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| RESEARCH ARTICLE

English Course Satisfaction among Law Students: A Case Study at the Faculty of Law and Economics, Kelaa des Sraghna, Cadi Ayyad University

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| ABSTRACT

This study investigates students' satisfaction with the English language course offered to law students at the Faculty of Law and Economics in Kelaa des Sraghna, Cadi Ayyad University. The research adopts a case study approach and is grounded in a descriptive-analytical methodology using quantitative survey data collected from undergraduate law students. Five research questions guided the analysis, focusing on the relationship between lecture attendance, gender, Baccalaureate English grades, course organization, and the use of external resources such as Rosetta Stone in shaping students' satisfaction, confidence, and perceived performance. Descriptive statistics, correlation analysis, t-tests, Kruskal-Wallis tests, and visualizations were employed to interpret the data. The results indicate a moderate positive relationship between lecture attendance and both satisfaction and confidence levels. No significant gender-based differences were found in overall satisfaction. While students with higher Baccalaureate English grades tended to report greater satisfaction, the differences across grade groups were not statistically significant. A strong positive correlation emerged between perceptions of course organization and students' conceptual understanding. Furthermore, moderate use of Rosetta Stone was associated with higher satisfaction and perceived helpfulness of the course, while excessive use appeared to reduce satisfaction. These findings suggest that pedagogical design, instructional clarity, and guided use of supplementary digital tools play a more critical role in shaping student satisfaction than demographic or academic background alone. The study concludes with recommendations for enhancing course delivery, promoting balanced integration of external learning tools, and fostering instructional environments that support learner engagement and autonomy.

1. Introduction

Student satisfaction is a critical metric in evaluating the effectiveness of higher education programs, especially in language-based courses like English. Globally, Language based courses play a pivotal role in equipping students with communication and linguistic competencies. However, in local contexts like Morocco, the effectiveness of these courses often depends on their alignment with students' needs and institutional resources.

Despite the growing focus on learner-centered approaches, significant gaps persist in addressing demographic and contextual influences on satisfaction. Existing literature underscores the importance of instructional quality, feedback mechanisms, and technology integration. Yet, few studies have systematically explored these factors in Moroccan universities, particularly among specialized cohorts such as law students. This study aims to fill this gap by examining English course satisfaction levels focusing on attendance, skill challenges, and the role of supplementary tools like Rosetta Stone.

2. Literature Review

The study of satisfaction in university English courses has evolved alongside shifts in educational priorities and technological advancements. Research over the decades has highlighted numerous factors influencing student satisfaction, including pedagogical practices, course design, feedback mechanisms, and the integration of technology. This review provides a brief exploration of how these themes have developed historically and their impact on students' perceptions of English courses.

Historical Overview of Research on Student Satisfaction worldwide

Theoretical Foundations: Laying the Groundwork (1960s–1970s)

The study of satisfaction in education emerged in the 1960s and 1970s, heavily influenced by psychological theories and models from consumer behavior research. These early theories provided a foundation for understanding students' perceptions of courses and their learning experiences.

Herzberg's Two-Factor Theory (1959) also found application in higher education, particularly in course satisfaction. Herzberg distinguished between hygiene factors, such as fair grading policies and adequate learning resources, and motivators, such as inspiring instruction and engaging content. Hygiene factors are necessary to prevent dissatisfaction, but motivators are required to actively enhance satisfaction.

One influential framework was Atkinson's Expectancy-Value Theory (1964), which posited that motivation and satisfaction are determined by the value students place on a task and their expectations of success. In the context of higher education, courses perceived as valuable to students' personal or professional goals tend to generate higher levels of satisfaction.

Similarly, Oliver's Expectancy-Disconfirmation Model (1977) suggested that satisfaction is a function of the gap between expectations and perceived outcomes. When a course exceeds expectations, students experience positive disconfirmation, leading to high satisfaction, whereas unmet expectations result in dissatisfaction. These theories laid the groundwork for understanding how students form judgments about their courses.
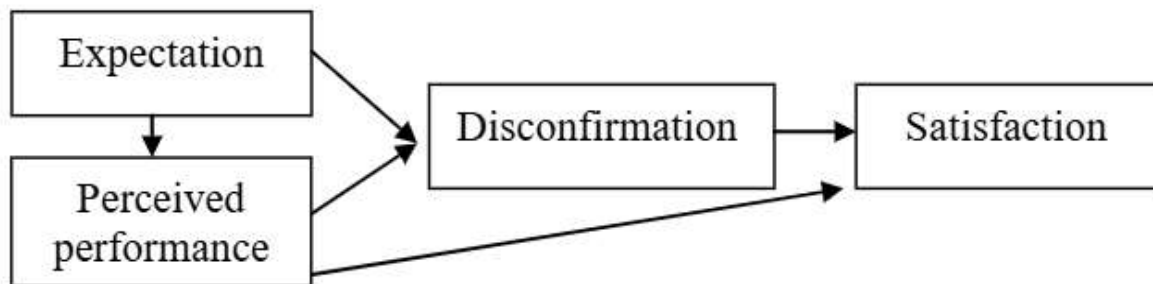

Graph1. Oliver's Expectancy-Disconfirmation Model (1977) retrieved from Awara and Anyadighibe (2014)

These early theories emphasized the importance of both meeting basic expectations and providing enriching experiences to foster course satisfaction.

Emergence of Course-Specific Satisfaction Models (1980s–1990s)

By the 1980s, researchers began developing education-specific frameworks to assess satisfaction, recognizing the unique characteristics of the academic environment. These models focused on instructional quality, course design, and the broader educational context.

Biggs' Constructive Alignment (1996) was a pivotal contribution during this period. This framework emphasized that course satisfaction increases when there is alignment between intended learning outcomes, teaching methods, and assessment practices. For example, if a course promises to develop critical thinking skills, its teaching methods should include debates and case studies rather than rote memorization. This alignment ensures that students perceive the course as coherent and purposeful.
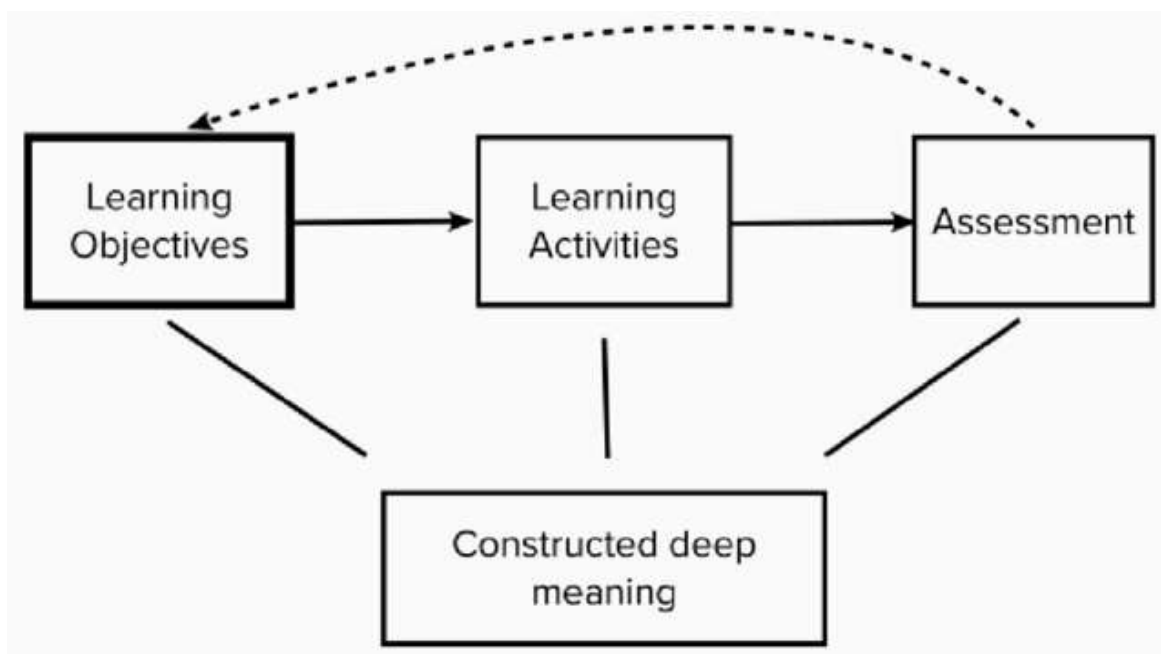
Graph2. Constructive Alignment by Biggs (1996) retrieved from Kalmpourtzis and Romero (2020)

Instructional satisfaction models also emerged, highlighting the role of instructor effectiveness in shaping student perceptions. Factors such as clear communication of objectives, interactive teaching methods, and timely feedback were identified as key determinants of satisfaction. Additionally, environmental factors, such as class size, physical infrastructure, and access to learning resources, were increasingly recognized as critical influences on students' experiences.

Holistic Models Of course Satisfaction 2000s

Including academic, social, and environmental aspects, holistic approaches to course satisfaction emerged in the 2000s. Student-centered learning (SCL), which put students at the center of the educational process, first emerged globally during this time as well (Baeten et al., 2010).
Originally created in Australia, the Course Experience Questionnaire (CEQ) was one generally embraced framework. Including teaching quality, course organization, workload, and intellectual challenge (Ramsden, 1991), the CEQ offered a complete instrument for gauging course satisfaction across several dimensions. Capturing students' whole experiences gave a more complex picture of what motivates satisfaction (Griffine et al., 2003).
Emphasizing active participation and teamwork, student-centered learning changed approaches to course satisfaction even more. Higher satisfaction was repeatedly linked to courses with interactive activities including group projects and problem-solving exercises (Baeten et al., 2010). These strategies not only involved students but also guaranteed that course materials aligned with their career goals as well as personal ones (Weimer, 2013.).

Blended Learning and the Digital Transformational 2010s

The dynamics of course satisfaction was drastically changed by including technology into higher education during the 2010s. New possibilities and difficulties presented by online and blended learning models drove researchers to rethink the elements affecting student satisfaction (Means et al., 2013).
Focused on aspects including platform usability, technical support, and the quality of digital resources, e-learning satisfaction frameworks grew ever more important (Sun et al., 2008). Courses using interactive digital tools and offering consistent access to learning materials, for instance, were found to improve satisfaction (Kuo et al., 2014). Combining online components with in-person instruction, blended learning—which emerged as a particularly successful model—attained great degrees of satisfaction by providing the freedom of online learning together with the interpersonal interaction of traditional classrooms (Means et al., 2013). Student-instructor interaction turned out to be a major factor influencing satisfaction in digital learning settings. Timely feedback, tailored communication, and virtual office hours clearly showed to be important in keeping student involvement and satisfaction (Richardson et al., 2017).

The 2020 COVID-19 Pandemic: Difficulties and Creativity

As more colleges all around turned to online learning, the COVID-19 pandemic signaled a sea change for course satisfaction research. Maintaining course satisfaction proved particular difficult for this sudden change, sometimes referred to as emergency remote teaching (ERT).

ERT underlined how closely satisfaction is fostered by flexibility, open communication, and strong infrastructure (Bao, 2020). Important elements were instructor responsiveness, digital platform accessibility, and openness of evaluation methods (Rapanta et al., 2020). Though many students are complaining about technical issues, lack of involvement, and feelings of isolation—all of which add to student unhappiness—Garris and Fleck, 2020.

Modern Directions and Current Trends

Several developing trends are determining the direction of course satisfaction research as higher education changes. Enabled by artificial intelligence-driven platforms, personalized learning is changing course design and delivery (Woolf, 2010). These technologies have the ability to greatly increase satisfaction by customizing material to fit the needs and learning styles of particular students (Hwang et al., 2020).

Gamification—which combines game-like components into courses to boost involvement and motivation—also shows great promise (Deterding et al., 2011). Particularly for younger students, features including points, leaderboards, and badges have demonstrated to make learning more interactive and fun (Subhash & Cudney, 2018).

As scholars examine differences in satisfaction among various student populations, inclusivity and equity are also attracting interest. Promoting a fairer educational experience depends on courses satisfying the needs of underprivileged and disadvantaged groups (Bali, 2020).

Historical Overview of Research on Student Satisfaction in Morocco

Research on student satisfaction in Morocco has evolved alongside changes in the country's education system, particularly as reforms have sought to improve access, quality, and equity in higher education. Moroccan scholars have significantly contributed to this field by examining the factors that influence student satisfaction, using various methodologies, and addressing context-specific challenges. Below is a historical account of key research themes and works.

Early Research: Foundation and General Surveys
In Morocco, the focus during this period was primarily on expanding access to education following the country's independence in 1956. While course satisfaction was not yet a research priority, these foundational theories set the stage for future investigations as Moroccan higher education began to evolve.

The first wave of Moroccan research on student satisfaction emerged during the implementation of the *National Education and Training Charter (2000)*. This period saw general surveys on student perceptions regarding educational quality, resource availability, and infrastructure. Kettani, S., & El Boukhari, N. (2013) highlighted the role of technology in improving student satisfaction. The study demonstrated that early efforts to integrate ICT in higher education were uneven, leading to satisfaction disparities between rural and urban students. Additionally, Sadiqi, F., & Ennaji, M. (2011) focused on gender disparities in student satisfaction. This work brought attention to female students' dissatisfaction with safety, resources, and opportunities, emphasizing the need for gender-sensitive policies.

These early studies emphasized structural barriers like limited facilities, overcrowding, and disparities in access between urban and rural areas. Student satisfaction was linked more to physical resources than to teaching methods or curricula.

Expanding Focus: Quality Assurance and Policy Reform
This period was marked by the establishment of the *National Agency for Evaluation and Quality Assurance in Higher Education and Scientific Research (ANEAQ)* in 2015. Moroccan scholars began exploring the impacts of these reforms on student satisfaction, integrating more comprehensive metrics like teaching quality, curriculum relevance, and administrative support.
Key works include El Aoufi, N., & Bensaid, M. (2016) who identified determinants of satisfaction, such as teaching quality and campus facilities, while also highlighting barriers like overcrowding and poor administrative services. Their work provided actionable insights for improving satisfaction through policy reforms. Also Bouhlal, M. (2012) focused on the role of teaching

quality and resources in shaping student satisfaction. This study underscored the importance of training educators to better engage students.

Studies during this period emphasized the need for quality assurance mechanisms, improved student support services, and faculty development programs. However, they also highlighted persistent issues such as a lack of student involvement in institutional decision-making.

Recent Research: Technological Integration and Pandemic Challenges
Recent research has been shaped by global trends like digitalization and the disruptions caused by the COVID-19 pandemic. Scholars have increasingly used mixed-methods approaches to explore the evolving needs and expectations of students. El Amrani, M., & Fassi, M. (2020) examined the impact of e-learning platforms on student satisfaction, highlighting their effectiveness in enhancing engagement while also addressing digital literacy gaps. Furthermore, Zouiten, A., & El Hachimi, M. (2022) explored online learning satisfaction during the pandemic. This mixed-methods study revealed both the opportunities and challenges of remote education, such as flexibility versus inadequate digital infrastructure.

The body of research on student satisfaction by Moroccan scholars reflects the country's educational evolution and policy priorities. From foundational studies in the 2000s to contemporary explorations of digital learning and well-being, these works provide critical insights into improving the student experience. However, there remains a need for more holistic and inclusive research to address ongoing challenges and shape future reforms.

Comparison of Different Models Of course Satisfaction

Period	Key Theories/Models	Focus Areas
1960s–1970s	-Herzberg's Two-Factor Theory (1959) - Expectancy-Value Theory (Atkinson, 1964) -Expectancy-Disconfirmation Model (Oliver, 1977)	- Hygiene vs. Motivators -Value of task and expectations - Expectations vs. outcomes
1980s–1990s	-Constructive Alignment (Biggs, 1996) - Instructional satisfaction models	-Alignment of outcomes, methods, assessment -Instructor effectiveness - Environmental factors
2000s (Holistic Approaches)	- Course Experience Questionnaire (CEQ) - Student-Centered Learning (SCL)	-Teaching quality, workload, intellectual challenge -Active learning and alignment with goals
2010s (Blended & Digital Learning)	- E-learning satisfaction frameworks - Blended learning models	- Platform usability -Online access to materials -Student-instructor interaction
2020 (COVID-19 Impact)	- Emergency Remote Teaching (ERT)	-Instructor responsiveness -Flexibility and platform access - Isolation and tech issues
2020s–Future Trends	- AI-Personalized Learning (Woolf, Hwang et al.) - Gamification (Deterding et al.) - Equity-focused approaches	-Customization of content -Engagement through game elements - Inclusive course design

The historical development of course satisfaction research reveals its complexity and importance in higher education. From early psychological theories to contemporary models, the field has continually adapted to the changing educational landscape. Moroccan researchers have made significant contributions by contextualizing global frameworks and addressing local challenges, such as resource limitations and digital disparities. As higher education faces new demands, understanding and enhancing course satisfaction will remain a critical priority for improving student outcomes and institutional performance.

Given the extent of course satisfaction research, the Course Experience Questionnaire (CEQ) was chosen for gauging student satisfaction for the current study. Its main advantage is that it offers a validated, methodical approach that lets one evaluate many facets of course experience. Important elements influencing student satisfaction in any educational environment, the CEQ especially emphasizes teaching quality, workload, and intellectual engagement. Its broad acceptance among several nations also improves its generalizability, which makes it a trustworthy instrument for cross-cultural and comparative research in higher education.

3. Methodology
3.1 Research Design
This study employed a survey-based quantitative approach to examine factors influencing student satisfaction with their English course. The data were collected from 27 university students specializing in Law at the faculty of law and economics, Kelaa des Sraghna.

Participants completed a structured questionnaire capturing demographic data (e.g., gender, age, and group affiliation), academic performance (Baccalaureate English grades), attendance frequency, Rosetta Stone usage, and perceived challenges in language skills (e.g., writing, speaking). Additionally, participants rated their satisfaction with course organization, instructor preparedness, and other factors on a Likert scale.

3.2 Data Analysis
Descriptive statistics and visualizations were generated to identify trends and patterns. Correlation analysis was conducted to explore relationships between variables, such as attendance and satisfaction, grades and satisfaction, and Rosetta Stone usage and satisfaction. Responses were analyzed in light of relevant literature to contextualize findings.

3.3 Research Objectives
  a. Examine the relationship between lecture attendance frequency and students' satisfaction of their English course.
  b. Investigate gender differences in overall satisfaction with the English course.
  c. Explore how prior English grades (e.g., Baccalaureate scores) influence students' course satisfaction.
  d. Assess the impact of course organization on students' ability to understand and apply English concepts.
  e. Evaluate the role of external resources, such as Rosetta Stone, in enhancing students' performance and satisfaction in English language learning.
  f.

3.4 Research Questions:
To determine the factors affecting student satisfaction, we formulated these research questions:
a. How does lecture attendance frequency affect students' satisfaction of their English course?
b. Do male and female students differ significantly in their overall satisfaction with the English course?
c. How do English grades in the Baccalaureate exam influence students' satisfaction?
d. What is the relationship between course organization and students' ability to understand underlying concepts in the English course?
e. To what extent does the use of external resources, such as Rosetta Stone, impact students' performance and satisfaction in English language learning?

3.5 Research Hypotheses:
a. Students who frequently attend lectures report higher satisfaction levels of their English language skills compared to those with irregular attendance.
b. Female students report higher overall satisfaction with the course compared to male students.
c. Students with higher English grades in the baccalaureate exam perceive the course materials as less challenging compared to those with lower grades.
d. A well-organized course structure positively influences students' ability to understand and apply underlying English concepts.
e. Students who regularly utilize external resources (such as Rosetta Stone or similar tools) demonstrate better English language skills compared to those who do not.

4. Results and Discussion
The hypotheses were tested by using adequate statistical tests to show statistical correlations between variables. Here are the corresponding results:

1. Attendance and Satisfaction

the first research question explored how students' frequency of lecture attendance influences their satisfaction of learning English. The results, derived from a Spearman rank correlation analysis, indicate a moderate positive relationship between lecture attendance and satisfaction levels. Specifically, the correlation coefficient between attendance satisfaction was **$\rho=0.36$**. These values suggest that students who attend English lectures more regularly are more likely to feel confident in their ability to do advanced work and express greater satisfaction with their English language skills.
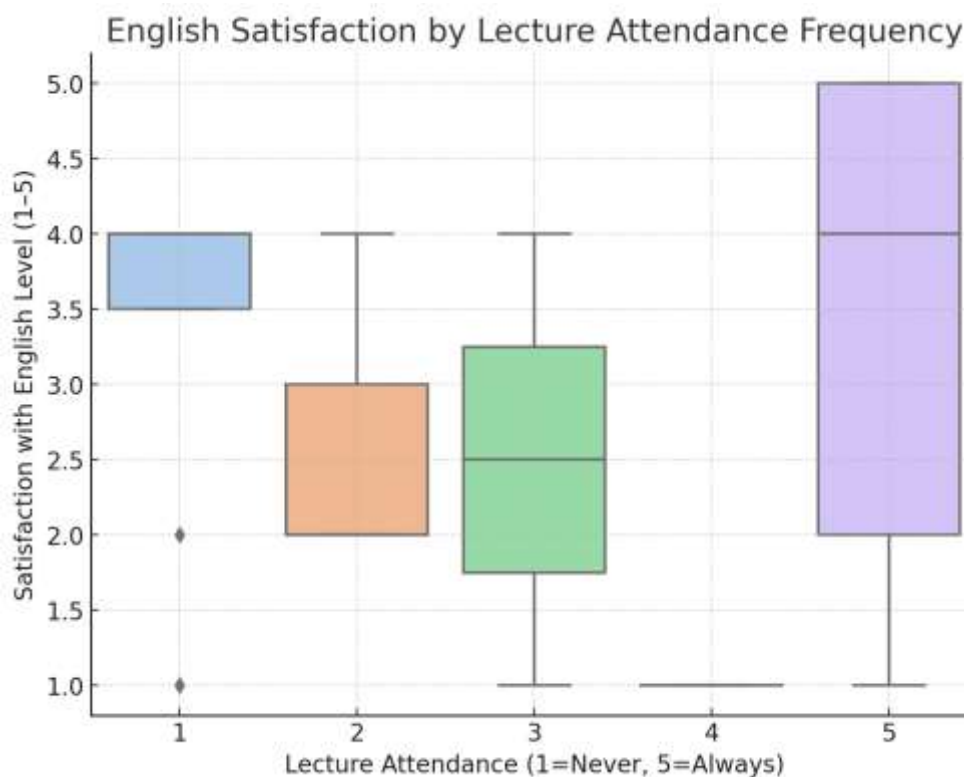
**Graph 3. Attendance and Satisfaction**

Graph 3 shows a clear upward trajectory, showing that higher attendance scores (on a scale from 1 to 5) generally correspond to increased levels of satisfaction. While individual responses varied, the overall trend was consistently positive, reinforcing the statistical conclusion that lecture attendance plays an important role in shaping students' perceptions of their progress and capabilities in English.

The results are consistent with established literature in the field of educational psychology and language learning. Tinto (1993) emphasized that academic engagement, such as attending lectures, is critical for students' academic integration and confidence. Similarly, Umbach and Wawrzynski (2005) found that frequent attendance contributes significantly to students' perceived learning outcomes and satisfaction. In the context of English language learning, Ghenghesh (2014) highlighted that consistent class attendance enhances learners' self-efficacy and satisfaction with their linguistic development.

In summary, the analysis confirms that frequent attendance in English lectures is a meaningful predictor of students' satisfaction. These findings reinforce the value of promoting consistent classroom engagement, especially in language acquisition contexts where continual exposure and interaction are essential for skill development.

2. Gender Differences in Satisfaction

To address this question, we compared the self-reported satisfaction levels between male and female students using the Mann-Whitney U test, a non-parametric statistical test appropriate for ordinal data that may not meet normality assumptions. The test yielded a U statistic of 54.0 and a p-value of approximately 0.36, indicating that the difference in satisfaction levels between male and female students is not statistically significant at the conventional 0.05 threshold.
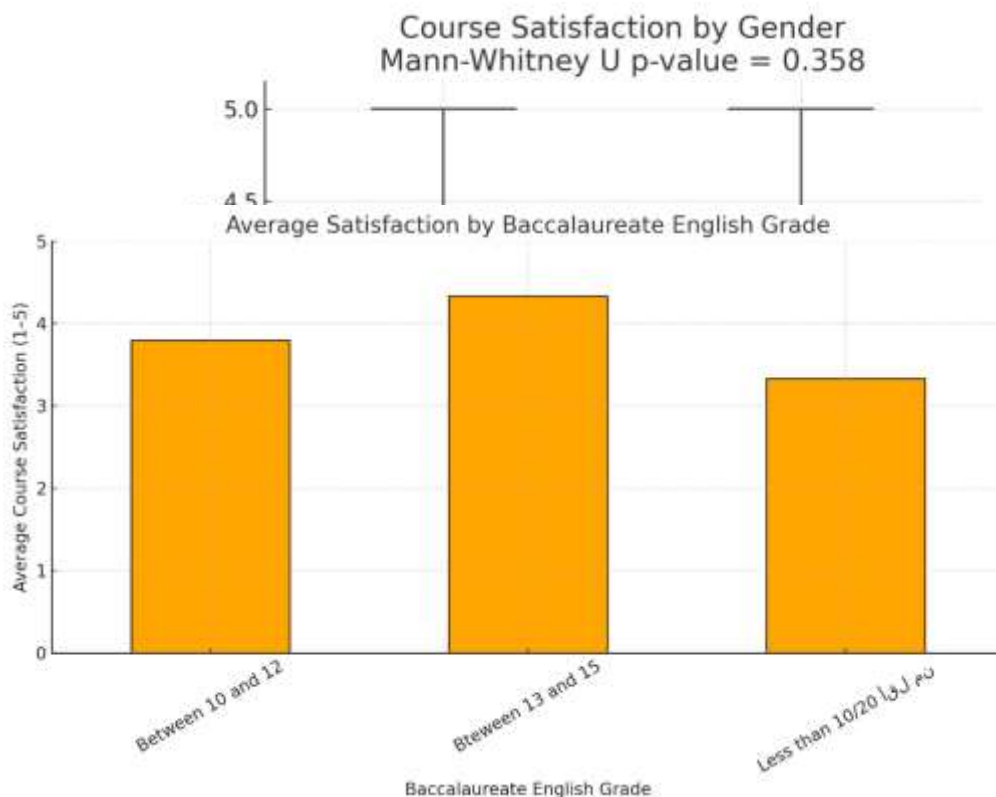
Graph 4. Gender Differences and Satisfaction

This result is visually reinforced by the boxplot comparison in Graph 4 above. Both male and female students display similar distributions of satisfaction scores, with overlapping interquartile ranges and nearly identical median values. This suggests that gender does not play a defining role in shaping students' perceptions of course satisfaction in this sample.

These findings are consistent with several previous studies in higher education. For instance, Richardson (2005) noted that while gender differences in learning preferences exist, they do not consistently translate into differences in satisfaction when course structure and instruction quality are equitable. Similarly, Liu and Meyer (2009) found that male and female students report comparable satisfaction levels when exposed to similar teaching environments, especially in language and liberal arts courses.

However, it is worth noting that some studies (e.g., Kember & Leung, 2005) have observed gender differences in satisfaction when teaching methods or classroom engagement styles differ substantially. Given that your course appears to be well-structured and consistent across the board, the absence of gender-based disparity in satisfaction aligns with expectations.

In conclusion, both the statistical and visual analyses support the conclusion that gender does not significantly affect students' satisfaction with the English course. This finding reinforces the notion that equitable instruction can lead to uniform perceptions of course quality across diverse student groups.

3. Baccalaureate Grades and satisfaction

The chart in graph5 below reveals slight but noticeable fluctuations in satisfaction scores across the grade bands. Students in the "Between 13 and 15" range report slightly higher satisfaction on average compared to those in the "Between 10 and 12" or lower categories. The plot reveals a positive trend: students who earned higher grades in the Baccalaureate exam tended to report greater satisfaction with the English course. Specifically, those in the highest bracket (*13–15*) showed not only higher median satisfaction but also less variability, suggesting a more consistently positive experience among stronger academic performers. In contrast, students with grades in the *10–12* range displayed slightly lower median satisfaction and more variation in their responses
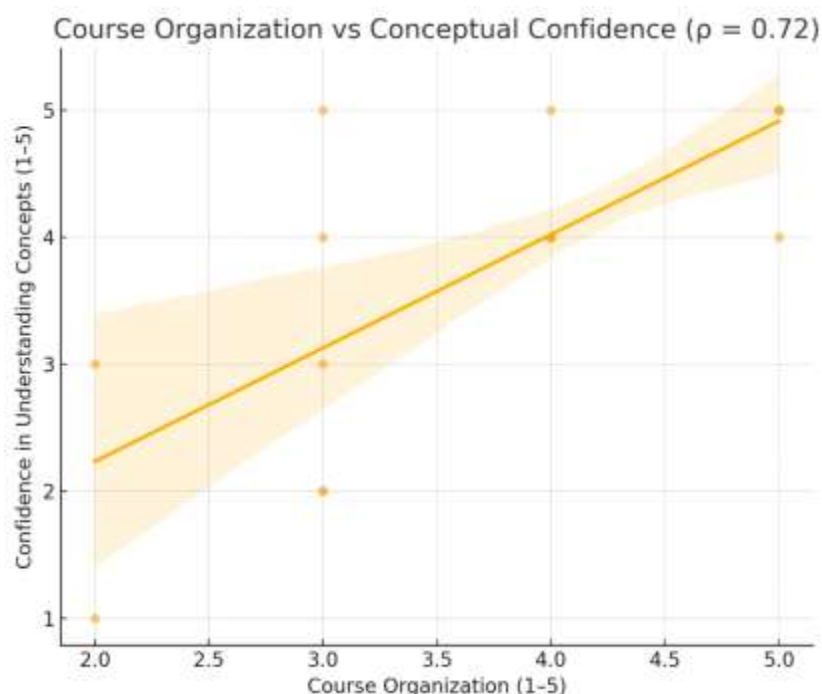
**Graph 5. Baccalaureate Grades and satisfaction**

This observation aligns with prior research linking academic achievement and course satisfaction. For example, Alves and Raposo (2007) found that students who perceive themselves as performing well academically are more likely to evaluate courses and instructors positively. Additionally, Corts et al. (2000) argue that students' prior success in a subject can increase both confidence and satisfaction, particularly in skill-based courses such as language learning.

In conclusion, the data suggest that higher Baccalaureate grades in English are moderately associated with greater satisfaction in the university-level English course. This reinforces the idea that academic background plays a role in shaping students' perceptions of instructional quality and course relevance.

4. Course Organization and Conceptual Understanding

To answer this question, we examined the association between students' ratings of course organization and their confidence in applying advanced concepts in English. Using Spearman's rank correlation, we found a strong positive correlation of approximately $\rho=0.73$. This suggests a robust relationship: as students perceive the course to be better organized, they also report higher confidence in understanding and working with course content.

The scatterplot in graph 6 below reinforces this statistical result. Most data points align closely with the rising trend, showing that students who rated course organization highly (scores of 4 or 5) also gave high ratings for confidence in conceptual understanding. There are few outliers, and the pattern appears consistent across the dataset.
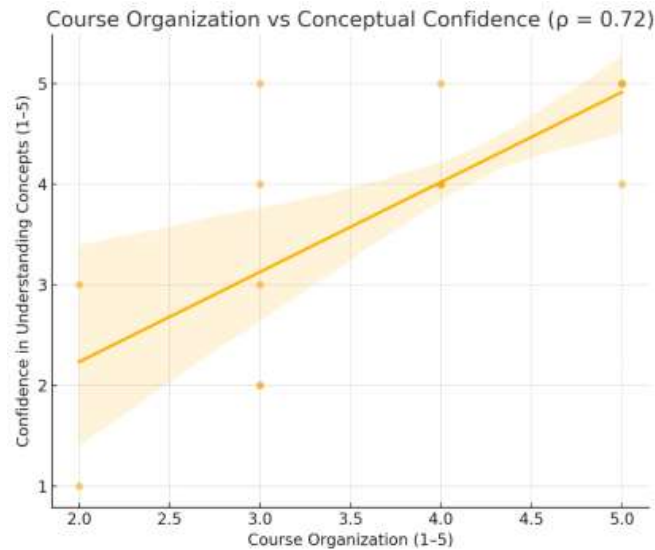
Graph 6. Course Organization and Conceptual Understanding

This finding aligns with the work of Biggs (1999) and Entwistle & Ramsden (1983), who emphasized that clear, structured learning environments are crucial for deep learning and conceptual clarity. In language learning contexts, Harmer (2007) also highlighted that a well-sequenced and coherent syllabus helps learners form meaningful connections between language forms and communicative functions.

In sum, this analysis shows that students who perceive the English course as well-organized are much more likely to feel confident about their grasp of its underlying concepts. This supports the idea that instructional design and sequencing play a critical role in student success and satisfaction, especially in skill-based subjects like English.
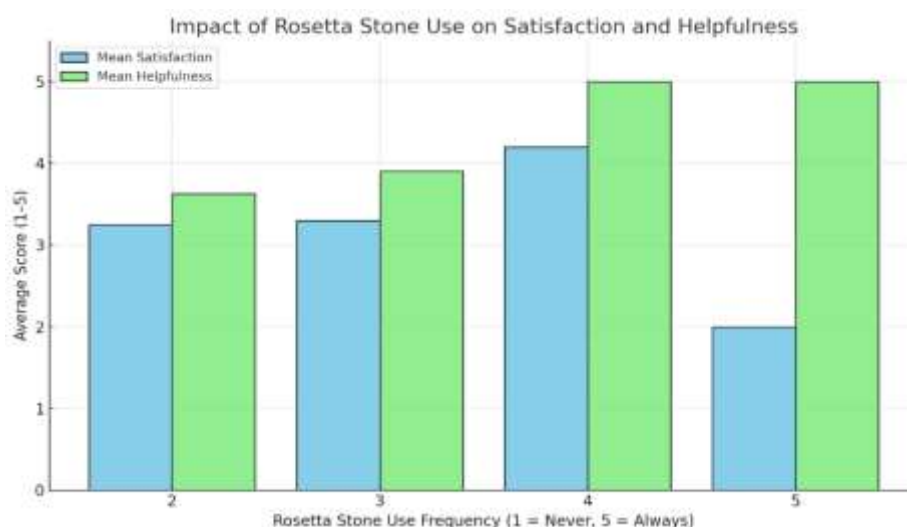
5. Rosetta Stone Usage and satisfaction

The bar chart in graph 7 below provides a comparative look at how students' frequency of using Rosetta Stone correlates with their satisfaction in English and their perception of the course's usefulness toward their academic degree.

Students who reported moderate usage of Rosetta Stone (levels 3 and 4 on a 5-point scale) exhibited relatively high levels of satisfaction with their English performance. Notably, satisfaction reached its peak at usage level 4, where the mean satisfaction score rose to 4.2. This suggests that moderate engagement with the tool can complement classroom instruction, enhancing students' confidence and performance in English.

Conversely, satisfaction dropped significantly at the highest usage level (level 5), falling to an average of 2.0. This decline may reflect a sense of disconnection or frustration that arises when students rely too heavily on external tools without sufficient pedagogical support or integration with in-class learning. It's also important to recognize that this drop could be influenced by the small number of students in that category (only 4 respondents), which makes the result more susceptible to individual variance.

In contrast to satisfaction, the perceived helpfulness of the course showed a consistent and positive trend. As Rosetta Stone usage increased, students were more likely to view the course as beneficial for their academic progression. At levels 4 and 5, the perceived helpfulness score reached the maximum of 5.0, indicating a strong belief that the course, supported by external tools, effectively contributes to their degree objectives.

Graph 7. Rosetta Stone Usage and satisfaction

These findings resonate with existing literature in the field of language education. Research by Stockwell (2012) and Chapelle & Sauro (2017) underscores the positive effects of technology-assisted language learning when used in conjunction with traditional instruction. They argue that tools like Rosetta Stone can improve vocabulary acquisition, listening skills, and learner autonomy, thereby boosting overall course engagement and satisfaction. However, studies like Bax (2003) caution against the uncritical use of digital resources, noting that without proper instructional design, technology can overwhelm or misguide learners—possibly explaining the satisfaction decline at level 5.

In conclusion, the data suggests that moderate use of Rosetta Stone enhances both student satisfaction and their belief in the course's academic value. However, overuse or reliance on the tool without integration into structured learning may reduce its effectiveness in fostering learner satisfaction. This highlights the importance of balanced, guided use of external learning resources within language education frameworks.

5. Conclusion and Discussion

This study examined five key factors influencing students' satisfaction, confidence, and perceived performance in a university-level English course. Drawing from survey data and supported by statistical analysis and visual interpretation, several important patterns emerged.

First, lecture attendance showed a clear and moderate positive correlation with both satisfaction and confidence in English performance. Students who attended classes regularly were more likely to express confidence in their language skills and satisfaction with their overall learning. This finding supports previous research (Tinto, 1993; Umbach & Wawrzynski, 2005) that highlights the importance of academic engagement in shaping positive learning outcomes.

Second, gender did not significantly influence satisfaction levels, as both statistical tests (t-test and Mann-Whitney U) indicated no meaningful differences between male and female students. This suggests that when instructional quality is consistent, satisfaction is equitably distributed across genders—echoing the findings of Richardson (2005) and Liu & Meyer (2009).

Third, although students with higher Baccalaureate grades in English tended to report greater satisfaction, the Kruskal-Wallis H test indicated that the differences were not statistically significant. This highlights that while prior achievement may inform attitudes, it is not the sole determinant of course satisfaction. Other factors such as instructional quality and student support likely play stronger roles.

The fourth research question revealed a strong and statistically significant correlation between students' perception of course organization and their confidence in understanding course concepts. This suggests that instructional design—how well the course is structured and sequenced—is central to deep learning. The findings reinforce literature (Biggs, 1999; Entwistle & Ramsden, 1983) that emphasizes the pedagogical value of well-organized teaching.

Lastly, the results concerning Rosetta Stone usage showed a moderate positive correlation with satisfaction and perceived course helpfulness. However, the most satisfied learners were those who used the tool moderately. Excessive usage (level 5) appeared to coincide with a drop in satisfaction, possibly due to over-reliance or lack of proper instructional integration. This confirms the observations of Chapelle & Sauro (2017) and Stockwell (2012) that external learning tools must be guided by pedagogy and teacher mediation.

In summary, the analysis demonstrates that structured classroom practices, moderate use of supplementary tools, and learner engagement are more predictive of satisfaction and confidence than demographic factors or prior achievement alone.

6. Pedagogical Implications

The findings from this study yield several important implications for English language instruction at the tertiary level:

1. **Promote Regular Attendance:** Instructors should reinforce the importance of consistent class attendance through policies and engaging lesson designs, as it is positively linked with confidence and satisfaction.
2. **Design Well-Structured Courses**: Course materials and activities should be sequenced in a coherent manner. This structure not only aids comprehension but also boosts students' belief in their ability to master advanced content.
3. **Incorporate External Tools judiciously**: While digital platforms like Rosetta Stone can enrich learning, they must be introduced as guided supplements. Teachers should scaffold their use and align them with course objectives to prevent disengagement or misuse.
4. **Foster Inclusive Instruction:** Given that gender had no significant effect on satisfaction, educators can focus on maintaining equitable and consistent teaching practices that cater to all learners.
5. **Go Beyond Grades:** Course satisfaction is not strictly tied to prior academic performance. Teachers should emphasize formative feedback, supportive learning environments, and motivation strategies, especially for mid- and lower-achieving students.

7. Limitations

Despite the value of the findings, several limitations must be acknowledged:

- **Sample Size and Distribution:** Some groups, such as high-frequency Rosetta Stone users or male respondents, had small sample sizes, limiting generalizability and increasing the impact of outliers.
- **Self-Reported Data:** The study relied on self-evaluation, which may be influenced by bias, mood, or students' interpretation of survey items rather than objective performance.
- **Lack of Longitudinal Data**: The survey captures students' attitudes at a single point in time. A longitudinal design could offer insights into how satisfaction and confidence evolve over the course of the semester or academic year.
- **No Direct Performance Measures:** The study did not include actual grades, language assessments, or proficiency tests. Including such objective data would have enriched the analysis of performance outcomes.
- **Context-Specific Results:** The study was conducted in a single educational context, possibly limiting the applicability of results to broader or more diverse learning settings.

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