

International Conference 2026

Didactics, Methodology, Foreign Languages, and Moroccan Higher Education: Issues, Innovations, and Perspectives

The Moroccan educational system, in constant evolution, faces major challenges related to language didactics, teaching methodologies, and the articulation between different learning cycles. In a context marked by successive reforms (Vision 2015-2030, SNFP-2021, Pacte ESRI 2030), the issue of teaching foreign languages, particularly French, raises crucial stakes:

- The transition between traditional approaches (FLM, FLE, FLS) and new orientations (FOS, FOU, transversal skills).
- The integration of educational technologies and active pedagogies.

In parallel, the didactics of English also appears as a complex area that merits questioning its identity. Thus, the didactics of both disciplines are evolving toward a contextualized approach, examining the links between disciplinary content, pedagogical practices, and sociocultural environments. These dynamics raise crucial questions:

- How to rethink the didactics of foreign languages, particularly French and English, in the face of the diversity of teaching contexts and the challenges of transversality?
- How to teach and assess transversal skills in French and English within a changing academic and professional framework?
- What synergies exist between educational reforms, digitalization, and good governance practices?

This international conference proposes to explore these issues by crossing the perspectives of Moroccan and foreign researchers—especially those from educational systems facing similar challenges to ours—as well as those of practitioners. The goal is to rethink the teaching of French and English in higher education.

We thus aim to foster collective reflection and propose innovative avenues for action. This international event seeks to constitute a vital space for critical and prospective reflection for the redevelopment of foreign language teaching, particularly French and English, in Moroccan higher education. This approach is directly linked to current sociolinguistic, pedagogical, and professional stakes.

By combining theoretical research and feedback on experience, this conference will contribute to the development of sustainable strategies for contextualized and innovative language didactics.

Thanks to this interdisciplinary dialogue on the challenges of teaching French and English in Morocco and globally, the coordinators of this international conference hope, on the one hand, to pool pedagogical experiences and innovations, and on the other hand, to propose recommendations for better articulation between educational cycles.

The ultimate goal is to promote action research in foreign language didactics within the Moroccan educational system.

Thematic Areas

Contributions may be submitted under the following areas (non-exhaustive list):

Didactics of French and Teaching Contexts

- Status of French in Morocco: between language of instruction, foreign language, and language for specific purposes.
- Challenges related to the distinctions FLM/FLE/FLS/FOS/FOU in Moroccan curricula.
- Impact of educational reforms on teaching practices.
- Interactions between social practices, local cultures, and academic norms.

Didactics of English in Teaching Contexts

- Status of English in Morocco: English as a foreign language, English as a second language, Academic English, English for specific purposes, etc.
- Challenges of distinguishing English as a language of learning versus English as a language of instruction.
- Impact of reinforced programs, CLIL/EMILE scheme, and the internationalization of courses on teaching practices.

Méthodologies and Pedagogical Innovations

- Competency-Based Approach, Integration Pedagogy, and Action-Oriented Approach for French language teaching ; Communicative Approach, Competency-Based Approach, and Interactive Pedagogy for English language teaching : Assessment and prospects.
- Teaching of soft skills and transversal/transferable competencies in French and English within higher education.
- Educational technology: learning platforms, blended learning (hybridization), and flipped classrooms.

Teacher Training and Research in Didactics

- Initial and continuing training: which models for which practices?
- Research in the didactics of French and English: current status and perspectives.
- International collaborations and transfers of didactic models.

Organizational Details

This international conference will be organized in a **hybrid format**. It will take place at the **École Supérieure de Technologie (EST) of Essaouira** and online via the Zoom platform. Exceptionally, participants will have the right to choose their mode of presentation, thereby ensuring optimal flexibility and accessibility for those who cannot travel to attend the conference.

Conference Registration and Publication Fees

- **Moroccan Researchers:** 600 DH
- **Foreign Researchers:** 100 Euros

Payment Methods

Payment must be made **within four days** following the notification of the favorable opinion regarding conference participation. **After this deadline**, the application for participation will be cancelled.

In-Person Attendance

For participants wishing to attend on site, accommodation costs are their responsibility (or, *are to be covered by them*).

Provisional Calendar

- **Launch of the Call for Papers:** December 1, 2025
- **Submission Deadline for Paper Proposals:** February 12, 2026
- **Response to Authors whose proposals are accepted and payment details:** February 23, 2026
- **Submission of full paper texts (Word format):** March 31, 2026
- **Conference Dates:** April 14 and 15, 2026

A template will be sent to the speakers after the conference. Upon receipt of their articles, they will be submitted to a scientific committee, and a selection of the best articles will be published in a collective work or a special issue of an indexed scientific journal.

Conference Coordinator

Dr. ZARI Hicham (Cadi Ayyad University, Marrakech)

Honorary Coordinators

Dr. BOUGADIR Balaid, President of Cadi Ayyad University, Marrakech.

Dr. ELKALAY Khalid, Director of the Higher School of Technology of Essaouira (École Supérieure de Technologie d'Essaouira).

Organizing Committee

Dr.ZARI Hicham	Dr. EL FARSI Imane	Dr.EL FILALI Adil
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Dr.OUSSIKOUM Souad	Dr. NAIM Rachid	Dr. MAKHAD Hassan
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	Dr. BAMMOU Lahcen	Dr. GHAZI Abdellah
	Dr. KHOUDRI Abderrafi	Dr. OUATAT Adil
	Dr. BARTIZA Salma	Dr.AOUL Abdelkrim
	Dr. EL AZOUZI Abdellatif	Dr. SAIDI Jamal
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	Dr. TOUAB Madiha	

Scientific Committee

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Logistics and Administrative Committee

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- Elhassan AATIF

PhD Candidates

- Mohammed LAHRACH
- Amina RIFAI
- Mehdi CHTAIBI
- Achraf ELGHACHI

Students from the Master's Program in Communication, Media and Creative Industries (CMIC):

- 1- Class of 2024-2026
- 2- Class of 2025-2027

References:

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ZARI.H (auth): 2025 Article_ Language, Society, and Competencies: Challenges of Plurilingualism and Imperatives of Training), in *Collective Work* (Forthcoming)

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