

# Modernization of Higher Education in Morocco: Transversal Skills in the Era of New Technologies for Successful Professional Integration

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The chapter tries to highlight the critical need for transversal skills in an ever-changing socioeconomic landscape, necessitating the ongoing modernization of higher education to enable future graduates' seamless professional integration. Our investigation is based on Morocco's major educational reforms, which focus on language competency, particularly in French, as a means of accessing scientific and technical academic information, as well as the necessary digital competencies for these sectors. Morocco has recognized the issues that its graduates face and has implemented substantial reforms. The Higher Council for Education, Training and Scientific Research defines a strategic goal for 2015-2030 that emphasizes the incorporation of transversal skills within discipline training, with a special emphasis on Information and Communication Technologies in Education (TICE). Additionally, there is a focus on improving foreign language teaching to meet professional and societal objectives. However, the integration of transversal talents presents intrinsic obstacles, influenced by both constants and variables, especially in the rapidly evolving technology domain. This paper provides a detailed review of important insights from the CSEFRS<sup>1</sup> (2019) and the High Commission for Planning (HCP, 2019) to develop a program that is responsive to the labor market's dynamic requirements. The proposed program emphasizes skill-based methods, particularly in the digital domain, and recognizes technology's vital role in developing contemporary professions. Finally, the article recommends for a comprehensive approach to higher education, with a focus on aligning academic programs with changing job market demands. By combining insights from educational and statistical authorities, the proposed curriculum intends to develop a workforce with cross-cutting abilities required to navigate the problems provided by the intersection of education, technology, and professional integration

*Keywords:* transversal skills, modernization, professional integration, new technologies

## Mismatch Between Training and Employment

In 1989, the Ministry made the decision to implement a French language education module. This invention significantly changed higher education instruction, especially at public institutions. The theoretical foundations of functional French (RICHTERICH), specialist French, and the Council of Europe's Threshold Level served as the foundation for this instruction. In fact, Aoudry (2004) contends that these French classes enabled "provide the learner with linguistic and methodological tools (note-taking in class, public speaking, reading scientific or

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<sup>1</sup> The Higher Council for Education, Training and Scientific Research.

technical documents, writing internship reports and dissertations, etc.) enabling them to acquire the skills they need to better follow specialized courses” (p. 30).

Furthermore, the communicative strategy was the fundamental foundation of this course, emphasizing global simulations and role-playing to promote oral contact among students who would be handling public speaking and presentations.

The “*Technique d’expression et de communication*” course, as its name implies, focused mostly on expression and communication skills rather than French language proficiency in higher education institutions like ENCG. Put differently, the area of emphasis was “business and professional life methodological know-how (writing, professional correspondence, business communication, job hunting for young executives...)” (Aoudry, 2004, p. 34).

The students’ language needs and expectations were not met by this, as they required linguistic remediation before engaging in any communicative activities while keeping in mind the Moroccan setting. Aoudry clarified:

After a few years of practice, what are the results of teaching Functional French and TEC and the French language? In my opinion, they need to be readapted to our Moroccan context, given the sociolinguistic situation in which we live. It’s true that this type of teaching meets the methodological and communicative requirements of scientific and technical higher education, but at an advanced level. We need to put in place an alternative form of teaching that meets the primary linguistic needs of students entering higher education. This teaching should focus solely on bringing these learners up to language level, with the teaching of Functional French or TEC taking over later, from the 2nd or 3rd year of higher education. (Aoudry, 2004, p. 35)

Although the TEC course did introduce soft skills implicitly in its curriculum, it was necessary to formally recognize them in the pedagogical architecture because a significant barrier to employment for recent university graduates is a behavioral skill deficit.

The strategic vision for 2015-2030 is a reaction to societal and labor market expectations. The Conseil Supérieur de l’Education, de la Formation et de la Recherche Scientifique (CSEFRS, 2015, p. 7) states that in order for the school to regain its reputation, it must integrate a number of goals:

- Train a good citizen;
- To meet the expectations of the Nation’s vision of a democratic, civic and development-oriented society;
- Contribute to Morocco’s integration into the knowledge economy and society, and to strengthening its position among emerging countries;
- Promote the transition from a society that consumes knowledge to one that produces and disseminates it, by mastering digital technologies and developing scientific research and a culture of innovation and excellence. (CSEFRS, 2015, p. 7)

One of the Council’s strategic objectives is also to make the learner the center of attention when designing curricula, encouraging them to cultivate a culture of intellectual curiosity, effort, and initiative; to view the learner as a true partner by integrating them into teamwork, giving them responsibility for research, innovation, and management tasks; and to instill in them a sense of duty and belonging to the institution.

Assuming that graduates’ employability is mostly based on their acquisition of soft skills, it is critical to recognize the significance of the languages—French in this case—that are used to teach these abilities.

Nonetheless, the HCP’s 2022 unemployment report shows an increase, which helps to explain the high number of recent graduates actively looking for work. The discrepancy between graduates’ profiles and what businesses need can adequately explain this dire predicament.

The reorganization of higher education stipulated in article 16 of the framework law represents a major challenge to overcome the internal dysfunctions of higher education and its mirror image, the law of the market. The reform cannot be reduced to what are considered soft skills, foreign languages and communication, but must be an overhaul that redefines the mission of higher education in its entirety, freeing it from a narrow market job offer or a category of company. (Instance Nationale d'Évaluation auprès du Conseil Supérieur de l'Éducation, de la Formation et de la Recherche Scientifique, 2018, p. 168)

## **What Teaching Model Should Be Adopted in Higher Education to Promote Soft Skills?**

### **Conceptualization and Employability**

Soft skills have to be incorporated into programs in addition to academic knowledge or hard skills if the educational architecture needs to be reorganized, and the main reason for doing so is to make the recruiting process easier. It is true that possessing in-depth knowledge in sector X is no longer the sole prerequisite for employment; prospective graduates are now encouraged to acquire soft skills to bolster their resumes.

Undoubtedly, a clear definition of soft skills is challenging because the term, which is frequently used in the plural, encompasses a very wide range of competencies. Soft talents are broadly defined by Sabri and Hanif (2020) as being: "It's a combination of interpersonal and social skills that stem from the emotional intelligence of human interaction. These skills include self-control, awareness, empathy and motivation" (p. 7).

As to the Oxford definition, soft skills are those personal qualities that allow an individual to communicate with others in an efficient and peaceful manner. Duru-Bellat (2015) defines soft skills as non-academic talents since they are more closely linked to personality traits, social skills, and communication abilities than hard skills, which are focused on technical and academic competence. As stated by Giret (2017):

Soft skills are often contrasted with hard skills. On the one hand, there are technical skills (hard skills), more or less specific to certain activities, and on the other, more general skills, associated with individuals (soft skills). Soft skills are social, behavioral and emotional, and are acquired at school, in the workplace and in society (associations, culture, sports, politics). (Giret, 2017, p. 25)

Nevertheless, several names can be used:

- Soft skills (Theurelle-Stein & Barth, 2016);
- Human skills (Brasseur & Magnien, 2009);
- Socio-emotional skills (Minichiello, 2017);
- Social and behavioral competencies (Albandea & Giret, 2016);
- Transversal competencies (Lainé & Diaye, 2018);

Moreover, soft skills are cross-disciplinary because they are transferable competences (Theurelle-Stein & Barth, 2016; Bouret, Hoarau, & Mauléon, 2018; Cimatti, 2016). The example of assertiveness, communication, teamwork, and stress management demonstrates that these transversal abilities should be trained in a professional setting in addition to particular contexts. Additionally, a competency-based approach is required to guarantee the superior's high-quality internal performance in order to ensure this cross-functionality:

In countries such as Morocco, the primary and secondary education system does not provide socio-emotional learning content. From this level, then, arise permanent and recurring needs for social and inter-relational skills for the individual as they progress through the system at later stages or even when they are on the job market, adult and active, in the midst of their socio-professional journey. (MEN, 2017, p. 13)

Therefore, it is important to stress that the goal of the educational reform is to increase graduates' employability. Similarly, as we've already indicated, it makes sense to use a competency-based approach to create a training program that satisfies the demands of the labor market. In fact, this model places more of an emphasis on exposing students to real-world soft skill scenarios than it does on hard skills, with the goal of helping them adapt to a changing environment.

### **ICTE for Learning French**

Like other fields, the study of foreign languages, and French in particular, has not been exempt from the ICTE's systemic integration. Information processing and transmission technologies are examples of new information and communication technologies. Broadly speaking, they encompass not just tangible tools such as instruments, machines, etc., but also the techniques and procedures linked to their utilization. ICT, as defined by Yves Bertrand (1990, p. 100), includes: "Every form of assistance, including machines, tools, apparatus, routines, programs, processes, and methods, comes from the methodical application of scientific knowledge to address real-world issues." (p. 11). Furthermore, ICT provides educators with numerous ways to access and incorporate a range of resources into their French instruction, including multimedia and synchronous (oral or written exchange) or asynchronous (e-mail) distance contact. Regarding this, Guichon asserts that:

Technologies and their potential, real or imagined, are used as a lever to address issues related to language learning: slideshows, for example, were intended to capture learners' attention; ICTE would increase motivation, individualize learning, respect cognitive profiles, make learning more fun, more attractive, more interactive. (Guichon, 2006, p. 11)

Regarding the design of language teaching micro-tasks, the Internet presents technical possibilities in several visual and aural dimensions. Through the Internet, ICT supports cognitive rehabilitation, empowering each student to pursue their own learning goals independently. They assist students to become more motivated by allowing them to work at their own pace and giving them the tools to explore novelty and pique their curiosity.

Without claiming to be exhaustive, we summarize the list of ICTE functionalities. This reminder is essentially based on the synthesis reflections of Lancien (1998), White (2003), Bertin et al. (2010), and Mangenot (2014). Indeed:

- ICTs allow for both asynchronous work and instantaneous work, which leads to automatism and personalized time management (Bertin et al., 2010).
- ICTs allow for individualization without isolation since they foster ongoing interactivity (Mangenot, 2001; Brudermann, 2010; Khalil, 2011, for example).
- The machine adds creativity and flexibility to activities, especially letting students create their own assignments (Bertin et al., 2010; Mangenot, 2014).
- Learners can evaluate their language needs through creative expression exercises that put them in interaction with others (Bertin et al., 2010).
- By controlling activities, the computer prevents cognitive overload, allowing the learner to concentrate on what matters (Bertin et al., 2010).

Some researchers argue that the usage of ICT can only be effective if work is done earlier. According to Charlier et al. (2002), its integration must be tailored to pedagogical objectives and satisfy the needs of students. This can only be done by making a deliberate decision and examining its many applications, which will allow for the development of a suitable strategy. Therefore, in order to guarantee the success of educational projects

and not merely to impress and provide immediate results, instructors must be trained in the right use of ICT. Therefore, it is in their best interest to come up with the best ICT applications to carry out a teaching project. As Baron (2000) has argued, this requires that “teachers (not individually but as a profession) have appropriated them, have a notable command of them and are convinced of their usefulness, which is still far from being the case” (p. 204).

To put it succinctly, ICTs stimulate cognitive and social processes in the workplace by promoting interaction and allowing the personalization of task completion paths. In fact, learners will be able to complete collaborative work at their own pace because of the separate activities.

### **Transversal Competencies**

If there is a need to rearrange the architecture of education, it is only to make the hiring process easier. For this reason, soft skills must be included in programs in addition to academic knowledge or hard abilities. Actually, gaining expertise in subject X is no longer the sole prerequisite for employment; prospective graduates are increasingly encouraged to acquire soft skills to strengthen their resumes. Undoubtedly, the term “soft skills”, which is frequently used in the plural, encompasses a wide range of competencies, making a precise definition challenging.

Soft skills are broadly defined as “a combination of interpersonal and social competencies that stem from an emotional intelligence derived from human interactions” (Sabri & Hanif, 2020, p.17). These abilities include motivation, self-control, awareness, and empathy. As to the Oxford definition, soft skills are those personal qualities that allow an individual to communicate with others in an efficient and peaceful manner.

Duru-Bellat (2015) distinguishes soft skills as non-academic talents since they are more closely linked to personality traits, social skills, and communication abilities than hard skills, which are more focused on technical and academic competence. As stated by Giret (2017):

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In countries such as Morocco, the primary and secondary education systems fail to provide socio-emotional learning content. From this level, then, arise permanent and recurring needs for social and inter-relational skills for the individual as they progress through the system at later stages or even when they are on the job market, adult and active, in the midst of their socio-professional journey. (MEN, 2017, p. 13)

The instructional change aims to improve graduates’ employability. Similarly, as we’ve already indicated, it makes sense to use a competency-based approach to create a training program that satisfies the demands of the labor market. Actually, this model places more of an emphasis on exposing students to real-world soft skill scenarios than it does on hard skills, with the goal of helping them adapt to a fast-paced setting.

### **What Content Should Be Taught to Systematize Soft Skills?**

Teachers must establish a working approach that will involve students in activities that ensure cooperation, expression, and simulation in order to develop cross-curricular abilities. This essay will concentrate on three activities that help students enhance their soft skills: projects, discussions, and role-playing. It's true that I've always seen that my ENCG students enjoy written and spoken assignments more than other types, and they're working in teams more and more, which has motivated me to provide more of them.

#### **The Task-Based Approach in Learning Systems**

As previously said, ICTE provides a great deal of functionality and useful solutions, especially for jobs that need to be completed inside of devices. In addition to comparing their work to that of others, students can use this opportunity to demonstrate their originality and gauge their language proficiency.

“An activity carried out by the learner, the aim of which is to trigger the mental processes that will lead to learning, and which will enable personalized evaluation,” is how Narcy-Combes (2005, p. 167) defines a task. As a result, we may draw the conclusion that every job aims to promote learning and provide “personalized critical information”, as defined by Narcy-Combes.

Macro- and micro-tasks are the two categories into which tasks can be separated (cf. Ellis, 2003; Narcy-Combes, 2005). Realistic is the definition of macro-tasks. They rely on the observation of what are known as “staging” tasks, or “authentic” communication circumstances (Demaiziere & Narcy-Combes, 2005, pp. 45-46). Because these macro-tasks are completed in a socially interactive setting that promotes meaning negotiation and helps with the acquisition of FLE, they result in open-ended language creation.

Macro-tasks include, but are not limited to, tandem work, global simulations, and problem scenarios. Micro-tasks, sometimes referred to as training tasks, are predicated on cognitivist theories, which require that training be applied to actual contexts. Put another way, the scheduled activities are made to assist pupils in gaining the language-centric skills necessary to finish the assigned work. In a similar vein, they emphasize controlling meaning and drawing attention to significant phenomena while being less realistic.

To put it briefly, learners may find that a sequence of micro-tasks addresses the issues they faced in the macro-tasks, demonstrating how well macro- and micro-tasks may support one another. Put differently, these assignments stem from the beliefs held by cognitivists and constructivists that “training outcomes are transferable to real-world jobs” (Demaiziere & Narcy-Combes, 2005, p. 54).

### **Developing Soft Skills in a Hybrid System**

#### **Face-to-Face: Developing Assertiveness**

**Presentation.** Due to the fact that they are in charge of gathering, distributing, obtaining, and analyzing information, this teaching method allows students more freedom. By encouraging speaking, the oral exercise provides a means of enhancing language proficiency, so promoting classroom exchanges and invigorating motivation. Furthermore, students are frequently advised to do oral presentations as a coping mechanism for stress and anxiety. They might become more confident in their abilities and self by conquering their fears and accepting challenges.

Furthermore, I provided them with two documents: one that offered helpful expressions and words for a fruitful oral presentation, and the other that depicted a grid with the various standards by which they would be judged. Additionally, I had to give a theory lecture on the presentation, its many stages, and all the materials the students

would need to succeed in their presentation before the students gave their presentations. The chance to foster teamwork among the pupils was provided by the presentations. The selection of a pair was one requirement. This was not necessarily a classmate the youngster had a special bond with. The intention was to inspire students to:

- work together ,
- share responsibility,
- solve problems,
- propose assertive solutions,
- generate creative ideas.

Presenting your ideas with assurance and articulating them convincingly are key components of being an assertive exhibitor. After deciding on a topic, the two had to collaborate, divide work, adhere to deadlines, and resolve disagreements amicably and responsibly. On the day of the presentation, they needed to show that they were forceful by confidently conveying the information and considering the audience (engaging them and welcoming their comments with open arms). Additionally, they had to exhibit a particular level of mastery of the information imparted through instructional strategies like mind maps, slide shows, and informative videos, as well as through the presentation approaches and tools provided, including the whiteboards, projector, and markers.

In summary, the presentation gives students the confidence to speak clearly, assertively, and respectfully while defending their positions. This makes the presentation more memorable, compelling, and appealing to the audience.

We distribute the scoring grid we used for the oral presentations by the students.

Table 1

*Grid for Co-evaluating an Oral Presentation*

Evaluation criteria		Acquired	In the process of being acquired	Not acquired	Points	Positive points, ways to improve
<b>Oral communication</b>	Verbal	Elocution, articulation, fluency			/3	
		Speech rate, tone, volume				
	Non-verbal	Style, vocabulary			/4	
		Distance from notes				
		General attitude (dynamic, invested)				
		Respect dor speaking time				
Relational aspects	Taking the audience into account (looking at them, making them participate, welcoming their comments)			/3		
	Understanding the questions asked					
	Relevance of the answers					
<b>content</b>	Structure of the presentation	Announcement of the plan			/4	
		Introduction, conclusion				
		Problem, clear objectives				
	Quality of information given	Bibliography, sources			/4	
		Precise definitions and vocabulary,				
Support	Subject covered in its entirety			/2		
	Subject covered in its entirety					
	Document(s) presented, explained			/2		

**Role-playing.** In cross-disciplinary skill training, role-playing is an effective activity. In couples, students are asked to role-play communication scenarios so they can hone their assertiveness. Comparably, the most frequently suggested role-play is a recent graduate telling a hiring manager why they want to be promoted in their current function or an employee asking their employer for a raise in compensation or a promotion.

As a first-year instructor at ENCG, my job was to help students formulate their responses in situations requiring assertive communication by giving them samples of potential interview questions. Every activity that is offered can be modified to fit the students' individual needs and study level. The goal is to support them in becoming more forceful, capable of voicing their wants and ideas, and able to engage in assertive social interactions.

Here is an example of a simulation exercise for an apprenticeship interview:

- Take the time to read the job offer together, and define the lexicon you don't understand.
- Next, agree on the role that each of the students will play: the applicant and the employer.
- Start your role-play and adapt the language registered to this formal situation, using the formal form of address.

(1) Role 1: Candidate

You've submitted an application to work as a sales representative, management controller, or auditor, and you've been invited to a remote job interview. Take an aggressive stance and look for reasons why you're a strong fit for the position. After that, make an effort to respond to the employer's inquiries in a comprehensive and persuading manner.

(2) Role 2: Employer/Recruiter

A qualified applicant has been identified for the part-time position that your organization is hiring for. The candidate has been invited to participate in a video interview. In order to learn as much as you can about the candidate and his or her background, you conduct the interview and pose questions. You make the decision to extend the job offer at the conclusion of the interview. Towards the conclusion, I provided some hypothetical questions the employer might ask:

- (1) Please tell us about your studies.
- (2) Why did you decide to go into this field?
- (3) Can you give us an example of successful teamwork?
- (4) Do you already have professional experience?
- (5) Have you spent time abroad?
- (6) What interests you in this job?
- (7) What are your future career plans?

Last but not least, role-playing can be a good strategy for fostering assertiveness since it provides a chance to practice handling challenging situations at work and develops skills that are applicable to discussions with superiors and salary negotiations.

### **Distanciel (SPOC): Cross-disciplinary Skills Development**

#### **SPOC Presentation**

The relevance of the "project", which inherently implies the idea of teamwork, has been highlighted as businesses place a greater emphasis on projects than on dossiers. This strategy places a strong emphasis on the

importance of interpersonal abilities like teamwork, which are vital. “Its origins may be traced back to the early 1900s in the United States, when Dewey introduced the learning by doing approach, which emphasizes learning via and through action...”, according to Dewey (2013, p. 47), education ought to be practical, focusing on students’ interests, daily lives, and the development of their autonomy. Project-based pedagogy can help in this situation. In five clauses, Philippe Perrenoud (2002) lays it out:

“Project-based learning” entails the following: it is a group project overseen by the class group; it is focused on concrete production (in the broadest sense); it generates a set of tasks in which all students can participate actively and can vary based on their interests and means; it encourages the acquisition of project management knowledge and skills (such as choosing, organizing, coordinating, etc.); concurrently, it fosters measurable learning (at least following the event) from the curriculum of one or more disciplines. (Perrenoud, 2002, p. 15)

There was an unofficial experiment conducted on the SPOC provided to second-year business and management students. Through the suggestion of activities meant to foster specific cross-disciplinary skills, the goal was to evaluate its efficacy with regard to student learning as well as their capacity to collaborate and communicate in a digital setting. Because online contact was ensured through experimentation via the digital environment, the technology aspect’s involvement assisted us in organizing and designing the activities. Furthermore, there was a time limit on entering the community that was made specifically for this reason, and registration for this new environment was mandatory.

The group I took over now had a space for expression and interaction, with 37 regulars in and out of class. In addition to setting up this area at this time, I also gave the children an explanation of its features and the kinds of activities that would be taking place there. It goes without saying that this online community improves the relationships between the teacher and the students, who are frequently negatively impacted by geographic distance.

The screenshot shows a Moodle course page for 'Compétences transversales'. The page layout includes a left-hand navigation menu with options like 'Accueil', 'Agenda', 'Cours enseignés', 'À corriger', 'Compétences transversales' (selected), 'Cours archivés', and 'Paramètres'. The main content area has tabs for 'Flux', 'Travaux et devoirs', 'Personnes', and 'Notes'. A large banner at the top reads 'Compétences transversales' with a 'Personnaliser' button. Below the banner, there is a 'Code du cours' section with the code 'hw6i5qj'. A 'À venir' section indicates 'Aucun devoir à remettre dans les jours qui viennent'. The main content area features a welcome message from 'Chaimae TLS' dated '18 oct. 2023 (Modification : 00:30)'. The message reads: 'Bonjour et bienvenue. Cher (es) étudiant(e), C'est avec une grande joie que je vous accueille dans notre communauté d'apprentissage en ligne. Cet espace a été conçu pour vous accompagner dans votre apprentissage hybride. J'ai l'ultime conviction que chacun de vous apportera sa propre valeur et sa propre perspective, contribuant ainsi à enrichir notre communauté. Rappelez-vous que le succès réside dans votre engagement et votre détermination. Je suis impatiente de voir les réalisations incroyables que vous allez accomplir ici. Encore une fois, bienvenue dans notre famille d'apprentissage, et que votre aventure éducative commence !' At the bottom, there is a text input field for adding a comment to the course.

Figure 1. Welcoming participants to the platform.

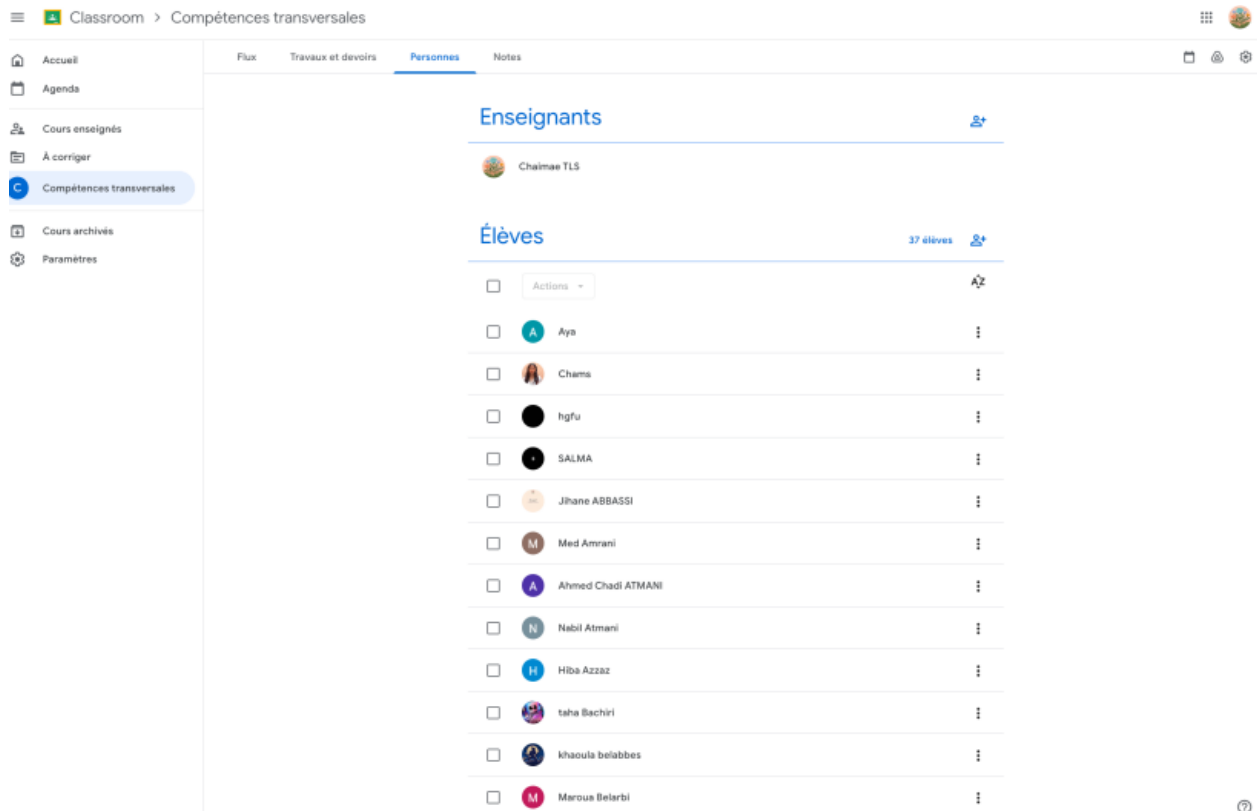


Figure 2. Screenshot of participants on the classroom platform.

**The themes.** The subjects of economics, business, and management were the ones selected for this experiment. Their decision has been thoroughly examined as it is a useful tactic for enticing people to dedicate themselves to and participate in a project or study. As Reeve (2012) states, “motivation is viewed by some authors as a (...) private, non-observable process that serves as a causal antecedent to the publicly observable behavior that is engagement.” (p. 25). The chosen disciplinary themes in this respect are:

- Economic players;
- Company founders;
- Human resources;
- Marketing.

Numerous files and classes addressed these topics. They were worked on in class according to a plan that organized the knowledge through extracurricular exercises that culminated in a project. This is an illustration related to the dossier on “establishing a business”. The guidelines were as follows: The government launched the “Mon entreprise” program to promote the establishment of extremely small enterprises. All of Morocco’s regions and localities now have information offices where “anyone with an idea for a project” can get support. You will be required to submit a business creation project as part of this program. It needs to be clear, compelling, and provide an estimate of its profitability.

In this project, you will be invited to:

- Understand the stages involved in a business start-up project,
- Reflect as a group on the conditions for a successful project,
- Present a project and convince.

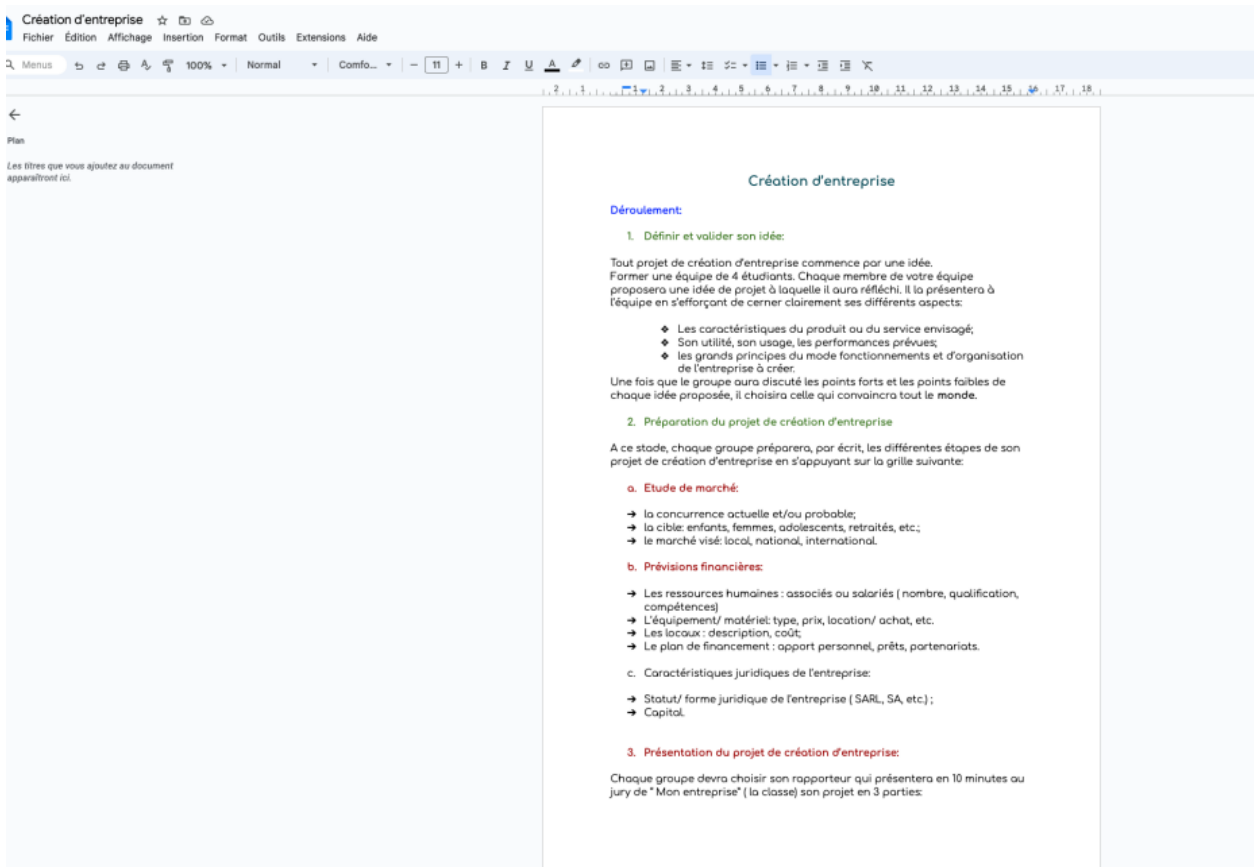


Figure 3. Screenshot of the proposed collaborative activity.

In short, the choice of themes familiar to the students guaranteed better participation, involvement, deeper understanding, and more reliable results

- **Proposed content:** For the SPOC-Soft Skills project, we chose the classroom platform first, then we made our selections of online resources and tools. To guarantee content diversity, we also referred to FOS learning resources like "Affaires.com" and "CAP universit é Economie". The following kinds of activities were frequently assigned: reading comprehension, multiple choice questions, text organization, tables to fill out, and so on.

In order to promote independent work, the training tasks were made to, on the one hand, consolidate the discourse and linguistic points (cause expression, relative pronouns, consumer-related lexicon, etc.) that students would need to compose the social task text. Additionally, they were created with the questionnaires in mind, providing vocabulary that was, on the one hand, not taught in class due to time constraints. However, they also enhanced the group project; the following pictures serve to highlight this:

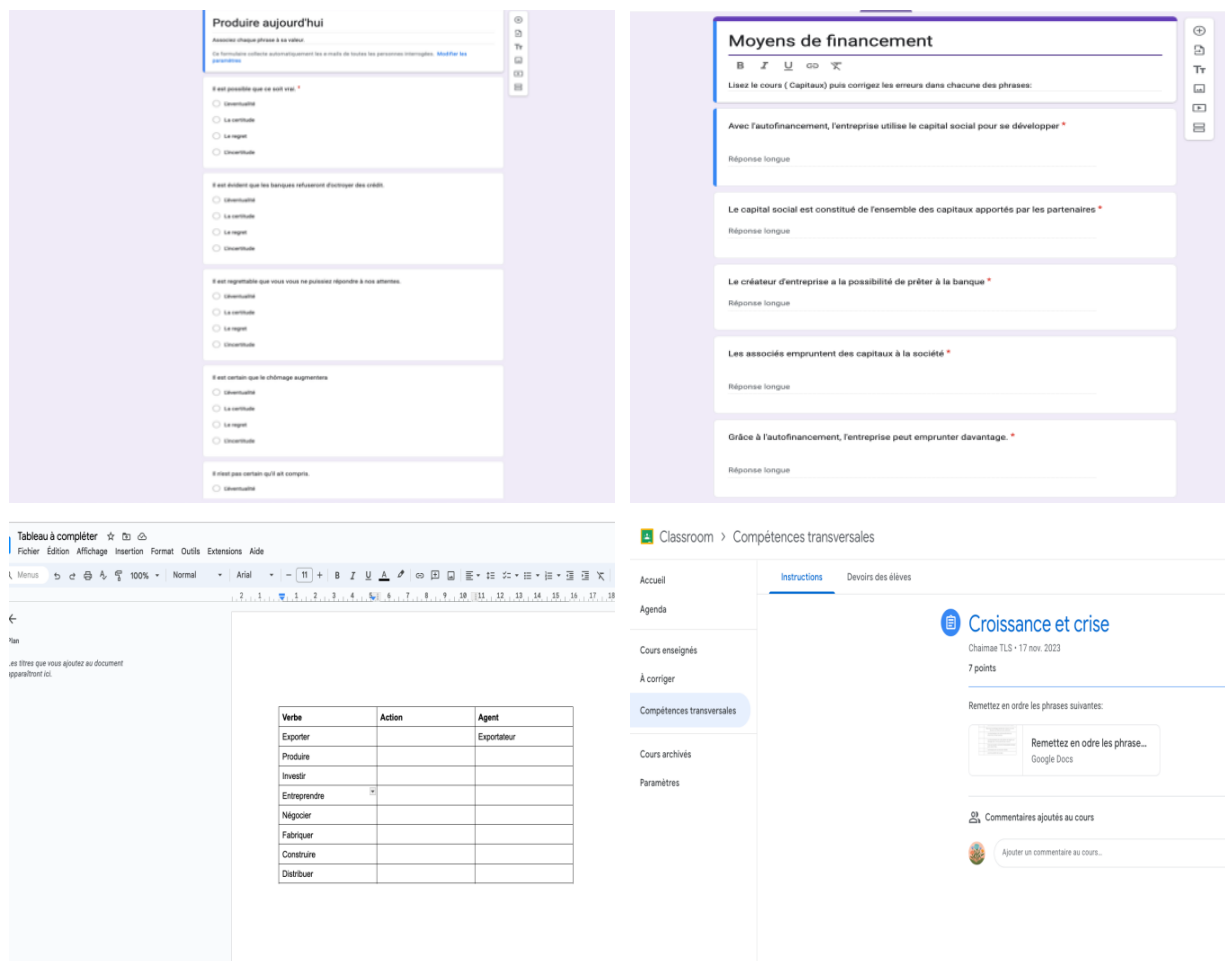


Figure 4. Screenshot of classroom “micro-tasks” activities.

### Results

Our interpretation was based primarily on the analysis of the students’ written achievements, the documents they worked with before and during the writing process, namely:

- Training activities;
- Interaction with peers and teachers;
- Collaborative tasks.

The learners were not let down by the collaborative activity’s programming, which included a group performance. A collaborative activity, as the name implies, entails group discussions centered around a task. They were inspired to discuss it with others by this exercise. In addition, most class groups had positive feedback on the project. There were 37 people in the community, and every student wanted to work in pairs.

Total number of participants	Number of pairs	Number of jobs completed
37 participants	17 pairs + one trio	17 pairs + one trio

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Question Réponses des élèves

Rendre 10 points

Tous les élèves

Trier par statut

Remis	Élève	Points
<input type="checkbox"/>	Jihane ABBASSI	___/10
<input type="checkbox"/>	Khaoula Ben Bella	___/10
<input type="checkbox"/>	Asmaa Bikani	___/10
<input type="checkbox"/>	nassima bouazizi	___/10
<input type="checkbox"/>	Doha Chahbouni	___/10
<input type="checkbox"/>	Modibo Dagnoko	___/10
<input type="checkbox"/>	Badr Edouhabi	___/10
<input type="checkbox"/>	Amine Elifali	___/10
<input type="checkbox"/>	SNK EMA	___/10
<input type="checkbox"/>	Hassnae Menyani	___/10
<input type="checkbox"/>	Benadda Mohamed	___/10

Attribués

Tous

**Jihane ABBASSI** 20 nov. 2023

La première image montre deux employés au sein de leur bureau. Le premier est occupé à faire son travail alors que le deuxième est imprudent. La deuxième image représente le non respect du temps et des rendez-vous. Alors que la troisième image affiche des employés qui courent pour avoir une promotion. On remarque que malgré le non respect du travail par certains, la promotion identifie les employés qui sont susceptibles d'être promus à un poste plus élevé avec plus d'opportunités.

**Khaoula Ben Bella** 20 nov. 2023

Image 1 : l'ordinateur permet à son utilisateur de réduire la quantité de fichiers et de dossiers stockés sur son bureau, ce qui permet de mieux s'organiser. Image 2 : il s'agit d'un malentendu, la personne qui ouvre la porte a apparemment dit à l'autre que la réunion se déroulera dans 2 heures c'est à dire que la durée de la réunion sera de 2 heures. L'autre personne n'a pas bien compris et il a cru qu'il doit assister à la réunion qui se déroulera à 2 heures du matin. Image 3 : tous les salariés ont un but commun qu'ils sont très compétitifs pour atteindre, c'est la promotion.

**Asmaa Bikani** 20 nov. 2023

Dans cette illustration, deux employés au sein d'une entreprise sont observés. L'un se distingue par son sérieux, son engagement assidu et sa ponctualité remarquable lors des heures supplémentaires. En contraste, le second semble désintéressé de son travail, préférant perdre son temps à consulter son téléphone et à somnoler pendant ses heures de service. Malgré ces disparités, tous les employés aspirent à obtenir une promotion, créant ainsi une compétition acharnée au sein de l'entreprise.

**nassima bouazizi** 20 nov. 2023

Je vois plusieurs employés chacun a sa façon de travail et chacun son effort est différent de l'autre , mais l'objectif est la promotion toujours .

**Doha Chahbouni** 20 nov. 2023

1ère image : représente deux personnes qui travaillent, l'un avec son ordinateur et son téléphone et l'autre avec beaucoup de papiers et un stylo.  
2ème image : représente un salarié qui est prêt pour le travail, et va chez l'autre à sa maison.  
3ème image : représente trois personnes qui courent dans une compétition pour gagner une promotion.

**Modibo Dagnoko** 16 nov. 2023

Dans la 1er partie de l'image on voit qu'au travail l'un est concentré sur son travail tandis que l'autre est préoccupé par son téléphone ; dans la partie 2 on voit que la même personne qui est était préoccupé par son travail est encore motivé pour son travail et ce qui lui a permis d'avoir une promotion de travail dans la partie 3.

**Badr Edouhabi** 20 nov. 2023

Sur la première photo on voit un salarié faire son travail paresseusement. pour la deuxième photo, il y a un salarié qui respecte son temps de travail d'une manière stricte. et pour la troisième on voit un course des salariés pour avoir bénéficier d'une promotion .

Aide et commentaires

Instructions Devoirs des élèves

Rendre 100 points

Tous les élèves

Trier par statut

Remis	Élève	Points
<input type="checkbox"/>	Aya	___/100
<input type="checkbox"/>	Chams	___/100
<input type="checkbox"/>	SALMA	___/100
<input type="checkbox"/>	Ahmed Chadi ATMANI	___/100
<input type="checkbox"/>	Hiba Azzaz	___/100
<input type="checkbox"/>	khaoula belabbes	___/100
<input type="checkbox"/>	Maroua Belarbi	___/100
<input type="checkbox"/>	Khaoula Ben Bella	___/100
<input type="checkbox"/>	Rajae Ben	___/100
<input type="checkbox"/>	Asmaa Bikani	___/100
<input type="checkbox"/>	nassima bouazizi	___/100
<input type="checkbox"/>	Marwa Boujja	___/100

Tous

<b>A</b> Aya Aucune pièce jointe Remis	<b>Chams</b> Aucune pièce jointe Remis	<b>SALMA</b> Aucune pièce jointe Remis	<b>Ahmed Chadi ATMANI</b> 4 pièces jointes Remis	<b>Hiba Azzaz</b> Aucune pièce jointe Remis
<b>khaoula belabbes</b> Aucune pièce jointe Remis	<b>Maroua Belarbi</b> Aucune pièce jointe Remis	<b>Khaoula Ben Bella</b> Aucune pièce jointe Remis	<b>Rajae Ben</b> Aucune pièce jointe Remis	<b>Asmaa Bikani</b> Aucune pièce jointe Remis
<b>nassima bouazizi</b> Aucune pièce jointe Remis	<b>Marwa Boujja</b> Aucune pièce jointe Remis	<b>Meryem Boujja</b> Aucune pièce jointe Remis	<b>Doha Chahbouni</b> Aucune pièce jointe Remis	<b>khlasse Chelkhate</b> Aucune pièce jointe Remis
<b>Aboubacar Condé</b> Aucune pièce jointe Remis	<b>Ousmane boun affana Condé</b> Aucune pièce jointe Remis	<b>Modibo Dagnoko</b> Aucune pièce jointe Remis	<b>Malak Droui</b> Aucune pièce jointe Remis en retard	<b>Badr Edouhabi</b> Aucune pièce jointe Remis
<b>KAOUTAR EL BOUZAOUI</b> Aucune pièce jointe Remis	<b>Mohamed Elmassaoudi</b> Aucune pièce jointe Remis	<b>SNK EMA</b> Aucune pièce jointe Remis	<b>Amale Hachem</b> Aucune pièce jointe Remis	<b>aya Hilmane</b> Aucune pièce jointe Remis

Figure 5. Screenshot of responses and work submitted by participants.

Certain constraints, such as the sociolinguistic insecurity of weaker pupils in comparison to those with a good command of the language (feeling of intimidation), were solved by altering this working technique. Additionally, students were able to plan their schedules to accommodate their academic and personal obligations, and they frequently strengthened their autonomy by taking charge of their own education and initiative in order to flourish in a remote learning setting.

To obtain more dependable outcomes, we sent an invitation to students to fill out a satisfaction survey. To comprehend the students' input regarding their experience with this experiment, a thorough analysis was conducted on the latter.

The replies were collected, reviewed, and analyzed to determine the course's strengths and opportunities for improvement. Through this study, we were able to provide suggestions for enhancing and changing the course material, instruction, and other pertinent areas in order to better serve the requirements of the students and maximize their experience learning cross-curricular skills.

We requested students to submit their choices for the course delivery method in order to supplement the previous results. The findings indicate that the majority of students selected the hybrid course, which combines in-person and online learning, with a small minority choosing in-person instruction alone.

As students were encouraged to become more independent in their learning, the course became more effective due to the gradual investment in ICTE. Additionally, the hybrid system gained popularity with students, who saw it as a tremendous success because it provided them more learning flexibility in addition to allowing them to communicate with their teacher outside of the classroom.

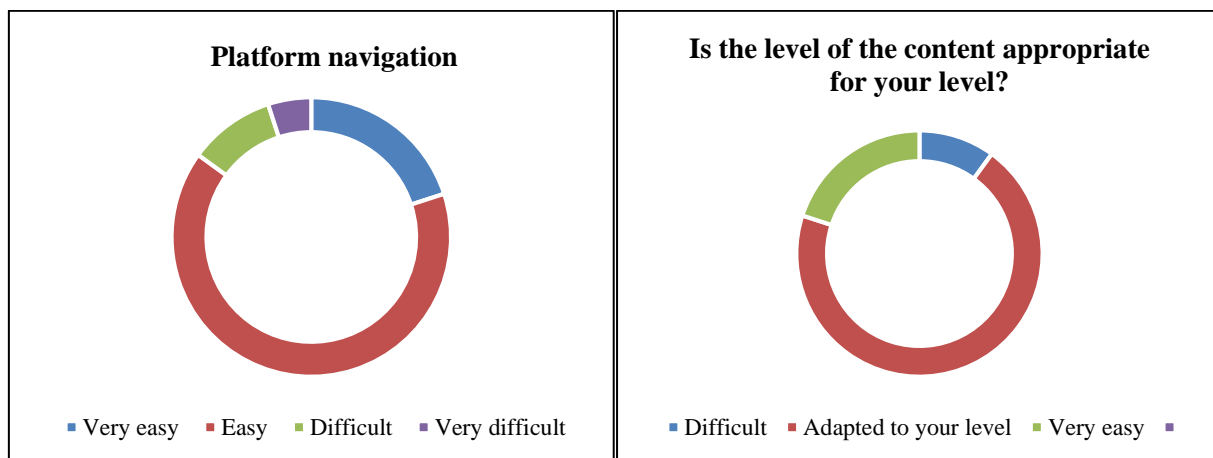


Figure 6. Use of a navigation platform.

We made an effort to determine the success elements based on these two graphs. To put it another way, we sought to learn how students felt about using classroom and whether the available information was appropriate for their level. It is safe to conclude that the majority of students found the platform easy to use and comfortable, and over half of them attested to the content's ability to be adjusted to their level, which gave us as tutors comfort.

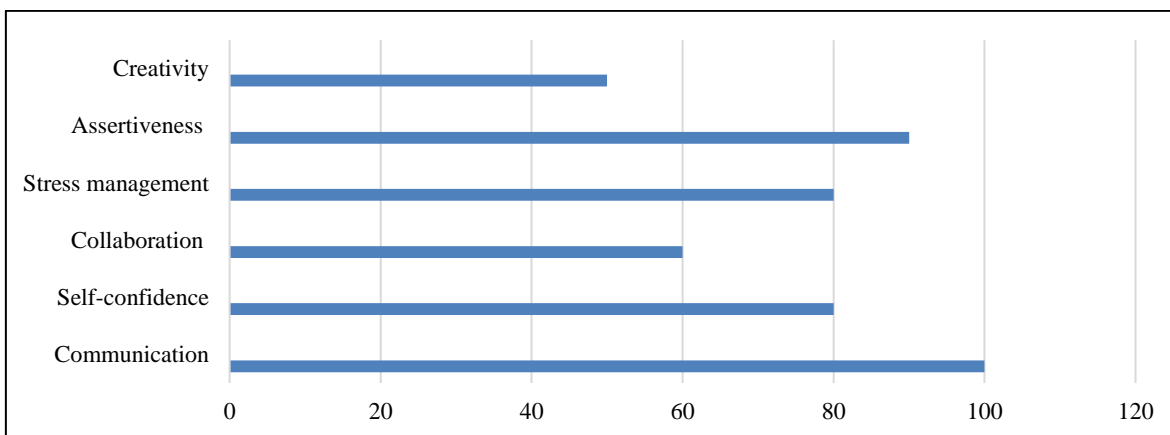


Figure 7. The most important soft skills for a young graduate looking for a job.

We were able to infer prospective graduates' opinions about the cross-disciplinary abilities necessary for effective professional integration from this graph. Students' preference for communication, assertiveness, self-confidence, and stress management is evident in their quest to hone these skills, which reflects their growing realization of their significance for achieving both personal and professional success as well as for creating fulfilling and long-lasting careers.

### Synthesis

Students are using the hybrid device more frequently, and it has been successful in helping them become more engaged in their studies as well as allowing them to communicate with their teachers outside of the classroom. In fact, there are numerous benefits to learning cross-disciplinary skills digitally, especially when it comes to accessibility, customization, follow-up, interaction, and material upgrading. While there are still issues to be resolved, like ensuring the quality of the content and keeping learners motivated, this approach's overall efficacy is encouraging for the advancement of professional skills.

The digital environment provided a rich environment for the development of a wide range of student skills, from technical and research skills to communication, problem-solving, and time management skills, based on the answers to our survey and the completed questionnaire. Furthermore, the work that the students turned in allowed for the analysis of their progress in this area as well as the measurement of their happiness with the system.

Furthermore, we believed that it was critical to work on some skills in the classroom—like assertiveness and self-confidence—through activities like role-playing and debates, as this is more realistic and productive for positive outcomes without the need to use the digital environment to mediate them. On the other hand, we also felt that it was important to work on other skills remotely, as the digital space is a useful resource for learning, fostering students' independence, and encouraging creativity.

### Conclusion

This article's main goal was to impart important abilities, such as assertiveness, which helps future graduates get employment. It is feasible to create activities in a pedagogical context that are meant to support the development of cross-disciplinary abilities and, above all, to make learning engaging, dynamic, and meaningful. The students are able to use some creativity because these activities, which are occasionally mediated, can be diverse and include solo exercises, group projects, role-playing games, presentations, debates, etc. It should go

without saying that they can only be completed, in-person or virtually, under the teacher's supervision and direction.

In a hybrid system that encourages cross-disciplinarity for assured employability, we have concentrated on teaching and mastering soft skills to students who possess minimal non-technical skills. It is important to acknowledge that additional, in-depth research about the upcoming university programs may be conducted. Additionally, this research will demonstrate how some soft talents serve as a kind of passport that contains all the information a graduate needs to successfully reintegrate into the workforce. In order to improve the learning of these soft skills, it is also critical to acknowledge the importance of new technologies and the usefulness of hybrid systems.

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