of the Languages in the faculty.

3.2 methodological Approach

This research is descriptive and analytical, based on the action-research-intervention approach. It is a method of successive questioning that allows for theorizing practice and building actionable knowledge, and therefore transferable. It represents a means of articulating theory and practice in fruitful dialogue. Catroux (2002) asserts that this type of approach is often characterized by a cycle of steps, including exploration and analysis of field experiences, statement of a research problem, planning and implementation of the project, presentation, and analysis of results, and finally decision-making and proposal of action plans, all of which presuppose strong involvement of different actors at each stage of the process. It is initiated by the teacher, and practitioner-researcher, through a critical look at their professional practice and pedagogical practices. It also promotes a better understanding of their interventions in class. To do this, we implemented a mixed approach combining quantitative and qualitative analysis Creswell (2014). In data collection, we opted for active observation as a practitioner teacher. However, representations are not directly observable. They can be inferred from verbal behaviors. Thus, we also relied on data collection through questionnaires, focus groups, testimonials, and through electronic brainstorming. In processing the collected observations, we proceeded with computer analysis using computer applications and specialized software (Sphinx, 5th version).

3.3 Field of Observation

Our field of observation, following the CEFR, concerns students' representations and suggested responses on the teaching-learning and evaluation of the LC module at the FSTE. These representations, which we are interested in studying in this research, are very important research objects because we hypothesize that they will help us understand how students approach certain factors that may have a significant impact on the LC module. We will explore here, in particular, how students from relatively heterogeneous linguistic and cultural groups perceive the teaching-learning of the module in question. Therefore, our study aims to grasp all the elements that may influence representations of language acquisition and the learner representations in the foreign language class as essential elements for developing a holistic vision of language learning development. Studying these representations, in various

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fields, helps on the one hand to understand how students react to the foreign language and the learning process, and on the other hand, to understand how they build their knowledge of/in the foreign language.

3.4 Instrument

The questionnaire used is based on three essential variables, and the data is gathered during the academic year of 2022/2023. As it is indicated in the questionnaire above, the **acquisition** variable concerns the appreciation rate of the LC module as it appears in the pedagogical architecture. In addition to the attendance rate at lectures and tutorials, the hourly workload of the module, and the premises used according to the respondents, our investigation also focuses on the content taught and the number of students per tutorial group, and the importance of these teachings in understanding scientific and technical training overall. Overall, we will identify its place among students and in relation to other scientific and technical modules. In the second variable inherent to **teaching** the questions asked aim to elucidate how students perceive the educational materials (whiteboard, slides, audiovisual, text, etc.) used in teaching. Additionally, it is a matter of verifying if students engage in communication activities. Which activities help students understand the different didactic units in the program focusing on linguistic reinforcement, oral and written communication, and professional life. Students' representations of the pedagogical approaches and didactic strategies used by the teacher and the digital platform provided to them are also discussed in the survey materials. However, we also check whether the teachers are available and attentive to provide direct or indirect assistance and support to the students. At the end, we will verify whether the students express their consent regarding the teachings provided, which help them improve their language and communication skills and continue their higher education. These variables were also the subject of informal interviews with teachers and Moroccan and foreign students. The collected comments also allowed us to understand the students' representations regarding the three variables addressed in the questionnaire. An electronic brainstorming session was also organized for the target population to identify representations and difficulties encountered in French language oral and written communication as well as potential remediation strategies. Testimonials and focus groups also allowed us to collect representations before, during, and after the learning process.

4 Questionnaire Theme

The thematic focus of our survey pertains to the teaching-learning process and assessment of the LC modules (French and English) according to the Common European Framework of Reference for Languages

(CECRL). The study aims to provide a representative sample targeting students enrolled in scientific and technical programs and tracks at the Faculty of Sciences and Technology (FSTE), as well as the Alumni of the FSTE. Indeed, the authors look to:

- Identify the role and significance of the LC module within the student's educational experience.
- Define their perceptions regarding these modules.
- Analyze their organizational structure and examine how they are implemented during lectures and guided exercises.
- Evaluate the learning processes in both written and oral formats.
- Assess how students have perceived the web platform (www.lce-fste.ma), which was specifically designed for them to access the content of these modules.

Quantitative analysis has been conducted on the collected comments, and the observations gathered will enable us to address identified challenges and propose improvement scenarios, particularly in terms of didactic approaches in both face-to-face and distance learning environments.

During the 2021/2022 academic year, data collection was conducted through **200 paper-based questionnaires**, distributed directly to respondents at the end of a lecture at FSTE. Of these, **91 were retrieved**, while the majority of responses (**472**) were collected online via **Google Forms**, leveraging the role of **Information and Communication Technologies (ICT)** in scientific research.

The data collection spanned **over five months**, with respondents engaged through **email lists and social media (Facebook, WhatsApp)** to maximize participation. This effort resulted in a **final dataset of 563 usable responses (91 paper-based, 472 electronic)**.

Based on **FSTE's official statistics**, the survey is considered **valid**, with a **participation rate and statistical analysis conforming to the principle of normality**, ensuring **sample representativeness**.

4.1 Data Collection

Regarding data collection, we distributed 200 paper questionnaires directly to the respondents. Although we were able to retrieve almost half, numbered from 1 to 91 samples, most responses were collected online using Google Forms, acknowledging the role of Information and Communication Technologies (ICT) in research and investigation. The phase related to collecting feedback lasted for more than five months from the academic year 2022/2023. A link of the online questionnaire was sent to students via email and social media platforms, especially Facebook and WhatsApp groups, to widely spread the survey. Thus, we managed to collect 472 responses for analysis. The final sample comprised 563 usable responses, including

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91 collected on paper and 472 submitted electronically. Based on official statistics provided by the FSTE, the survey meets the validation criteria. The participation rate, along with a detailed breakdown of the data—aligned with the principle of normal distribution—indicates that the sample is indeed representative. It should be mentioned that this survey consists of 40 multiple-choice closed questions. The collected elements, offering the possibility of computer processing, were entered, downloaded, and recorded using Excel. Subsequently, after a global review of the collected elements, we proceeded to filter and clean the data using the software used for data processing and displaying results by variables in the form of graphs facilitating the understanding of the studied phenomenon and tables allowing data visualization. They can be used to represent both raw data and statistical results. Data tables are normally, or rather in a scientific statistical approach, the first to be drawn up. These tables facilitate and account for data processing (Lahanier-Reuter, 2003). In this chapter, we will present the results of this conducted research to identify students' perceptions and assess their appreciation or depreciation regarding the teaching and learning of the modules taught. The originality of this work lies in the fact that students are asked to evaluate various aspects of their education. This expression of judgment is generally institutionalized. However, it is rather rare to involve students in expressing their opinions on the content of the teaching and even on all the pedagogical services provided by their teachers. Aware of their role as evaluators of their learning, the results of the research could therefore contribute to the improvement of the curriculum and the implemented system, the adjustment of its content, and even the approaches and evaluation criteria adopted.

5 Results and Discussion

According to gender, the rate of students who participated in the survey is almost the same as that of female students, representing 50.8%. It should be noted that both genders at the national level are actively involved in the various aspects of this survey. Graduates from FSTs enrolled in master's programs, doctoral programs, and engineering cycles also responded to the questionnaires. Therefore, we can affirm that the survey can integrate various fields of study within the target population. In terms of the number of respondents by host institution, the figures show that the majority of respondents are from the FST-E, accounting for 79.8%. While other institutions from different university cities at the national level represent 20.02%. Students from FSTs at the national level also participated in this evaluation. Regarding the distribution of respondents by province and country of origin, we observe, at first glance, that students from the Errachidia province represent 39.3%. Thus, students from other provinces

nationwide account for 60.7%. Additionally, foreign students represent 5.5%. This allowed this evaluation to appeal to several social categories of Moroccan and foreign students enrolled in various scientific and technical programs. Regarding the number of respondents by field of study, students enrolled in MIP and BCG programs represent 40.3% and 27.4%, respectively. The rate of other scientific and technical fields of study, across all specialties, varies between 6.7% and 0.2%. By examining the feedback regarding the LC module,

Appreciation Language Modules	Number	% Rate
Yes	414	73.50%
No	47	8.30%
Relatively	102	18.10%
Total	563	100%

Table 1: *Appreciation of Language Modules*

it is clear from the above graph that the majority of students (73.5%) appreciated the presence of this module in the pedagogical architecture of regularly accessed university institutions. 18.1% consider the presence of this teaching among scientific and technical modules to be relatively important. Other respondents expressed indifference to the raised question.

Table 2: *Attendance Rate in Class*

Regular attendance	Number	% Rate
Yes	338	60.00%
No	40	7.10%
Sometimes	185	32.90%
Total	563	100%

To continue, based on the figures expressed in the previous graph, we can observe, firstly, that the rate of students who regularly attend classes and tutorials is 60%. Secondly, those who attend occasionally represent nearly 33%. The remaining 7.1% are completely absent. We can deduce that 40% are at risk of not understanding the content delivered and face difficulties in preparing for and taking end-of-session tests and exams.

Upon careful examination of the above graph, the analysis of the collected observations reveals that 45.8% of respondents find the allocated class hours for LC modules to be very insufficient. Meanwhile, 33% consider the allocated hours for these modules to be adequate. Only a minority of 10.5% assert that the hours spent on the subject are very inadequate. Regarding students' representations of the content of LC modules, based on the results obtained, we observed that 54.9% find the content of the modules suitable.

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Table 3: Workload of LC modules according to respondents

Number of Hours LC	Number	% Rate
Excessive	60	10.70%
Adequate	186	33.00%
Insufficient	258	45.80%
Very Insufficient	59	11.00%
Total	563	100.00%

Table 4: Number of Hours LC

Additionally, more than 20% also perceive the different chapters of the proposed program to be very easy, compared to 9.6% who find them difficult. The following table clearly illustrates these representations by hosting institutions on a national scale:

Institutions	Adequate	Inadequate
FST Errachidia	42.6%	10.5%
FST Fès	3.9%	2.0%
EST Fès	4.8%	0.9%
Autre	3.6%	1.8%
Total	54.9%	15.1%

Table 5: Students' perception of adequacy of LC module content by institution

Institutions	Easy	Difficult	Total
FST Errachidia	17.8%	8.9%	79.8%
FST Fès	0.9%	0.4%	7.1%
EST Fès	0.9%	0.4%	6.9%
Autre	0.9%	0.0%	6.2%
Total	20.4%	9.6%	100.0%

Table 6: Students' perception of difficulty of LC module content by institution

According to the figure below representing the number of students per tutorial group, over 46% of students consider the distribution of sections per group to be average. 22% of them deem this distribution adequate, while over 14% of respondents consider the number of students per tutorial group excessive.

Regarding the spaces most utilized by students in the teaching-learning process of the LC module, the majority of responses, which were captured, opted for tutorial rooms, accounting for 73%. The remaining expressed satisfaction even though lectures take place in lecture halls. Let's see the preferences expressed by students enrolled in various universities regarding the facilities used in the table below:

34.3% of students affirm that the LC module helps students understand scientific and technical courses. The same number sees the opposite. The rest of the

Number of TD groups	Number	% Rate
Excessive	74	13.10%
Adequate	127	22.60%
Average	262	46.50%
Low	100	18.00%
Total	563	100.00%

Table 7: Respondents' count by TD groups. Average = 2.69, Standard deviation = 0.91

Hosting institution	FST Errachidia	FST Fès	EST Fès	Autre	Total
TD class	58.1%	5.9%	4.1%	5.0%	73.0%
Auditorium	21.7%	1.2%	2.8%	1.2%	27.0%
Total	79.8%	7.1%	6.9%	6.2%	100%

Table 8: Students' preferences regarding the facilities used by institution

respondents are neutral and consider that the taught content meets their expectations.

Effectiveness of LC modules	Number	% Rate
Yes	193	34.30%
No	192	34.10%
Relatively	178	31.60%
Total	563	100%

Table 9: Effectiveness of LC modules based on student responses

Through the raised questions, we learned that 61.8% and 26.5% of students respectively rate the means and educational materials implemented as good and very good. 10.5% consider the materials used to be of poor quality. In response to the question about oral and written exercises, and communication activities during classes and tutorials, 47.2% assert, as shown in the following graph, that these activities are often scheduled. 18.5% of students participate very regularly in the activities and exercises conducted.

Practical activity during TD	Number	% Rate
Very often	104	18.50%
Often	266	47.20%
Rarely	126	22.40%
Very rarely	38	6.70%
Never	29	5.20%
Total	563	100%

Table 10: Practical activities during tutorials according to participants

Most respondents, accounting for 47%, testify that interactive exercises and activities are integrated into tutorials, facilitating the participation of all students.

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Their implementation is almost rare according to a minority not that is not exceeding 6%.

Progression of LC content	Number	% Rate
Logic	335	59.50%
Not very coherent	169	30.00%
Coherent	5	0.90%
Very incoherent	10	1.80%
Incoherent	44	7.80%
Total	563	100%

Table 11: *Progression of LC content as perceived by participants*

After examining the figures provided by the graph above illustrating students' stance on the distribution and progression of the taught program, it is observed, on one hand, that 59% find the overall order and organization of the parts and chapters of the program logical. However, 30% of students find the distribution of the LC program somewhat incoherent. Others highlighted the inconsistency in which the various parts were established and addressed. Regarding the responses collected to verify the importance of the LC module for students in their integration into the university environment, most of them confirm the importance of the content per module. 14% see the opposite. The remainder asserts that the LC module does not greatly facilitate students' integration into the university context. According to the results obtained, the proposed program allows for the improvement and consolidation of students' French proficiency, as affirmed by 54.2% of respondents. 36.2% of respondents testify that the teaching-learning of this module does not help students improve their language skills. Almost 10% of respondents do not see the usefulness of the scheduled modules.

Pedagogy and didactics adopted	Number	% Rate
Lectures	191	33.90%
Interactives	231	41.00%
Motivating games	141	25.00%
Total	563	100%

Table 12: *Students' views on the pedagogical and didactic methods*

As shown in the graph above, the pedagogical and didactic methods implemented by the teacher in French and communication classes are sometimes traditional and sometimes interactive and playful. Firstly, almost 40% of students acknowledge that teachers often opt for traditional lectures. Secondly, 41% testify that teachers frequently use interactive methods. Then, another 25% recognize that students benefit from playful

activities in class. In conclusion, upon careful analysis of these figures, it is evident that teachers vary the materials and methods used depending on the content and objectives targeted. We also observed that 38.4% and 45.3% of students respectively acknowledge that LC teachers are often and very often available to provide help and support. A negligible minority of respondents assert the exact opposite.

Adaptation of courses and exams	Number	% Rate
Yes	249	44.20%
No	101	17.90%
Relatively	213	37.80%
Total	563	100%

Table 13: *Respondents' views on the adaptation of courses and exams*

Examining the figures provided by the previous graph, it appears that 44.2% of students have noticed a mismatch between the lectures delivered, the criteria, and the assessment methods adopted during exams. Others have noticed the opposite, accounting for 17.9%. However, 37.8% deem the taught content and proposed exams adequate.

Lectures and Exercises Cognition	Number	% Rate
A lot	51	9.10%
A little	296	52.60%
Not at all	216	38.40%
Total	563	100%

Table 14: *Courses and Exercises cognition among students*

This figure aptly illustrates how students perceive the content of the lectures and tutorials delivered in LC class. 9% of them attest that they understand a lot; 56.2% claim the opposite. Conversely, over 38% affirm that they do not understand the lectures and tutorials at all. This last figure is very significant and requires careful analysis to review the content and methods implemented, as well as the reasons for this handicap. Finally, those who declare that they have not encountered any problems studying and understanding the lectures delivered in LC are foreign students and many others who are up to date. This is justified by their regular attendance at lectures and tutorials.

Among the questions proposed, the students' viewpoint regarding the platform developed for the implementation of online courses (www.lce-fste.com) was examined. First, it should be noted that in most responses, at 66.1%, students greatly appreciated the creation of this Blended Learning platform in its initial trial. Then, 30.6% are somewhat less interested in this

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Appreciation of the web platform	Number	% Rate
A lot	372	66.10%
A little	172	30.60%
Poor	19	3.40%
Total	563	100%

Table 15: Respondents' appreciation of the web platform

support. Meanwhile, 3.4% of students rate the platform poorly for reasons that are not expressed. Is it at the technical level or the level of the shared content? Some answers to this question are mentioned in an article on the experimentation and evaluation of the mentioned platform by Mohamed NOU (2022).

6 Observations and Representations

Numerous comments, remarks, and proposals were recorded during the survey. Overall, these feedbacks focus on students' perceptions regarding the teaching and learning of the LC module. Students appreciated the opportunity given to them to participate in this research as evaluators of their education. According to most of them, the LC module is important in life; it is the key to the world because it allows learning, improving knowledge, getting information, and communicating with locals and foreigners. This teaching is necessary not only for speaking, reading, and writing but also for effectively interacting with others and integrating into the professional environment in the future. The linguistic challenges in multilingual education systems are well-documented. Gorter (2013) underscores the misalignment between education systems and societal multilingualism, particularly in revitalizing minority languages—a struggle echoed in Morocco, where students face abrupt language shifts (e.g., Arabic to French/English) that disrupt academic continuity. As one Amazigh-origin student noted, navigating scientific disciplines across three languages feels *almost absurd*, highlighting systemic fragmentation. Similarly, Ngc (2024) identifies structural disparities between native and academic languages as a cognitive barrier for minority learners, an issue exacerbated by insufficient pedagogical support. Therefore, while some students advocate for increased workloads with closer supervision, solutions must address these linguistic inequities to ensure modules like LC achieve their potential in fostering well-being and inclusion. In this direction, it is necessary to work on students' communication skills. Continuing to deliver interactive classes in tutorial rooms with limited student participation requires a strategic pedagogical shift toward active learning. Encouraging students to prepare presentations, engage in debates and simulation sessions, and collaborate in group work fosters not only communication and

critical thinking skills but also a deeper engagement with course content. These methods transform students from passive recipients of knowledge into active participants in the learning process. By creating a dynamic and participatory classroom environment, educators can better address diverse learning styles and promote inclusivity. Moreover, such practices enhance students' confidence, autonomy, and ability to work in teams—competencies that are essential for both academic success and future professional integration. In addition to the variety of teaching materials (theater, songs), respondents wish for the development of courses in the form of videos and the establishment of channels and platforms for learning to communicate in French and English. Let's hear the words of a student's parent: "Allowing students to discuss and dialogue massively in concrete situations with current topics... that is to say, preparing presentations in pairs... this allows them to participate and develop their language and communication skills. Moreover, it allows the teacher, or rather the facilitator, not to work too hard... In the end, I thank the teachers for their efforts and wish them success and courage in their mission, which is not easy: teaching equals learning twice." In short, all recommendations focus on the need to give students the chance to speak, debate topics, and schedule fun activities that motivate them and allow them to express their expectations and points of view. Moreover, it is worth noting that students warmly welcomed the platform provided. It allows access to the studied content and downloading of courses in various formats. It is a valuable support that accompanies students and allows absentees to catch up on missed sessions. Students hope that other teachers responsible for scientific modules will do the same. Certainly, the change of some chapters of the program and the integration of much more important parts have been mentioned in the feedback from respondents. Programming courses and exercises to prepare students for certification exams (TCF) is desirable. Finally, it is necessary to plan an entrance test before classes to divide groups according to identified levels and take into account continuous assessment and attendance in the evaluation.

7 Discussion

Through the conducted survey, whether through questionnaires or interviews, focus groups in close consultation with other teachers and educational affairs officials, we examined, to what extent students' representations regarding the teaching-learning process of the LC module are shared by the surveyed individuals (social representations). On the other hand, we highlighted the criterion of favorability of certain profiles. This led us to verify whether the representations thus highlighted are favorable or not.

After analyzing the data and verifying the formulated hypotheses, it turned out that students appreci-

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ated the presence of LC modules in the pedagogical architecture of regularly accessed institutions. They are satisfied with the proposed program and its implementation. However, some students find it difficult to understand the content taught and to consolidate their levels. In general, these modules do not help in the learning and assimilation of scientific and technical subjects.

According to their feedback, many students appreciated the presence of the three LC modules (French/English) in the program offered at the FST-E in the core curriculum. Furthermore, we found that some students consider the workload allocated to the specified modules to be insufficient. Recognizing the importance of these modules, several students advise newcomers to attend LC classes regularly and to treat them with the seriousness they deserve. They also express appreciation for the pedagogical approaches used by instructors, particularly in the delivery of lectures and the facilitation of practical activities and tutorials.

Moreover, some students consider the LC module program to be difficult. This difficulty has caught our attention. Thus, we learned from additional questions that the elements that prove to be obscure in the teachings provided relate to theoretical concepts and notions related to communication. To overcome these difficulties, it is better to focus efforts on tutorials and reinforcement exercises in class.

On the other hand, more than 38% of respondents assert that they do not understand the courses and tutorials at all. This latter figure is significant and requires careful analysis in order to review the content and methods implemented. LC courses and tutorials should be delivered interactively in tutorial rooms with the participation of a limited number of students and not in the form of lectures. According to most, the LC module is necessary, especially in scientific and technical institutions. It helps in the assimilation of the curriculum, in university integration, and also in accessing higher education and professional life. Others, on the contrary, think that these modules are secondary. For this reason, they give more importance to specialty modules. Many students affirm that the LC module helps students understand scientific and technical courses. Its content relatively meets their expectations and helps them pursue further studies or enter the job market.

8 Improvement Scenarios: Acting on Representations

Didactic research on representations revolves around two observations:

- On one hand, traces of a representation state and its evolution can be identified. Knowing that representations are malleable and can undergo modifications.

- On the other hand, representations maintain strong links with learning processes, contributing to their establishment.

This brings students to believe that if the coefficient of LC modules is similar to that of scientific and technical modules, it is because the LC module holds equal value. Thus, considering the module as secondary to only focus on scientific modules would be a big mistake. Absence from classes and tutorials makes module preparation difficult. Therefore, regular attendance is necessary to better assimilate the content taught and prepare for exams, even pop quizzes. Since languages are fundamental to university education, they should be given the importance they deserve to access information easily via the various resources available. According to Oxford (2016), language and communication (LC) modules play a crucial role in university education, holding equal value to scientific and technical subjects. Neglecting these modules in favor of other disciplines can hinder students' ability to access information, prepare effectively for exams, and engage in academic discourse. Regular attendance and active participation in LC courses are essential for assimilating content and developing critical skills. Similarly, Oxford (2016) highlights the importance of self-regulation in language learning, emphasizing that strategic engagement enhances comprehension and proficiency. Her work presents an advanced *Strategic Self-Regulation Model*, which integrates theory and practice to support learners in developing skills across all language areas, including grammar and vocabulary, fostering self-regulation, and applying structured learning strategies. Hence, students can maximize the benefits of LC modules, reinforcing their significance in higher education.

Students often realize the importance of linguistic knowledge and communication skills a little too late, especially when they are required to take proficiency tests, write reports, prepare and present a final project, or face an interview panel. During these challenges, they realized that their skills were not adequate. However, some students regularly attend classes, participate in lectures, exercises, and activities scheduled during tutorials, and always in close interaction with their professors. These Moroccan and foreign students do not find it difficult to respond to language and communication tests in terms of comprehension and production (Campbell et al., 2001). Certainly, increasing the workload through the integration of foreign language and soft skills modules as part of the new reform could satisfy students. The difficulties mentioned in the collected observations have caught our attention. Thus, we will seek out the elements that prove to be obscure in the teachings provided, especially at the theoretical level. This helps to further facilitate the explanation of concepts and notions and focus efforts on practical exercises in class (Hladkoskok et al., 2022).

Personally, one of the respondents affirms, "I have

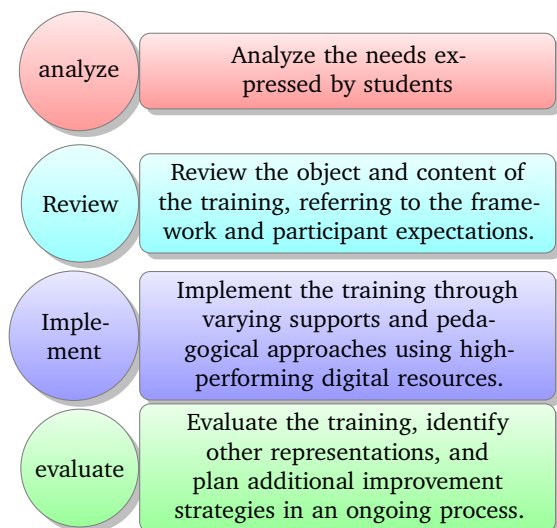
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also noticed, like most, that the number of participants is suitable. The reduction in attendance due to absences promotes quality work in a much more attractive and interactive environment." It is the students who are absent during class who have noticed the mismatch between the program content and the exam proposed. While more than 38% assert that they do not understand the courses and tutorials at all. This latter figure is significant and requires adjustment of the content and methods employed.

Students' representations regarding the teaching-learning process of the LC module depend on several factors. Arabization and the inadequacy of linguistic prerequisites expressed by most students represent the fundamental origin of this setback. Some students feel unable to remedy the accumulation inherited from previous cycles. Other students wonder and seek how to rectify the situation. Here, we are referring to students who have completed scientific and technical modules, obliged to seriously address the linguistic and communicative difficulties that hinder the optimal progress of their studies (Sarfraz, Mansoor, and Tariq, 2015).

In conclusion, based on this survey and considering the results provided by the placement test, it is necessary to distribute tutorial groups according to CEFR levels, readjust the pedagogical content, and implement interactive approaches in well-equipped facilities by integrating digital resources for support and assistance. This new distribution raises constraints inherent in planning and supervision, considering the massification and availability of premises.

Representations also vary from one teacher to another, from one institution to another. Most are convinced that today's generation, indifferent to statutory authority, is poorly educated. It is lazy. It is hesitant about studies in general. It only finds pleasure through social media. On the other hand, everyone is convinced that mastering languages has become a prerequisite for succeeding in life and professionally.



9 Conclusion

In this study, which falls within the realm of action research, representation encompasses a dual dimension, both static and dynamic. From this perspective, the study of representations constitutes a significant challenge for didactics, both to better understand certain phenomena related to language learning and to implement appropriate didactic actions capable of addressing difficulties and regulating processes in a loop of continuous experiences.

It is therefore important to analyze existing representations and take them into account in the planning, management of programs, and evaluation of teaching, considering the referential framework to promote language learning. Acting on malleable representations is a challenge that requires collective engagement and mobilization, involving all stakeholders in the pedagogical operation. Reviewing the content of teachings, rethinking the pedagogical approaches and didactic strategies implemented, varying the supports and resources used, and considering true, false, conscious, or unconscious representations, all of these approaches could capture the attention of students, enable them to work in a supportive and interactive environment, provide them with a hybrid digital support system, encourage personalized teaching, and experiential and collaborative activities fostering the pleasure of learning and the joy of understanding to regulate students' representations of language teaching and learning. These are the key responses that emerge from this study.

To conclude, the necessary conclusions to draw are:

- Organize regular information, awareness, and evaluation meetings in consultation with partners in the pedagogical operation, including students.
- Establish digital platforms and develop purely pedagogical and didactic software to open up new horizons in the field of self-training.
- Proceed, therefore, with the digitization of pedagogical content (lectures, tutorials, tests, corrections, etc.) for students. These support and assistance materials will serve as support according to the student's pace and availability.
- Allow the teacher to examine the exercise of their practices with a critical eye. Knowing that didactics is a discipline of theoretical-practical training and research. Language didactics must be inscribed in an iterative cycle that makes the practitioner a researcher-actor in a loop of continuous experience.

Finally, the new reform of higher education has provided answers to the questions raised by the survey and feedback from respondents. It prioritizes the promotion of foreign languages through increased hourly volume and revision of the content provided. It is also worth mentioning that this reform is based on socio-constructivist approaches and digital devices. The objective is to address the identified shortcomings and

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dysfunctions and to offer a new orientation. The latter emphasizes transversal skills through the integration of foreign language and soft skills modules (representing 20%) in the pedagogical architecture and responds to the requirements of academic success (Biggs and Tang, 2007).

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10 Questionnaire

Identification

- **Institution Name:** Which faculty are you enrolled in?
 - FST Al Houceima
 - FST Béni Mellal
 - FST Errachidia
 - FST Fès
 - FST Marrakech
 - FST Mohammadia
 - FST Settat
 - FST Tanger
- **Field of Study:** Which program are you enrolled in?
 - Applied Mathematics
 - Computer Science
 - Industrial Engineering
 - Environmental Sciences
 - Renewable Energy
 - Communication Didactics
- **Semester:** 📅 S1 | S2 | S3 | S4 | S5 | S6
- **Gender:** ♂ Male | ♀ Female
- **Country of Origin:** Which country are you from?
- **City:** Where do you live?

Language and Communication Module

- **Did you find the presence of this module beneficial?** ✓ Yes | ✗ No | ? Somewhat
- **Did you regularly attend the LC module sessions?** 🕒 Yes | Sometimes | No
- **How do you find the allocated hours for this module?** ⚖️ Adequate | Too much | Too little
- **How do you evaluate the content of this module?** 📦 Suitable | Unsuitable | Difficult | Easy

Teaching Methods and Assessment

- **Were the instructional materials (slides, audio-visual, texts) effective?** ★ Very Good | Good | Poor | Very Poor

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- **Did the LC module help you in:**
 - Taking notes? 📝
 - Improving public speaking?
 - Preparing for job interviews? 📁
 - Writing formal letters (CV, Motivation Letters)? 📧
- **Would you recommend this module to future students?** 👍 Yes | 👎 No

📋 Evaluation and Feedback

- **Did you take a placement test before starting this module?** ? Yes | No
- **Were the exams appropriate for your level?** 🗳️ Yes | No | Somewhat
- **What were your main difficulties in French?**
 - 📖 Grammar
 - 📚 Vocabulary
 - ✍️ Conjugation
 - 🗣️ Communication
- **Final grade received:** 🎓 Excellent | Good | Average | Weak

Thank you for your participation! Your responses will help us improve the Language and Communication module. 😊