

الجمهورية الجزائرية الديمقراطية الشعبية
DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
جامعة عباس لغرور- خنشلة
UNIVERSITY OF ABBES LAGHROUR –KHENCHELA



كلية الآداب و اللغات
FACULTY OF LETTERS AND LANGUAGES
قسم الآداب و اللغة الإنجليزية
DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

**DESCRIPTION OF SOME ISSUES RELATED TO THE IMPLEMENTATION OF
THE LMD SYSTEM IN ALGERIA.**

**CASE STUDY: MASTER TWO EFL STUDENTS AT THE UNIVERSITY OF
ABBESS LAGHROUR KHENCHELA.**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

Candidate:

SALHI Bilel

SAIDI Hichem

Supervisor:

Pr. Nadia DAGHBOUCHE

Board of Examiners

Mr. BEDDIAF Abderezzak

President

University of Khenchela

Pr. Nadia DAGHBOUCHE

Supervisor

University of Khenchela

Mr. BEDDIAF Abdekhalak

Examiner

University of Khenchela

May, 2018

**Description of Some Issues Related to the Implementation of the LMD
System in Algeria.**

***Case Study:* Master Two EFL Students at the University of Abbes
Laghrour Khenchela.**

BY

Bilel. SALHI

Hichem. SAIDI

Master Degree

May, 2018

**Description of Some Issues Related to the Implementation of the LMD
System in Algeria.**

***Case Study:* Master Two EFL Students at the University of Abbes
Laghrour Khenchela.**

BY

B.SALHI

H.SAIDI

Director of studies

Pr. Nadia DAGHBOUCHE

**A Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Master in Language
and Culture**

May, 2018

STATEMENT

I hereby certify that this dissertation is entirely the results of our own investigation. The various sources to which we are indebted, are clearly indicated in the text or in the references.

The candidates

B.SALHI

H.SAIDI

Director of studies

Pr. N. DAGHBOUCHE

.....

DEDICATION

I, Mr. Salhi Bilel, dedicate this work to:

The two candles that enlightened my days...

Who gave me all their love, patience and understanding

My dear parents

My mother the one I would be nothing without her, the one who prayed for me and encouraged me to finish this work.

My great father who did his best to make me the person who I am now through his unconditional love and support.

May Allah bless them and forever

To all my extended family and my soul mates, to all my friends. To all who were there for me, to all those whom I forgot thank you for ignoring my faults and encouraging my merits.

To my supports, friends and readers of this work.

I, Mr. Saidi Hichem, dedicate this work for all the ones that stood by my side, in the darkest nights and longest days.

ACKNOWLEDGEMENTS

First of all, praise to God who has given us the spirit and the courage to achieve this research work.

We would first and foremost like to address our extreme and hearty gratitude to **Pr. Nadia DAGHBOUCHE**, for her incessant moral support and continuous encouragement, guidance, patience and her endless help in terms of administrative matters; for all the qualities it takes to be a committed supervisor with adequately competent expertise, fulfilled with an incomparably overtly optimism and a personality full of courtesy.

Our greatest thanks, also, go to the board of examiners for their acceptance to read this work and for any valuable comments they would make to refine it.

For those who took part in whatever way to give advice so as to come up with this simple project.

CONTENTS

STATEMENT	I
DEDICATION	II
ACKNOWLEDGEMENTS	III
CONTENTS	IV
LIST OF TABLES	VII
LIST OF FIGURES	IX
LIST OF ABBREVIATIONS	X
ABSTRACT	XI
INTRODUCTION	1
1. Statement of the Problem	1
2. Aims of the Study	1
3. Limitation of the Study	2
4. Significance of the Study	2
5. Implication of the Study	3
6. Hypothesis	3
7. Data Collection and Procedure	4
8. The Department Investigated	4
9. Administration and Design of the Questionnaire	4

CHAPTER ONE: LITERATUREREVIEW

Introduction	6
1.1 The LMD Objectives	6
1.2 Objectives of the 1971 Reform of Education	7
a. Arabization of the Higher Education	8
b. Quantity of Students' Input	9
1.3 Description of the Classical System	11
A- Description, Admission and Organization of Level of Study Under the 1971 Reform	11
1- Undergraduate Programs	11
2- Graduate Programs	12
1.4 The LMD System: Licence, Master and Doctorate	12
A- The Academic Level of Study and Organization Under the LMD System	13
1- The Three Degrees	13
A- Licence	13
B- Master	14
C- Doctorates	14
1 –Semestrialisation	14
2 - Teaching Units	14
3 – Credits	15
4 - Areas (domains)	15
5 - Course-type	15
6 – Tutoring	16
7 - Progressive Orientation	16

1.5 The Implementation of the LMD Reform	17
1.6 Student's Transition Phase from the Classical to the LMD	19
1.7 Quality Assurance	20
1.8 University Graduate Unemployment	21
CHAPTER TWO: DATA ANALYSIS AND FINDINGS	
INTRODUCTION	25
2.1 Populations	25
2.2 Design and Description of the Students' Questionnaire	25
2.3 Research Methodology, Design and Procedure	26
2.4 Data Gathering Tools	26
2.5 Analysis of the Students' Questionnaire	27
FINDINGS	39
CONCLUSION	41
RECOMMENDATIONS AND SUGGESTIONS	42
GENERAL CONCLUSION	44
REFERENCES	
APPENDICES	
Appendix I: The English Curriculum under the Reform of Higher Education	
Appendix II: Comparison between the Old Classical and LMD System	
Appendix III: Trends in the Number of Students Registered In LMD, 2004-2012	
Appendix IV: Student's Questionnaire	

LIST OF TABLES

Table 01: Students' Attitude Towards their five years' experience of studying	27
Table 02: Student's Experience within the LMD System.	28
Table 03: Students' Acquisition of General Knowledge	29
Table 04: Student's Acquisition of Appropriate Language Professional Command	30
Table 05: The Difference between an LMD Student and a Bachelor Degree "Licence" Student.	31
Table 06: Students' Knowledge about the Old Classical Curriculum	32
Table 07: Problems Encountering Students after Graduation	33
Table 08: The Potential of the Post Graduate Studies" PhD"	34
Table 09: EFL Learners View about Learning English within the LMD System	35
Table 10: Students' Perception about the LMD System	36
Table 11: Future Objectives of the LMD System for Students	37
Table 12: Obstacles Facing the New Educational System in the Algerian Universities	38

LIST OF FIGURES

Figure 01: Students' Attitude Towards their five years' experience of studying	27
Figure 02: Student's Experience within the LMD System.	28
Figure 03: Students' Acquisition of General Knowledge	29
Figure 04: Student's Acquisition of Appropriate Language Professional Command	30
Figure 05: The Difference between an LMD Student and a Bachelor Degree "Licence" Student.	31
Figure 06: Students' Knowledge about the Old Classical Curriculum	32
Figure 07: Problems Encountering Students after Graduation	33
Figure 08: The Potential of the Post Graduate Studies" PhD"	34
Figure 09: EFL Learners View about Learning English within the LMD System	35
Figure 10: Students' Perception about the LMD System	36
Figure 11: Future Objectives of the LMD System for Students	37
Figure 12: Obstacles Facing the New Educational System in the Algerian Universities	38

LIST OF ABBREVIATIONS

ECTS: European Credit Transfer System

EFL: English as a foreign language

ELT: English Language Teaching

ENQA: European Network for Quality Assurance in Higher Education

ILE: Institute of Foreign Languages

ILVE: Institute of Foreign Living Languages

L1: Level One

L2: Level Two

L3: Level Three

LMD: Licence, Master, and Doctorate

M1: Master one

M2: Master two

PhD: Philosophiae Doctor

STC: System of Transfer of Credits

TEFL: Teaching English as a Foreign Language

TU: Teaching Units

ABSTRACT

The study at hand is primarily a description of some issues related to the new educational reform "licence" (Bachelor of Arts), Master, Doctorate (LMD). It attempted to uncover the problems that EFL postgraduate Master students met at the end of their courses, and how they perceived their experience under the LMD system. An overview of educational reforms that touched Algerian Higher Education, since 1971 up to the present day were described in details in Chapter One.

Considering Chapter Two, the procedure undertaken, and the research methodology adopted was a descriptive one. Data was gathered through a questionnaire that was administered to a sample of sixty (60) students of Master year two at the University of Khenchela. The distribution and administration took place at the department of English, for the academic year 2017/2018.

The objective of this thesis was to check the hypothesis set by the researchers which was:

1-Will the large output of Master's EFL students of the University of Khenchela be absorbed in the existent local companies or not.

The thesis' hypothesis raised in this study, denied that EFL master two students will not be all absorbed in the existent local companies.

The findings obtained from data analysis revealed serious issues:

1-Administrative capacities.

2- Students and teacher's ignorance of the LMD system's objectives.

3-A Lack of cooperation between teachers and students.

INTRODUCTION

A- STATEMENT OF THE PROBLEM:

Since the launch of the LMD system in 2004 in Algeria with its new pedagogical practices and competitions in terms of academic teaching and learning content and its professional aspects characterize it from the old reform of 1971. The students resulting from the 1971 reform, classical system, find themselves opposed and frustrated by the new requirements of the LMD reform.

It was of no surprise that Algeria would be next, since many governments all over the world took steps to implement the Bologna Process. The LMD system (Licence, Master, and Doctorate) which is a consequence of this process, as an attempt to reposition Higher Education in terms of globalization and competitiveness. However, despite their promises to enhance both the teaching/learning process and the teaching profession, the Algerian policy makers had hardly adapted it to the EFL teachers 'needs in Algeria.

The problematic issue to pinpoint at this phase is to find out whether at the end of their courses EFL Master students at the University of Khenchela would be victims of this new reform or whether they would be integrated in terms of their academic contribution to the new requirements of this new reform.

1.2 AIMS OF THE STUDY:

This dissertation aims at describing issues related to the LMD system and how positively or negatively, it would influence EFL learners. In other words, this study focuses on examining the problems confronting EFL Master two students at the end of their courses at the University of Abbess Laghrour Khenchela.

- 1- Describing the origins and the development of the LMD system in Algeria.

2- Discussing some of its issues related to its implementation and their effects on EFL Master Students with special reference to the University of Khenchela, ABESS LAGHROUR aspects such as:

- Careers' prospects.
- Education.
- Professional issues will be discussed.

3- Solutions on how to attract the educational policy makers on the above suggested issues.

1.3 LIMITATIONS OF THE STUDY:

- Time, space and money were real obstacles to this research.
- The scarcity of documentation on this LMD issue had tremendous effect on the study.
- The time allocated to investigate this thesis and to see its change and stability over the time is very much hindered by the due date of submission.
- As far as the implementation of the LMD system is concerned, the sudden changes and decisions that characterize the Algerian educational policy, will render this study results uncertain with time and affect its implications.

1.4 SIGNIFICANCE OF THE STUDY:

1- The benefit of this study will rebound to the whole university population since it will open a wide understanding of how the LMD functions and what are its background and objectives.

2- The result of this thesis will clarify the gap between the classical old reform and the LMD system for the large population, and students who ignore the historical facts of higher education before 1984.

3- The research will be significantly important for future postgraduate studies to be carried on the several issues related to employment of graduates and the misfits between the old and new reforms.

1.5 IMPLICATION OF THE STUDY:

Four important implications may be extracted from this study:

1- A number of research questions related to the understanding and knowledge of the LMD applied in Algeria are clarified and brought into evidence.

2-An important practical contribution of the present research is that it provides much needed empirical data on the LMD system and jobs prospects for future research.

3-This brief investigation on the problems confronting students at the end of their courses will thus attract the attention of the policy makers to try to adapt the LMD functions to the reality of its society and to attempt to make arrangements to integrate new university graduate in the job market and not to ignore the large output formed by the Classical reform of 1971.

1.6 HYPOTHESIS:

Bearing in mind that the LMD system is a new reform adapted to Europe, as far as careers' prospects are concerned it is hypothesize the following:

Will the large output of Master's EFL students of the University of Khenchela be absorbed in the existent local companies or not?

1.7. DATA COLLECTION AND PROCEDURE:

The main tool used is the students' questionnaire. Only one population targeted: Master two EFL students at the University of "Abdess Laghrour", Khenchela. Teachers were excluded from this investigation because the writers thought that compared to similar studies in the field and considering the budget of the study, opted for only one questionnaire to Master two students rather than the teachers and other students levels, because in terms of making sound interpretations of the analysis, Master two students would be sufficiently representative sample and this is a clear intention of the writers' to omit the teachers.

1.8. THE DEPARTMENT INVESTIGATED:

This study was conducted in the department of English at the University of "Abdess Laghrour" Khenchela.

1.9. ADMINISTRATION AND DESIGN OF THE QUESTIONNAIRE:

The student's questionnaire is designed to second year master students' of the department of English at the University of Khenchela.

The questionnaire was composed of twelve questions. They were in the form of either "closed" questions requiring from the student to choose "yes" or "no" answers, or to "pick" up the suitable answer from numeral choices or "opened" questions requiring from the student to give their answers.

CHAPTER ONE: LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

INTRODUCTION:

This chapter targets two main objectives:

1- Describe and discuss the Algerian LMD system (Licence, Master, and Doctorate) under the relevant literature available.

2- Attempt a brief comparison of the LMD academic organization, its research perspectives and requirements to the former reform (1971) of higher education in order to generate their success and failure with regard to the new Algerian students' generation.

The application of the LMD system to Algeria's higher education system in 1984 has caused serious challenges and struggles as far as the classical 1971 reform is concerned. This Anglo-Saxon program has been proved to be successful in Europe and in other countries. A considerable number of other North African countries namely Morocco and Tunisia are undergoing this same process.

1. THE LMD OBJECTIVES:

It aims at:

- 1- Organizing training offer in form of career enabling the student to benefit from a tutor support and advices.
- 2- Ameliorating the pedagogical quality, information, orientation and student support.
- 3- Developing professional education.
- 4- Encouraging transversal competences learning (mastering foreign languages, computing, and internet...)
- 5- Benefiting from exchanges and international Diplomas 'recognition.

The first Algerian universities that piloted the LMD system were namely: Algiers, Bejaia, Constantine 1 Mentouri and Annaba (The Ministry of Higher Education, June,2007). It is worth mentioning that not so much literature is available on this issue.

The LMD system introduced three academic sections:

1-The "Licence" (bachelor of Arts) with six semesters (three years of study).

2-A "Master" degree of four semesters of study (two years).

3-The "Doctorate" degree of three years of research (six semesters). In every semester Postgraduate students are expected to attend four hundred (400 hours) in a sixteen week period (i.e. twenty five 25 hours per week).

2. OBJECTIVES OF THE 1971 REFORM OF EDUCATION:

A- ARABIZATION OF THE HIGHER EDUCATION:

B- QUANTITY OF STUDENTS' INPUT:

In comparison to the Algerian Reform of Higher Education of 1971 (la Refonte de l'Enseignement Supérieur) which was generally characterized by the objectives, had limited aspects such as the mobility of students from one semester course to the next one was very common. The progression which the LMD system is popular for its flexibility from one "module" to another which did not exist in the old 1971 reform of higher education. This progression depended on the degree of the success of the "modules" per semester, especially the fundamental ones. This procedure disabled and inhibited the student's enrollment in the following semester's courses. Therefore, the students' success depended on the earlier course. There was no concrete period devoted to the evaluation..

(See appendix I)

A-ARABIZATION OF THE HIGHER EDUCATION:

Owing to a long period of French colonial rule during which Arabic had been relegated to a secondary status, Algeria had a long tradition of using French as the language of government and medium of instruction. Following independence, Algeria opted for a policy of arabization which aimed at raising Arabic to the status of an official language. Arabic is now the dominant language in a multilingual setting (Algerian Arabic and Berber), where modern standard Arabic is the official and national language, and French is the second language, maintaining a special status as the predominant academic language (university), particularly in science. English, which is taught as a second foreign language, has acquired a high instrumental value. Unlike countries in the Middle East, whether under a French Mandate (Syria, Lebanon), or under British Rule (Egypt, Iraq, Jordan), which faced no significant problems in their drive for Arabization, Algeria, Tunisia and Morocco experienced a great deal of linguistic and cultural turmoil in the ongoing process of Arabization. Not at all like Tunisia, which unmistakably decided on bilingualism, Algeria, while in actuality bilingual, was the most resolute in declaring its Middle Easterner character and on demanding aggregate arabization as its definitive objective.

Algerians, in order to distinguish themselves from French people, were to recognize Islam with concomitant emphases on the Arabic language (Grandguillaume, 1997, pp. 13-19). Conversely to Morocco and Tunisia in which Arabic was not only taught throughout the colonial period, but shared too an equal status with French, Arabic was banned in Algeria (Ahmed, 1993, pp. 165-173).

The Arabization which was an urgent need in 1971 reform to regain Algeria's Arabic identity which had been purposely denied during the LMD system, was the language of study in the religious school and seen as a reflection of illiteracy and ignorance (Mostari,

2005, pp. 36-52). A 1930 French law deemed Arabic as a foreign language. The French rule conferred the status of a language of identity on the Arabic language and the status of modernity on the French (this dichotomy Arabic equal identity and French equal modernity, has no explanatory relevance, and there is no more stressed in this LMD system. The protagonists' views argued by (Mouhsine, 1995, pp. 45-61) reported that there was an ambivalence on the Arabization views; this dichotomy had its origins in colonialism is no more prevalent in the LMD system. (Jerad, 2004, pp. 525-544) added that it led to a deadlock which fossilized languages and provided a link to political and ideological struggles. Now this actual argument which was the focus of the 1971 reform has been neglected for the sake of globalization.

As from 1962, one of the significant changes made in recently independent Algeria was to reestablish the Arabic dialect in training. In the Tripoli Program of June 1962: the Revolutionaries restated in regard to Arabic, what they did in constant manifestos before:

[The role of the revolution]... is above... all to restore to Arabic—the very expression of the cultural values of our country—its dignity and its efficacy as a language of civilization. (Gordon, 1978, p. 149).

Algeria couldn't start to reproduce itself without reestablishing the bedrock of that character: the Arabic dialect, which remains the striking image of its Arabic personalities and Muslim qualities. Boumediène said (1968) in (Mostari, 2004, pp. 25-44)

C- QUANTITY OF STUDENTS' INPUT:

In the old classical system reform of 1971, the quantity aspect of the university students' enrollment was stressed for instance:

In 1995-1996, an aggregate of 347,410 understudies selected in advanced education. Confirmation depends on the understudy quantity for every establishment (set by the

ministry) and grades. Segment to fields of study depends upon how well understudies did in fundamental subjects in each field. The indicating staff is, all things considered, Algerian.

Although the codes varied, the curriculum remained unchanged until the academic year 1982/83 where a fourth year was added to the curriculum involving amendments:

a. The term becomes annual.

b. The evaluation methods: introduction of an annual evaluation with a system of compensation between modules, with eliminatory marks (seven **7**) according to the Ministry, but then reviewed to five “**5**”, subsequent to students’ strikes. Remedial exams in September which had remained as exceptional until then were institutionalized by the year 1983.

c. Another remedial exam was held in June, to the great displeasure of lecturers. The ministry showed some inclination to remove this remedial exam of June, but each time students went on strike.

d. The curriculum itself changed; the fourth year is divided into two semi-annual classes:

The first consists of seminars in TEFL and for the second, students had to choose either a pedagogical training or writing a dissertation, though these latter have been later cancelled from the programs and replaced by lectures.

Later in 1987/88, a major change took place: the class session drops from 120 minutes to 90. The university structure was marked by a series of reforms: the first in the 70s, the second in the 80s and the last in the late 90s (Lakhdar, 2003, pp. 87-103):

1. **In the 1970s:** the restructuring of faculties into institutes: the ILVE era, Institute of Foreign Living Languages, or the transition from “Belles Lettres” to the instrumental language.

2. **In the 1980s:** the ILE (Institute of Foreign Languages) era, period of great convictions in the myth of integration of the languages of science and technology, recognition of the instrumental language.

3. **In the 1990s:** back to the previous faculty of arts and languages where the foreign languages lose their inherent specificity: they are reduced to a functional language.

1.2 DESCRIPTION OF THE CLASSICAL SYSTEM:

The old system comprises of four years bachelor, two years magister - four years doctorate, did not react to primary difficulties forced by the changing circumstance of economy, of legislative issues and of the general public in Algeria. An important shareholder of many European countries. The changing situation led the government and education policy makers to re-think the educational system in Algeria and to integrate a new system that can correspond and respond to socio-economic mutations contributing to a significant evolution of this country.

A- DESCRIPTION ADMISSION AND ORGANIZATION OF LEVEL OF STUDY UNDER THE 1971 REFORM:

1- UNDERGRADUATE PROGRAMS: Admission to undergraduate programs requires the baccalaureate or equivalent. Some popular fields, such as medicine, have additional requirements. Foreign students are conceded on the off chance that they meet admission necessities and their parents live in Algeria, or on the off chance that they get an Algerian scholarship. Scholarships and food and lodging are organized by the Centers of School and University Works.

The academic year keeps going from September to July and comprises of two semesters, with a 21-day break in January. There are two levels of higher education: Level Five, enduring five semesters, and Level six, lasting eight to twelve semesters. Normally,

level five leads to qualification as a technologist, at the same time as degree Six leads to a first degree (licence), higher schooling diploma, or different professional diploma in medicine, dentistry, pharmacy, and engineering.

2- GRADUATE PROGRAMS: Graduate student enrollment climbed to 11,987 in 1988-1989, an increase of 998 from 1974-1975 (Hummel , s.d.). Graduate education is designed to train teachers and professors, to answer the need for Arabic in teaching, and to get universities involved in Algeria's development effort. Graduate education is not yet fully developed. Magister programs require a first degree (license) or equivalent and take two years (four semesters). Students spend the first year on course work, directed research, seminars, and one foreign language. The second year is spent writing a thesis. Entrance to doctoral level programs requires a master degree or equivalent. Foreign students are accepted into graduate school if the Ministry of Education authorizes them.

The diploma of Magister contains a "mention" of the performance of the student. The possible mentions are: "Passable" when the general average is at least equal to 10/20 and lower than 12/20; "Rather Well" when the general average equals or exceeds 12/20 but is less than 14/20; "Well" when the general average is at least 14/20 and lower than 16/20; and "Very Well" when the general average is equal or higher than 16/20. The general average is calculated by giving equal weighting to the average of the examinations and the thesis defense. Only those who earn the rating of Very Well, Well, and Rather Well can gain admittance to a doctoral program. Doctoral candidates must also complete a thesis reporting original research and an oral thesis defense (The Ministry of Higher Education, June,2007)

1.4 THE LMD SYSTEM (LICENCE, MASTER AND DOCTORATE):

The LMD replies to the necessities of the knowledge globalization by improving high education. It aims to:

- Organize training offer in form of career enabling the student to benefit from a tutor support and advices.
- Ameliorate the pedagogical quality, information, orientation and student support.
- Develop high education professionalization.
- Encourage transversal competences learning (mastering foreign languages, computing, and internet)
- Benefit from exchanges and international Diplomas recognition.

A- THE ACADEMIC ORGANIZATION AND LEVEL OF STUDY UNDER THE LMD SYSTEM:

The admission requirements for university students' enrollment under the LMD system are similar to the classical one.

1. THE THREE DEGREES:

National diplomas of license and Master are obtained by capitalization of a number of credits:

- License after 180 (ECTS) credits at a rate of 30 credits per semester.
- Master after 120 (ECTS) credits at a rate of 30 credits per semester, beyond the License.
- Doctorate after three years of research at the end of a research Master.

A- LICENCE:

After the baccalaureate exam, the student can be registered in a training career to obtain the License degree. This latter (L1, L2, L3) is realized on six validated semesters by 180 (ECTS) credits. Two types of license exist:

- 1- An Academic License leads to a Master preparation.
- 2- A Professional License, to the most demanding specialties which facilitates the student's active life.

B- MASTER:

Master one and two (M1, M2) is realized in four semesters after License at a rate of 30 (ECTS) credits per semester. To obtain the Master degree, the authors have to add 120 supplementary credits in License. Master has two orientations:

- Professional Master which facilitates the student's active life.
- Research Master aims for studies pursuit towards the research and leading to PhD.

This differentiation is made according to offered training of the academic establishment; it can be realized from the first year (M1) during the second year (M2)

C- DOCTORATE:

Doctorate in which thesis is prepared during 06 semesters at least is accessible after a Research Master.

As far as language-teaching is concerned, the field we are totally included in, is one of the building stones of the global enterprise of higher educational programs in the coming years for academic and professional training to reach a final superior quality of products. In the following section it is aimed at presenting the new elements of the academic organization that can be summed up in:

1-SEMESTRIALISATION: For a better organization and more flexibility in the system, the division is based on semesters rather than years of formation.

2- TEACHING UNITS: Three main teaching units make up the skeleton of the whole system where other subjects are grouped. They are: Fundamental Unit where the rudimentary subjects are grouped; Methodological Unit which is primarily destined to prepare learners to acquire skills in methodology, hence, by the end of their formation, they will be able to be active workers in the field of research; and Discovery Unit where students can get acquainted to new subjects in new fields, so they can widen the scope of

their knowledge; the thing that facilitates the passage from one discipline to another be it one of the facilities offered by the LMD system.

3- CREDITS: Each Teaching Unit corresponds to a number of credits that can be capitalized and transferred. The total number of credits for each semester is equal to 30 (180 in the licence and 120 in the master degree).

4- AREAS (DOMAINS): They cover numerous intelligible controls including different subjects that prompt different claims to fame and specific choices proposed to the understudies.

5- COURSE-TYPE: After the progressive acquisition of the identified competences, students will be oriented to another function according to the project i.e. academic or professional. Hence, the students will benefit from the mobility they gain to other institutions and even countries.

6- TUTORING: This is a new pedagogical activity for the teacher introduced in the LMD system. This element permits a direct relation between the teacher and the student outside the academic sessions i.e. the teacher-learner interaction becomes easier and closer. Hence, instructors will play the role of the guide as they can inform the learners about pedagogical information they may need and get informed about the students' inquiries.

Additionally, the undertaking of the instructor ends up more extensive here as he should exhort and arrange his understudies throughout their learning procedure. Basically, we can state that this component is an exit plan to apply the Learner-focused Approach we are required to use in our instructive settings.

7- PROGRESSIVE ORIENTATION: There is an awesome propensity to arrange the understudies continuously towards different claims to fame. The more the understudy advances, the more student is arranged towards another teach and all rely upon

his results. Hence, the student's competence is what determines his orientations during the formation period. Additionally, there is an interesting flexibility in the system which permits the student to move from one discipline to another like the case of Bejaia where the transfer is possible from English to French –in the time being- and vice versa (The Ministry of Higher Education, June,2007). This is called the System of Transfer of Credits (STC). When students reach the third year of the first phase, they are free to deal either with the academic or “professionalizing” licence. That is, students may choose to go to work or carry on the process of learning they already started and pass to the second phase i.e. the Master degree.

The LMD system started to be applied in the flow of the last academic year (2004/2005) and not all universities agreed to start it. It is only included in such universities as Bejaia, Constantine and Mostaghanem. Therefore, this experience is a piloting phase of this system and no one can predict its outcomes at least in the next 3 to 8 years where the first group of students finishes the whole process. This was just a case in point of the Algerian readiness to evolve and develop. Many other fields of course are subject of change in Algeria because Globalization makes all of the governmental departments go towards one direction. This path is to apply the international norms of every field among which higher education takes part. We also need to hint that the efforts devoted by our university to make this system successful by the guides prepared to explain what might help teachers and learners get integrated in this new system. (IDRI, 2005, pp. 4-6)

This system replaces the old method where the Ministry of Higher Education defined a priori the headings of diplomas and channels corresponding to the distribution of materials, and courses, and a minimum hourly volume. In the new system, the universities design themselves models of diplomas, which are reviewed by experts in the ministry,

before being validated by the National Commission of Authorization. The models are now reassessed every three years with a presentation by each university before a jury composed of representatives of the Ministry and the professional world. (See appendix II)

1.5. THE IMPLEMENTATION OF THE LMD REFORM:

The difficulties met on the ground and certain resistances appear to have compromised the realization of certain objectives especially those bound to the improvement of education quality and student mobility.

The coexistence of two systems (the LMD system and the classic one) – a situation specific to Algeria – was attributed to a lack of rigor and/or of conviction by the central authorities who seem unable either to persuade concerned parties (lecturers and students) or to impose on them the new system – as was the case in Morocco and in Tunisia. Moreover, this coexistence complicated the management and follow-up of schooling and education. One may question at this stage the decision to implement this reform without consulting the academic community, would it not be due to certain pressures as suggested by (Lepoivre , 2007, pp. 16-19) “*The European universities adopted an organization of studies which they impose on their African counterparts which have to imitate them.*”

This coexistence made teachers less motivated to get more involved and generated little incentive from students and their parents to join the new system. (See appendix III).

According to this latter, these numbers even in the opinion of the authorities, remain insufficient and show deficiencies in popular support and communication from the officials in charge of the reform during the first years of the implementation. At the

beginning of the academic year 2012/2013, the rate of student registration in LMD had not yet reached 50 percent (600,000 among 1,247,000) (Sofi, 2011, 17 december, p. 9)

Aiming to obtain higher degrees is simply a means to access better jobs likely to lead to higher social status (profession, security, wage, etc.). Thus, English language becomes, for EFL students, a dominant subject, an international language and a means to get access to good jobs. (Coleman, 2010, pp. 19-22) addresses a comparative inquiry by checking on the elements of English as an outside dialect being developed. He alludes to four areas where English has regularly been given a part to play: for employability, for worldwide versatility, for opening advancement openings, and getting to data as an unprejudiced dialect.

According to many writers, the emphasis on foreign languages like English (Graddol, 2006); (Batibo, 2007, pp. 15-26) has been regarded as an insignificant contribution by African education policy makers to knowledge and production, but (Phillipson, 1996, pp. 160-167) observes, after independence, that those who were first responsible for making English official and developed are African leaders. For instance, in Algeria, prior to independence and after the 1990s, a new revolution came to the surface.

According to some older generation teachers, the dominant part of understudies were not keen on learning English and even French since they concentrate their examinations on mathematics, physics, life sciences and nature and other fields but not languages, i.e., their reality was shut or constrained to their social life. Besides, the majority of educators were not in any manner interested in the syllabus introduced to them and they thought that it was meaningless and boring.

About the reasons behind the failure of these teachers, (Bouhadiba, 2002, pp. 13-30) states that under the old time-based teaching program, the learners were supposed to learn at the pace “imposed” by the teacher, the text-book, or the course itself.

However, we know now that not all students learn at a similar pace, nor is the educator's output fundamentally the same as the student's input (Krashen, 1995)

(Bouhadiba, 2002) additionally argues that the failure of a period based showing program, regardless of where it is implemented (creating or further developed social orders), lies in the way the teacher that he continues to the following lesson or the next unit to be within the limits of scheduled teaching program not at all like the competency-based approach.

1.6 STUDENT'S TRANSITION PHASE FROM THE CLASSICAL TO THE LMD:

There were neither clear mechanisms for smoothly transitioning from the “classical” to the LMD system, nor adequate measures for the coexistence of the two systems during a clearly defined transition period. On the ground, this has prompted expanding pressure and erosion amongst understudies and alumni from every framework and college organizations, especially as to the estimation of college degrees – and subsequently profession openings and prospects.

Graduates from the LMD system continue to campaign for full equivalence, calling for equal pay grades and status when applying for industrial and academic jobs or seeking opportunities to pursue postgraduate studies. In the meantime, graduates of the classical system – as properly as some faculty – nonetheless reflect on consideration on “classical degrees” to be some distance higher than those obtained through the LMD system, and for this reason undertaking any purpose for similarity or identicalness. The official response to these issues was to well-ordered dispose of the set up structure through halting enrolments and, in the period in-between and in mild of weight from understudies and staff, exhibiting midway pay grades, inaccurate norms for understudies development into

postgraduate examinations on the two sides, and a series of new work force titles that all round entirety to a bureaucratic maze.

To exacerbate the situation, the individuals who got college degrees abroad and endeavored to join the positions back home amid this period frequently became mixed up in the labyrinth of degree likeness and equivalences, at last prompting a noteworthy loss of ability and scholarly riches. The outcome is a divided assortment of understudies, graduates and staff, and an advanced education segment that causes strife, grating and hatred as opposed to a feeling of group, solidarity and reason.

"We have laid out these known issues here to highlight that, amusingly, this desperate situation came about because of negating one of the center destinations of the LMD system: the promise of fluid mobility of students and graduates in view of the consistency of degree granting methods".

(The Bologna Declaration of 19 June 1999, <http://www.bologna-berlin2003>.)

In its original context, the “mobility” afforded by the LMD system refers to facilitating graduates movements and employability across Europe – where the LMD system was conceived. It is challenging to imagine that the LMD system was once acquainted in Algeria all together with encourage graduate portability from Algeria to Europe (capacity Genius drain), but it is less chocking that Algeria keeps on influencing under internal contradictions that are an unavoidable result of culling a system out of its context and applying it almost blindly in another.

1.7. QUALITY ASSURANCE:

The Bologna Process includes the promotion of European co-operation in quality assurance as one of its main objectives. Quality assurance refers to the process of evaluating, monitoring, guaranteeing, maintaining and improving the quality of higher education systems, institutions and programs.

Ensuring equally high standards in higher education across Europe was on the Bologna Process agenda from the very beginning. To support this aim, The European Network for Quality Assurance in Higher Education (ENQA) was established in 2000 and transformed into the European Association for Quality Assurance in Higher Education in 2004.

1.8. UNIVERSITY GRADUATE UNEMPLOYMENT:

The university is defined as the organizational connection between the society and knowledge. The existence of the University means that the society recognizes that knowledge is a necessity and an appropriate specific function (Segal, 1997, pp. 25-43).

In Algeria, after independence, government decision-makers were confronted with the challenge of estimating objectively the national economy's needs for graduates while under very strong social pressure to expand the size of the very limited educational and training system. The university took up the challenge of quantitative expansion and is, at present, confronted with the problem of academic quality and the relevance of existing programs and forms of study. Indeed, university performance is judged by the capacity of their graduates to successfully enter the labor market, and the quality of their training is often measured by the congruence of the match between student competencies and knowledge produced by the university and the demands of available jobs in the world of work.

Certainly, while the university is not a professional training center, it must nevertheless take into account the requirements of the labor market, the new and complex expectations of a learning society, and the enhanced internationalization of higher education. The evolution of qualification levels for employment in increasingly global corporations in terms of skills and competencies requires that the university focus on improving the employability of its graduates.

Algerian youth place increasing pressure on the labor market where unemployment has reached disturbing levels (Berkane, 2009, pp. 149-160). While total unemployment fell by two thirds between 2000 and 2010, from 30 to 10 percent, the number of higher education graduates among the unemployed has increased. Indeed, the rate of unemployment among the population having no degree is estimated at 7.3 percent whereas that of graduates has reached 21.4 percent.

The university faces a double difficulty: reconciling the contradiction between the existence of massive unemployment among graduates and a shortage of skilled workers in certain sectors, because of a lack of correspondence between educational programs and the labor market needs. This inadequacy of programs is due, partially, to the fact that the Algerian university is not sufficiently open on its economic and social environment. This situation has negative consequences on university development, the quality of education and consequently on the graduates' employability, and does not allow the University to know neither the expectations nor needs of its environment (evolution of the labor market, the new needs in qualifications). No university in country can boast of having conducted a study of satisfaction of the users of its product, *i.e.* employers. The student is confronted with an abrupt break of any relation with the university after obtaining the degree and finds no structure of support for entering into professional life. Often, the relation and link between the university and the social economic sector is reduced to its simplest expression and both universes mutually ignore each other.

The unemployment of university graduates has been aggravated by the abandonment of the government's massive recruitment policy in the public service, the shortage of jobs created for higher education graduates, the loss of jobs caused by the state Programs of Structural Adjustment, and sometimes by the decision of the graduates to remain unemployed until they find a job suitable to their academic credentials. So, a part of this

unemployment may be explained by an economic context characterized by low absorption capacity for the most qualified workforce; however, it is also certainly true that an improvement of the quality of programs in terms of their better correspondence with the new labor market needs could improve the employability and entry of graduates. The situation is even more serious for graduates in the most qualified occupations – more exactly, in those for which there is an international labor market – where barriers to labor market entry is considered as a factor favoring emigration. Indeed, a significant portion of scientists, engineers and other highly skilled students, for whom education was assured with the public funding, constitute privileged targets for the multinational companies and for developed countries' governments.

Consequently, the country gains no advantage from its investment. This migration of highly skilled people towards the developed countries, and more recently towards the Middle East, constitute an important problem for the political and higher education decision makers. A reorientation of this international mobility outflow seems to be more than necessary.

The institutions of the State and the business sector in general, do not sufficiently develop their capacities for study and reflection. Indeed, as an example, the absence of industrial demand in research and development – because of the fact that the economy is based on local companies with low technological capacity dealing essentially with the assembly of products conceived somewhere else – does not favor the links between both universes. This policy, which follows an international division of labor which distributes research and development activities to developed countries, discourages the development of economic growth on the basis of knowledge and innovation (UNESCO, 2005) which constitute the pillars of the economies of the 21st century.

CHAPTER TWO: DATA ANALYSIS AND FINDINGS

CHAPTER TWO: DATA ANALYSIS AND FINDINGS

INTRODUCTION:

The present chapter is devoted to explain the method used to carry out this study, it defines the population, tools used to collect data, detailed description and analysis of the student's questionnaire. Then results will be reported quantitatively as well as qualitatively.

To reach the findings on the basis of the hypothesis that have been stated at the beginning of the investigation and finally some recommendations will be suggested to alleviate the problem under investigation.

2.1 POPULATION:

This study is concerned with Master two students of English at the University of Khenchela, who are currently studying during the academic year 2017/2018. The population consisted of sixty nine (69) students, but the researchers chose only (60) sixty students.

2.2 DESIGN AND DESCRIPTION OF THE STUDENTS' QUESTIONNAIRE:

The student's questionnaire was designed to second year master students' at the department of English at the University of Khenchela.

The questionnaire consisted of twelve questions. They were in the form of either closed questions requiring the student to choose "yes" or "no" answers, or to pick up the suitable answer from numeral choices, or opened questions requiring the student to give their answers.

2.3 RESEARCH METHODOLOGY, DESIGN AND PROCEDURE:

The present study opts for a descriptive research design to collect data for the sake of answering the questions that guided this research. The writers' choice of the method was mainly based on the nature of the problem under investigation in the current research which seeks to investigate the difficulties that Master two EFL students of English at the University of Abbes Laghrour, Khenchela, meet when dealing with the new LMD system and the obstacles that faced them when they finish their studies. This questionnaire was used as an instrument for data collection because it is easier and more appropriate in this case.

2.4 DATA GATHERING TOOLS:

In order to collect data, the research instrument that was employed in this study is a questionnaire that administered to Master two students of English at the University of Khenchela. It is easier and more appropriate in this case.

2.5 ANALYSIS OF THE STUDENTS' QUESTIONNAIRE:

QUESTION ONE:

Did You Enjoy Studying English for Five Years at the University of Khenchela?

Option	Participants	Percentage (%)
Yes	37	61,7%
No	23	38,3%
Total	60	100%

Table 01: Students' Attitude Towards their five years' experience of studying.

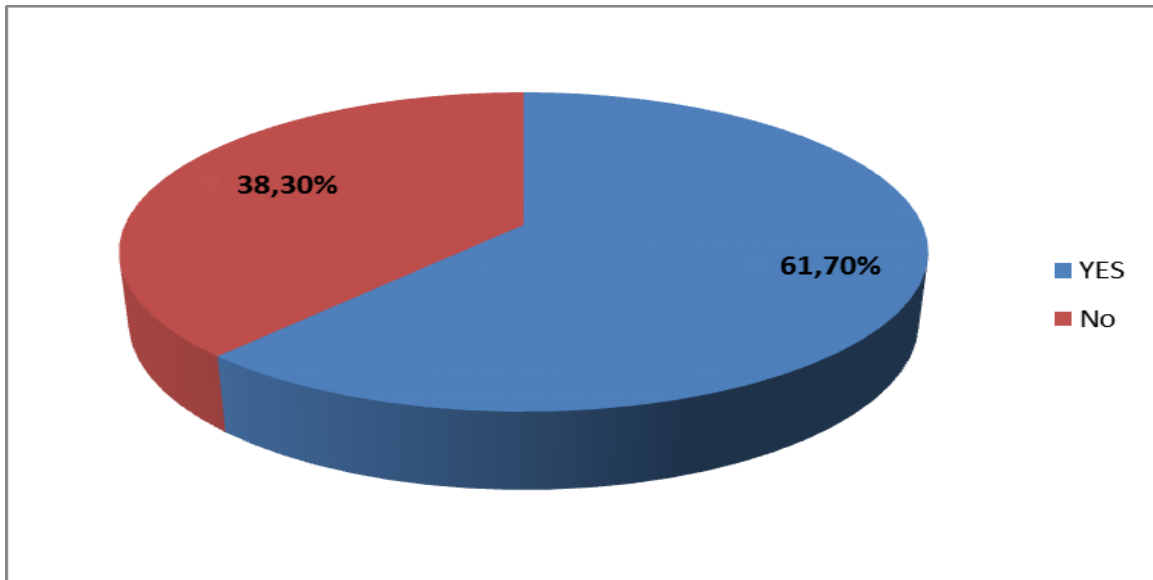


Figure 01: Students' Attitude Towards their five years' experience of studying

From table and figure one, it was confirmed that most of the students (61, 70 %) per cent stated that they enjoyed studying English for five years, whereas thirty eight per cent (38, 30 %) of them stated that they did not.

QUESTION TWO:

How Do You Find Your Experience as an LMD Student in this New Educational System?

Option	Participants	Percentage (%)
Interesting	38	63,3%
Not Interesting	22	36,7%
Total	60	100%

Table 02: Student's Experience within The LMD System.

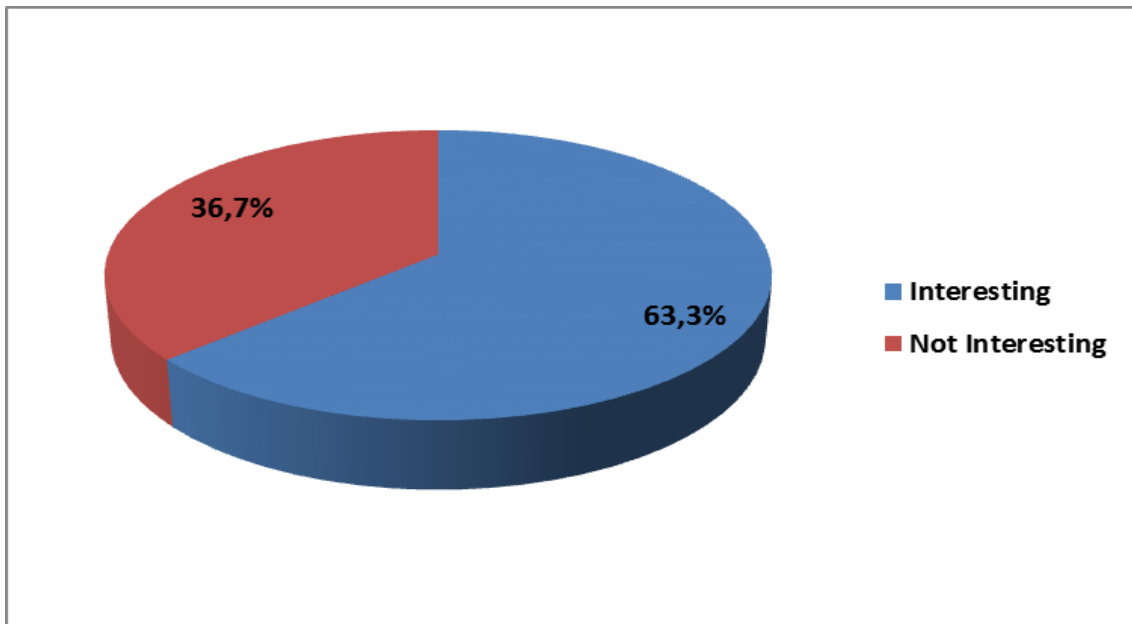


Figure 02: Student's Experience within the LMD System.

Table and figure two showed that approximately sixty three per cent (63, 3%) of the students stated that they found the LMD an interesting educational system, while thirty seven per cent (36, 7%) of the students confirmed the opposite.

QUESTION THREE:

Do You Think That You Have Acquired General Knowledge During Your Five Years of Studying as An EFL Learner?

Option	Participants	Percentage (%)
Yes	39	65,0%
No	2	3,3%
Not sure	19	31,7%
Total	60	100%

Table 03: Students' Acquisition of General Knowledge

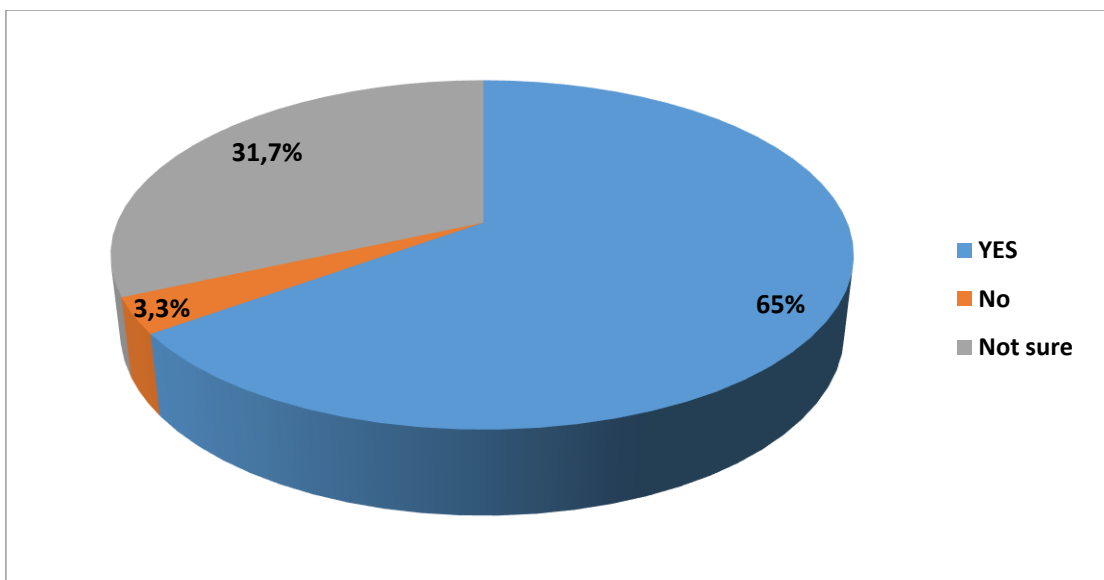


Figure 03: Students' Acquisition of General Knowledge

Table and figure three indicated that the majority of the students, sixty five per cent (65%) stated that they acquired new knowledge during the period of their study whereas approximatively thirty two per cent (31.7 %) of the students were not sure.

QUESTION FOUR:

Do You Think That You Have Acquired the Appropriate Language Professional Command You Need for Your Further Career Prospects?

Option	Participants	Percentage (%)
Yes	20	33,3%
No	14	23,3%
Not sure	26	43,3%
Total	60	100%

Table 04: Student's Acquisition of Appropriate Language Professional Command

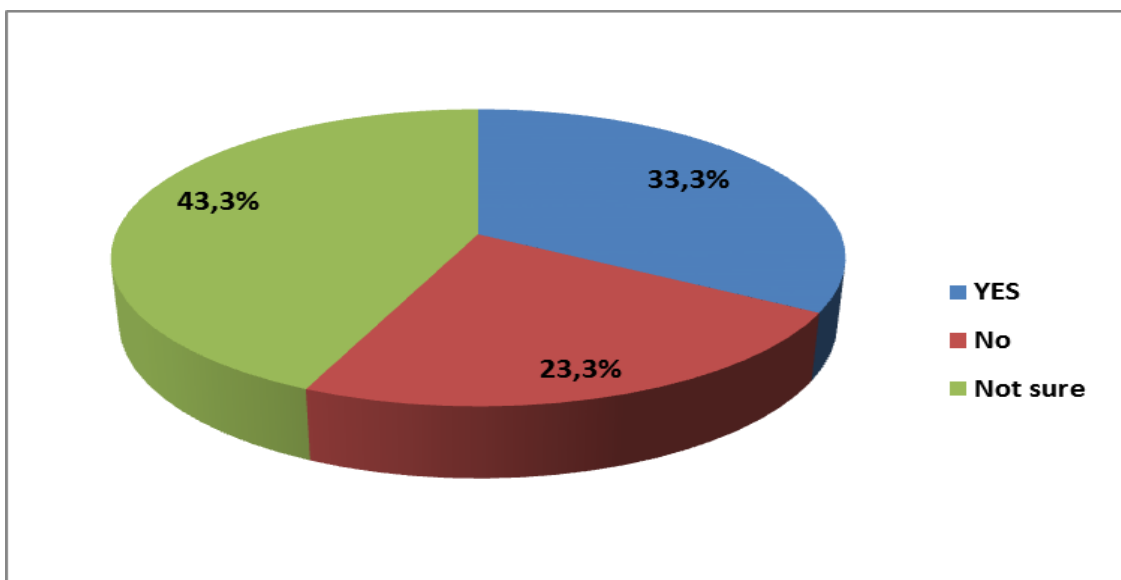


Figure 04: Student's Acquisition of Appropriate Language Professional Command

Table and figure four demonstrated that thirty three per cent (33, 3%) of the students did acquire the appropriate language that would help them to enrich their professional needs for future career prospects, however less than half of the students represented in twenty three per cent (23, 3%) expressed opposite view. Whereas more than forty three per cent (43, 3%) were not sure whether or not the acquisition of the appropriate language will help them in their future career.

QUESTION FIVE:

Do You Consider a Student of LMD System Different From Bachelor Degree “Licence” Student In Terms of:

Option	Participants	Percentage (%)
Knowledge	20	33,3%
Language acquisition “learning”	16	26,7%
Post-graduation studies	24	40,0%
Total	60	100%

Table 05: The Difference between an LMD Student and a Bachelor Degree “Licence” Student.

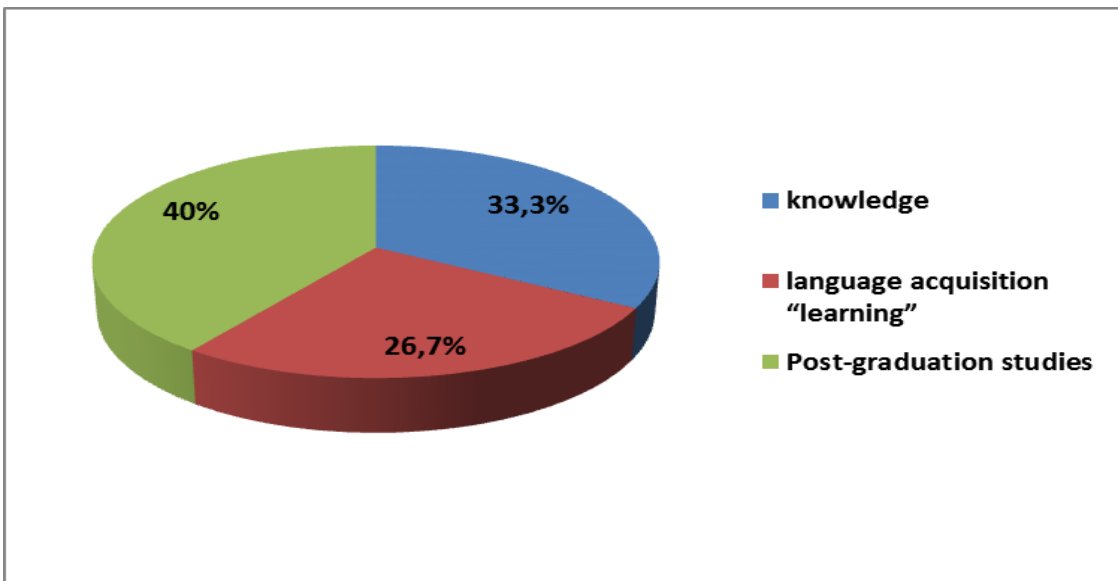


Figure 05: The Difference between an LMD Student and a Bachelor Degree “Licence” Student.

Table and figure five showed that thirty three per cent (33, 3%) of the students considered a student of LMD system different from a Bachelor degree “licence” student in terms of knowledge. However, approximately twenty seven (26, 7%) per cent of them

considered the LMD students different in terms of language acquisition, thus forty per cent (40%) of the students demonstrates that the LMD students are different from the license one in terms of the post- graduation studies.

QUESTION SIX:

Do You Know What the Old Classical Curriculum was about?

Option	Participants	Percentage (%)
Yes	8	13,3%
No	52	86,7%
Total	60	100%

Table 06: Students’ Knowledge about the Old Classical Curriculum

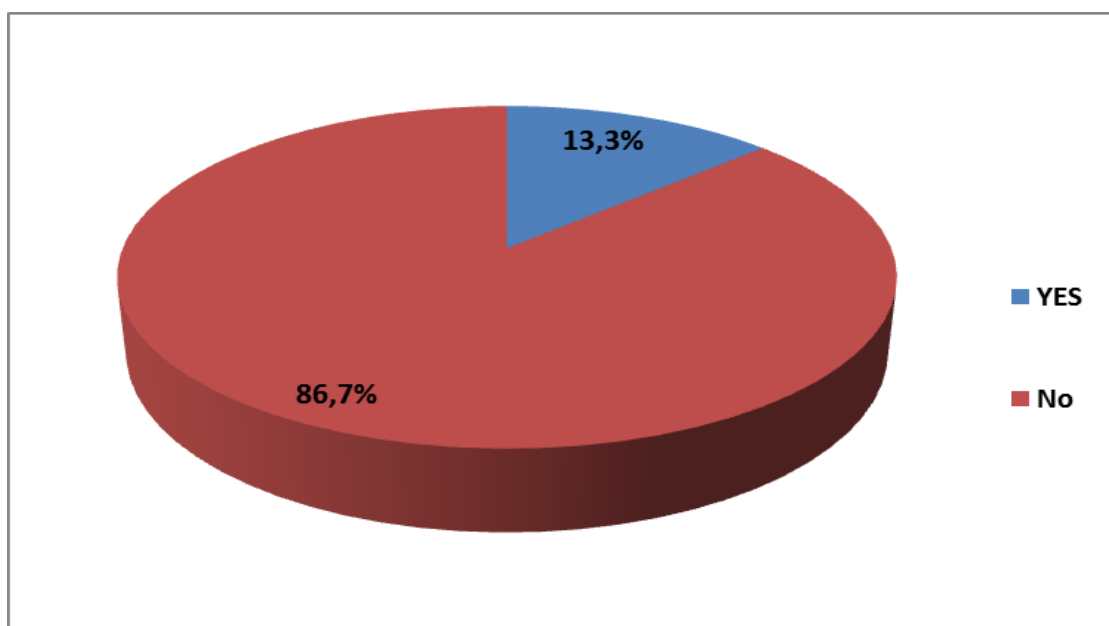


Figure 06: Students’ Knowledge about the Old Classical Curriculum

Table and figure six demonstrated that thirteen per cent (13, 3%) of the students knew what the old classical curriculum was about, whereas, nearly eighty seven per cent (86, 7%) of the students had no idea about the old classical curriculum and what it was about.

QUESTION SEVEN:

**Have You Encountered with Any Selective Problems After Your Graduation
“Licence” For Pursuing Master Degree?**

Option	Participants	Percentage (%)
Yes	32	53,3%
No	28	46,7%
Total	60	100%

Table 07: Problems Encountering Students after Graduation

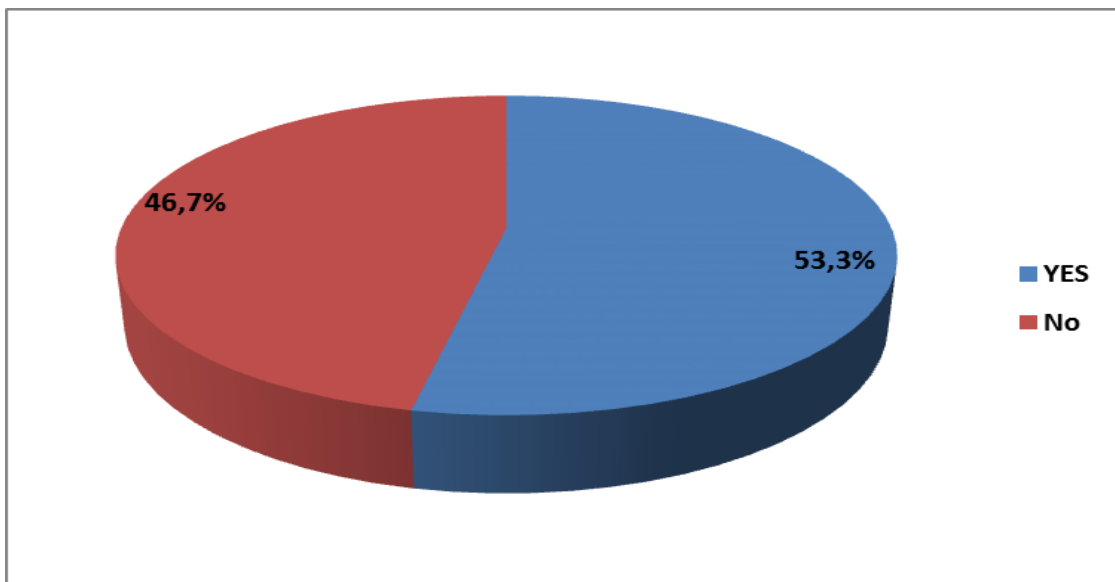


Figure 07: Problems Encountering Students after Graduation

Table and figure seven showed that half of the students represented in fifty three per cent (53, 3%) said that they do really face a lot of problems after their graduation, however, approximately forty seven per cent (46, 7%) of them revealed that they did not encounter any problems.

QUESTION EIGHT:

Do You Think that Further Post Graduate Studies” PhD” Will Solve Your Future Career?

Option	Participants	Percentage (%)
Yes	49	81,7%
No	11	18,3%
Total	60	100%

Table 08: The Potential of the Post Graduate Studies” PhD”

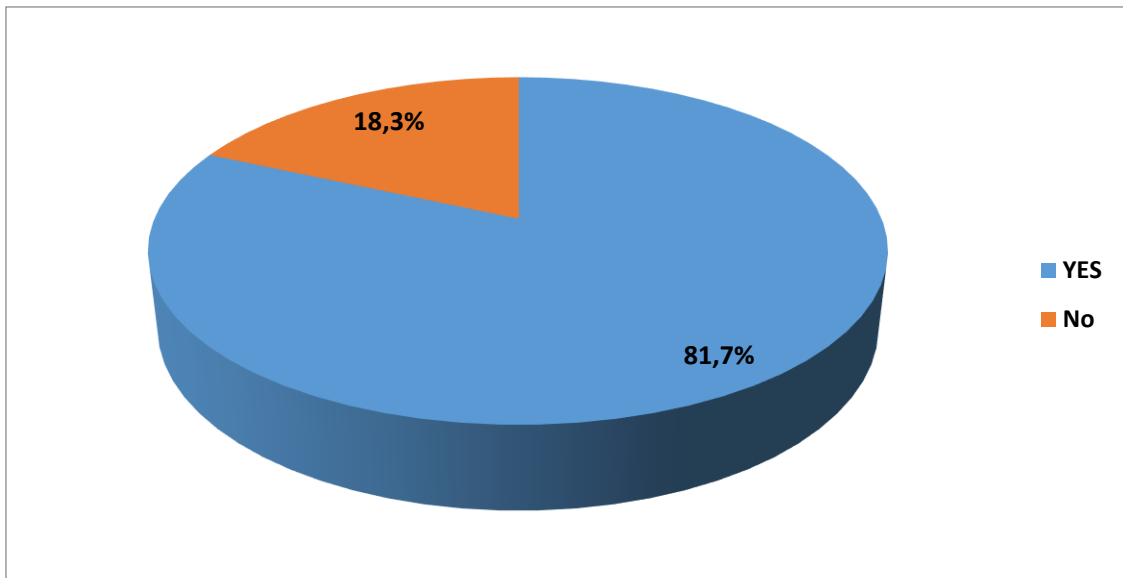


Figure 08: The Potential of the Post Graduate Studies” PhD”

Table and figure eight clarified that more than a half of the students as good as eighty two per cent (81,7%) thought that the PhD degree would solve their future occupation, however eighteen per cent (18,3%) had negated the question.

QUESTION NINE:

Now, you are at the End of your final year of Study, Do You Think That Learning the English Language within the LMD System is:

Option	Participants	Percentage (%)
Very easy	3	5 %
Easy	35	58,3%
Very difficult	5	8,3%
Difficult	17	28,3%
Total	60	100%

Table 09: EFL Learners View about Learning English within the LMD System

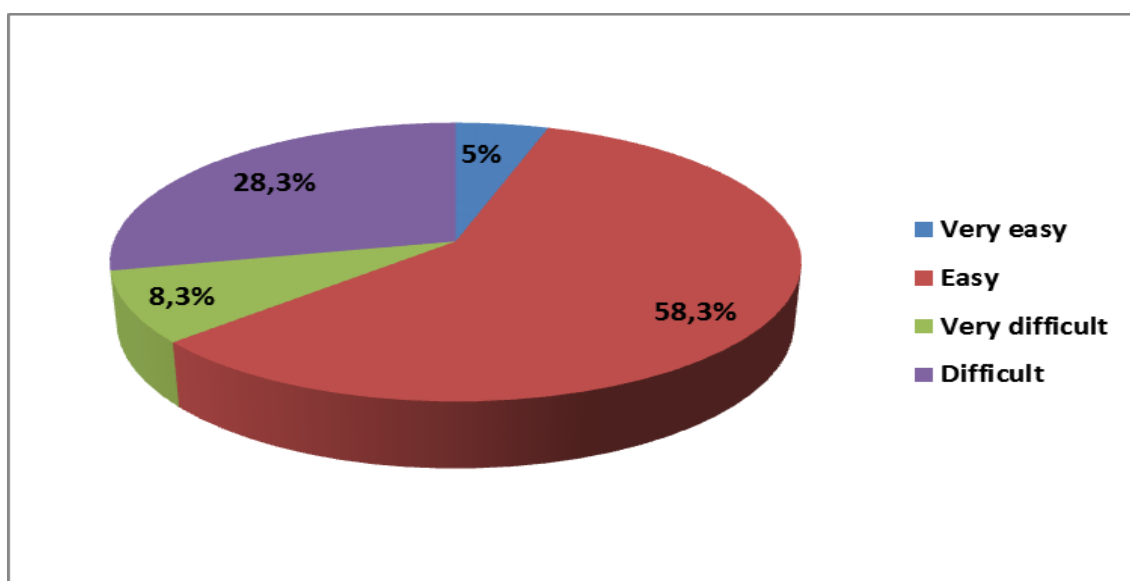


Figure 09: EFL Learners View about Learning English within the LMD System

Table and figure nine demonstrated that fifty eight per cent (58, 2%) of the students thought that learning English language within the LMD system is simple and easy, thus twenty eight per cent (28, 3%) of them clarified that it was really difficult.

QUESTION TEN:

What Do You Think of The LMD System? Is It:

Option	Participants	Percentage (%)
Success	35	58,3%
Failure	25	41,7%
Total	60	100%

Table 10: Students' Perception about the LMD System

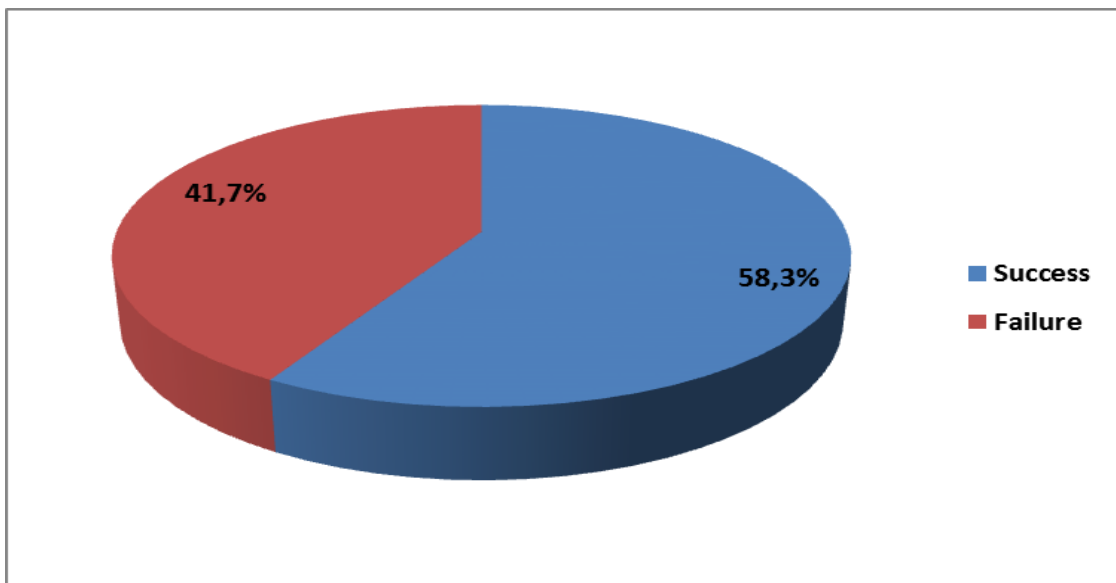


Figure 10: Students' Perception about the LMD System

Table and figure ten demonstrated that most of the students fifty eight per cent (58,3%) thought of the LMD system as being a successful system, while nearly forty two per cent (41,7%) of them considered it as a failure.

QUESTION ELEVEN:

Do You Think that the Current LMD System Prepared You for:

Option	Participants	Percentage (%)
Professional career	20	33,3%
Skills		
Academic career skills	40	66,7%
Total	60	100%

Table 11: Future Objectives of the LMD System for Students

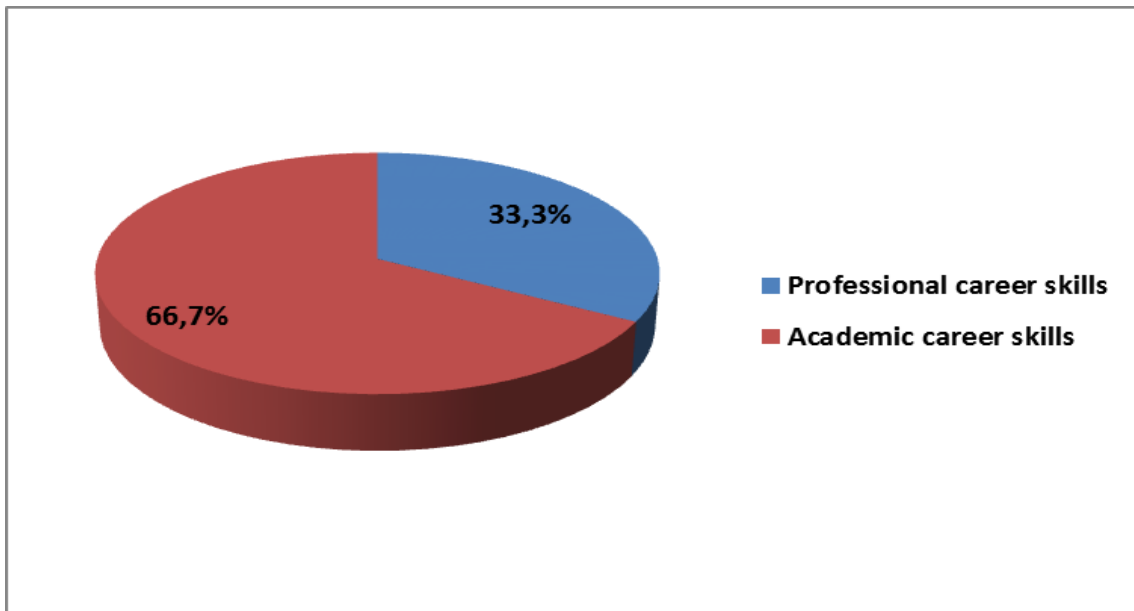


Figure 11: Future Objectives of the LMD System for Students

Table and figure eleven demonstrated that thirty three per cent (33,3%) of the students believe that the current LMD system prepared them for a professional career, however, approximately sixty seven per cent (66,7%) of them thought that it prepared them for the academic career skills.

QUESTION TWELVE:

Do you think that there are Obstacles to the Educational System in the Algerian Universities under the LMD System?

Option	Participants	Percentage (%)
Yes	27	45,0%
No	33	55,0%
Total	60	100%

Table 12: Obstacles Facing the New Educational System in the Algerian Universities

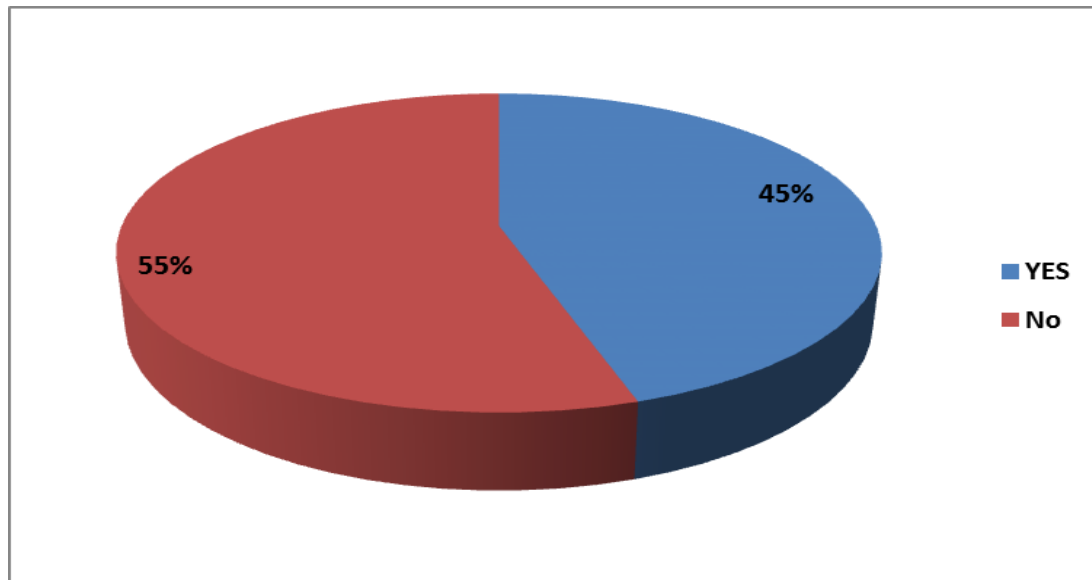


Figure 12: Obstacles Facing the New Educational System in the Algerian Universities

Table and figure twelve showed that forty five per cent (45%) of the students thought that there are really a lot obstacles to the educational system in the Algerian universities under the LMD system, but fifty five per cent (55%) of them believed that there are no obstacles.

FINDINGS:

The findings of the data analysis discussion revealed the following:

- It is evident that most of the students enjoy learning English language, hence, the fact that the learners have these positive attitudes means that learning the language at hand is easy and exiting.
- The majority of students sees their experience in the LMD as interesting, and perceives the system as a successful one, since it calls for more cooperation and coordination between the teachers and students.
- Most of students think that they have acquired the general knowledge during their time of study in the university that will guide them and prepare them for Academic career rather than professional career.
- The majority of the students, are not sure that the new system prepared them or gave them the appropriate language professional command that they need in the future, and that's probably due to students' vision of the system that is restricted to its form rather than its content as they were not aware of its goals, objective and the positive outcomes it may bring.
- Learners are not aware of what the classical curriculum was about, and that's related to their focused attention on the new system, and not having any feedback about the old system.
- More than half of the students encountered with problems after graduation, for pursuing master degree, it is assumed that this is due to the lack of their scores and the fact that students of the classical system have the right to assign in master degree.

- A big number of students believe that a “PhD” degree will be of great help to their problems and insure a career, which indicates that it may give them the chance to improve their level and have more experience and educational posts.
- Most of students asserted that the new educational system does not face obstacles, and this may indicate that the system is a successful one.

CONCLUSION

The students' questionnaire helped a lot in gaining the required data needed for our study. The results above show that EFL Master two students, encountered problems during their study in perusing master degree and having the notion that the system is taking them to the unknown, having no clue where it may lead them and this is the result the issues that the LMD system faces.

SUGGESTIONS AND RECOMMENDATIONS:

The findings of the study lead the researchers to suggest few notes which are primarily addressed to both teachers and future students, to shed some light on the difficulties in implementing the LMD system in the Algerian universities. Directed to the department of English at Khenchela University in general and to introduce some solutions to the problems founded.

These could be summed up altogether as follows:

- ✓ There are always positive and negative points regardless of what system is at work or what system is implemented, the classical system used to have positive and negative points as well as for the LMD system so, it's not about the system it's about the administration the application and how well systems are executed.
- ✓ The LMD system in Algeria seem to be more complicated and it requires huge and enormous capacities administrative capacities so that LMD system would be properly applied.
- ✓ If the behavior and the habits of the LMD students is the same as the habits of the classical system students then there is no difference between the classical and the LMD system as long as the mentality of the student and the teacher as well is all the same.
- ✓ Students must go outs of the doors of the university to experience real life activities, in the form of trainings in the form of courses, in the form of what we call professional trainings in companies in societies in schools in wherever.
- ✓ The LMD is not about classroom courses it is about practice, it is about training, it is about online courses what we call massive open online courses which seem to be absent here in the LMD system in the Algerian.

- ✓ The superior administration at the level of the Ministry of Higher Education and the local authorities in the Algerian universities, are highly recommended to revise the application of the LMD system and make it, more efficient or at least it must fulfill its objectives.

GENERAL CONCLUSION

The authors of this thesis have gone through a full description of the concepts included in the LMD system and the ones before, then, tried to uncover the problems that the reform came a cross. After data collection, the findings of students' questionnaire confirmed that EFL Master two students will not be all absorbed in the existent local companies.

Despite of some negative aspects that came with the system; this reform is to some extent, beneficial for both EFL students and teachers. Compared to the old system applied previously. For the students, it offers internationally recognized degrees and a profound acquisition of English. For teachers, it endorses improving their professional, pedagogical knowledge and skills.

There is no doubt that the system requires huge capacities that seem to be absent in many ways, yet one cannot ignore the efforts made by the government to make this reform successful. Still the question that may loom in the horizon: will the system fulfill the objectives that were made for it, and did it fill the gap that the classical system left behind?

REFERENCES:

- Ahmed , M., 1993. Arabization and French language. pp. 165-173.
- Batibo, H., 2007. Proceedings of the 7th International Language and Development Conference. Addis Ababa, British Council. pp. 15-26.
- Berkane, Y., 2009. L'Internationalisation de l'Enseignement Supérieur. Quelles Perspectives pour l'université Algérienne? pp. 149-160.
- Bouhadiba, F., 2002. Language at work, a case study. Revue maghrébine des langues, pp. 13-30.
- Coleman, H., 2010. The English language in development, London: British Council: Available at <http://www.teachingenglish.org.uk/sites/teacheng/files/UK011-English-Language-Development.pdf>.
- Gordon, D., 1978. The French Language and National Identity. In: Netherland. Mouton Publisher, p. 149.
- Graddol, D., 2006. English next: Why global English may mean the end of “English as a foreign language”. London, The British Council..
- Grandguillaume, G., 1997. Colloquium plurilingualism and identities in the Maghreb. Normandie, Rouen University, pp. 13-19.
- Hummel , F., <http://education.stateuniversity.com/pages/21/Algeria-EDUCATIONAL-SYSTEM-OVERVIEW.html>. [Online] [Accessed 26 April 2018].

- Jerad, N., 2004. La politique linguistique dans la Tunisie coloniale. In: Usages et métissages linguistiques dans l'histoire du Maghreb. Paris: Maisonneuve et Larose, pp. 525-544.
- Krashen, S., 1995. Principles and practice in second language acquisition. Hertfordshire: Prentice Hall International Ltd.
- Lakhdar, B., 2003. Les langues étrangères en Algérie: Technologies de pouvoir. In: s.l.:Insaniyat, Revue Algérienne d'anthropologie et de sciences sociales, pp. 87-103.
- Lepoivre, P., 2007. La Réforme de l'Espace Européen de l'Enseignement Supérieur. Algiers, Agence Universitaire de la Francophonie, pp. 16-19.
- Mostari, H., 2004. Language Problems and Language Planning. In: A Sociolinguistic perspective on arabisation and language use in Algeria. s.l.:John Benjamins Publishing, pp. 25-44.
- Mostari, H., 2005. The Language question in the Arab world: Evidence from Algeria. Journal of Language and Learning, Volume 1,3, pp. 36-52.
- Mouhsine, O., 1995. Ambivalence of the discourse on Arabization. International Journal of the Sociology of Language, pp. 45-61.
- Nadia, I., 2005. The LMD System Experience as a Struggle between the Educational Development and Reform. s.l., Université de Bejaia, pp. 4-6.
- Phillipson, R., 1996. Linguistic imperialism: African perspectives. ELT Journal, pp. 160-167.

Segal, A., 1997. L'Université ou le Savoir Comme Enjeu Social.. Culture, Institution et Savoir: Culture Française d'Amérique, pp. 25-43.

Sofi, S., 2011, 17 december. Enseignement Supérieur: 1,247,000 Diplômés depuis l'Indépendance. EL Moudjahid, p. 9.

The Ministry of Higher Education, June, 2007. Algeria: The Ministry of Higher Education.

UNESCO, 2005. Vers les Sociétés du Savoir, Paris: UNESCO, Editions.

APPENDICES

APPENDIX I: The English Curriculum under the Reform of Higher Education.

	HEADING	Hours/Week
Semester I	- Oral comprehension and expression.	- 8
	- Phonetics	- 8
	- Written comprehension and expression	- 4
	- General sociology (French)	- 4
	- Arabic (contemporary literature)	
Semester II	- Oral comprehension and expression & phonetics	- 8
	-Written comprehension and introduction to Literature.	- 8
	- General Linguistics	- 3
	- Cultural sociology (French)	- 3
	- Arabic (contemporary literature)	- 3
Semester III	- Oral comprehension and expression & phonetics.	- 5
	- Written comprehension and expression.	- 6
	- Linguistics.	- 2
	- Linguistics.	- 3
	- Civilization.	- 4
	- Literature.	- 3
	- Arabic (contemporary literature).	
Semester IV	- Oral comprehension and expression & phonetics.	- 5

	<ul style="list-style-type: none"> - Written comprehension and expression. 6 - Linguistics. - Civilization. - Literature. - Sociological study of literary texts. - Arabic (contemporary literature). 	<ul style="list-style-type: none"> - 6 - 2 - 3 - 4 - 2 - 3
Semester V	<ul style="list-style-type: none"> - Oral comprehension and expression & phonetics. - Written comprehension and expression. - Linguistics. - Civilization. - Literature. - Psychology. - Language of science and technology. - Arabic (contemporary literature). 	<ul style="list-style-type: none"> - 4 - 4 - 4 - 2 - 4 - 2 - 2 - 3
Semester VI	<ul style="list-style-type: none"> - Oral comprehension and expression. - Written comprehension and expression. - Linguistics. - Civilization. - Literature. - Educational Technology. - Language of science and technology. 	<ul style="list-style-type: none"> - 3 - 3 - 4 - 2 - 4 - 2 - 2

Source: (The Ministry of Higher Education, June,2007)

APPENDIX II: Comparison between the old Classical and LMD System

LMD System		Classical System	
Name of the Degree	Number of Years	Name of the Degree	Number of Years
Doctorate	≥ 3	Doctorate	≥ 5
Master	2	Magister	≥ 2
Bachelor	3	Bachelor	4

Source: (The Ministry of Higher Education, June,2007)

APPENDIX III: Trends in the Number of Students Registered in LMD, 2004-2012

Year	Number of students registered in LMD (Licence/Bachelor)
2004-2005	6.194
2006-2007	18884
2006-2007	58101
2011-2012	600000

Source: (The Ministry of Higher Education, June,2007)

APPENDIX IV: Student's Questionnaire:

The writers thought that compared to similar studies in the field and considering the budget of the study, opted for only one questionnaire to Master two students rather than the teachers and other students levels, because in terms of making sound interpretations of the analysis, Master two students would be sufficiently representative sample and this is a clear intention of the writers' to omit the teachers.

Dear students:

You are kindly invited to fill in the following questionnaire entitled: "Description of some issues related to the implementation to the LMD system in Algeria.

Case study: Master two EFL Students at the University of Abbes Laghrour Khenchela" the writers would be highly honored if you could answer sincerely and frankly the following questions.

Please, put a tick in the appropriate box, or give a full answer whenever necessary.

1-Did you enjoy studying English for Five years at the University of Khenchela?

A-Yes

B- No

2-How do you find your experience as an LMD student in this new educational system?

A- Interesting

B-Not Interesting

3-Do you think that you have acquired general knowledge during your five years of studying as an EFL learner?

A-Yes

B-No

C- Not sure

4-Do you think that you have acquired the appropriate language professional command you need for your further career prospects?

A-Yes

B-No

C- Not sure

5-Do you consider a student of LMD system different from Bachelor degree “licence” student in terms of:

A-knowledge. B-language acquisition “learning” C- Post-graduation studies

6-Do you know what the old classical curriculum was about?

A- Yes

B- No

If yes, do you consider that the LMD system is different, please explain

.....
.....
.....
.....

7-Have you encountered with any selective problems after your graduation “licence” for pursuing Master degree?

A- Yes

B-No

8-Do you think that a further post graduate studies” PhD” will solve your future career?

A-Yes

B- No

9-Now, you are at the end of your final year of study, do you think that learning the English language within the LMD system was:

A-Very easy B-Easy C-Very difficult D-Difficult

10-What do you think of the LMD system? Is it:

A-Success B-Failure

11-Do you think that the current LMD system prepared you for:

A- Professional career skills B-Academic career skills

12-Do you think that there are obstacles to the educational system in the Algerian universities under the LMD system

A- Yes B- No

If yes please specify: are they minor problems or major problems?

.....
.....
.....
.....

Thank you for your cooperation and help.