

**The LMD system in Algeria
The Case of Teaching English
at the French Department, Tlemcen**

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SUMMARY:

As the LMD is a new system which has just been introduced in our universities, there is some failure especially in the teaching of the English module, thus, the teacher's duty is very important because he has to search for syllabus according to the LMD system "*le français des affaires*" and to select the adequate courses by using the right methods of teaching to maintain students' motivation. This article attempts to present the LMD system with its aims and perspectives in order to understand the reasons behind the introduction to teach English as a foreign language for the students of the LMD at the French department, and why it is not taught in the classical system. Needless to say, the LMD system is the fruit of the globalization process and as the world is in transition, the English language is taking new forms as is used for more purposes than ever before. It is closely related with the leading-edge of global scientific, technological, economic and cultural developments.

Keywords: LMD system, globalisation, English language, teaching.

1. Introduction:

The LMD system is a new organisational framework for university courses which is currently being implemented in all European countries and almost all Algerian universities have adopted this Anglo-Saxon programme. The LMD system applies to all university courses that lead towards a qualification, **as for the introduction of the LMD system in Algeria**; it is mainly due to the process of globalization which is a continuing historical process in which capitalism, through a variety of ways, expanded to the Third World.

[1] « Almost everywhere, educational systems are in a state of rapid change.

Globalization has led to a desperate race in many countries to upgrade the skills of their workforce faster than their economies are being forced up the value chain ». (Graddol, 2006:70)

2. The role of Globalisation:

As far as Algeria is concerned, the expansion of capitalism has resulted in economic as well as socio-political changes. The consequences of these changes are complex social problems that need to be addressed. As a post-colonial country, Algeria embarked in the 1970s in a "socialist" development programme led by the state. This socialist movement has always been influenced by international capitalist market, which gradually shaped the Algerian "socialist" development experience to become part of the new international economic order, thus, playing a role in the globalization process.

By globalization, it is meant the historical process of the internationalization of trade and services. It is important to take into consideration the cultural impact of globalization (through trade, communication and culture) on the Third World, from replacing the traditional ways of production to creating a new ways of production. This process of globalization is a result of successive efforts of the West to "globalize" the world economically and culturally. Facing many economic problems and social pressure from the movement of socialism, the Algerian state abandoned this economic development strategy and privatises the industrial sector in order to adapt to globalization and find a place in the new global system. This is why the Algerian universities adopted the LMD system as Graddol states: [2] ***"The use of language is inextricable from the social relationships and identities of its users. Both are profoundly affected by globalisation, and it is not surprising to find that the growing use of English as a global language is part of a wider sociolinguistic change, as the world becomes more urban, and some people become more wealthy and middle class ».*** (Graddol, 2006:49)

3. The LMD system in the French department:

This article deals with the introduction of the LMD system in Algeria in 2003-2004, which has known major changes on the level of teaching with an aim of modernising the system of university diplomas and to harmonise the courses of formation on the level of higher education with the systems most advanced. These changes are the result of the new phenomenon

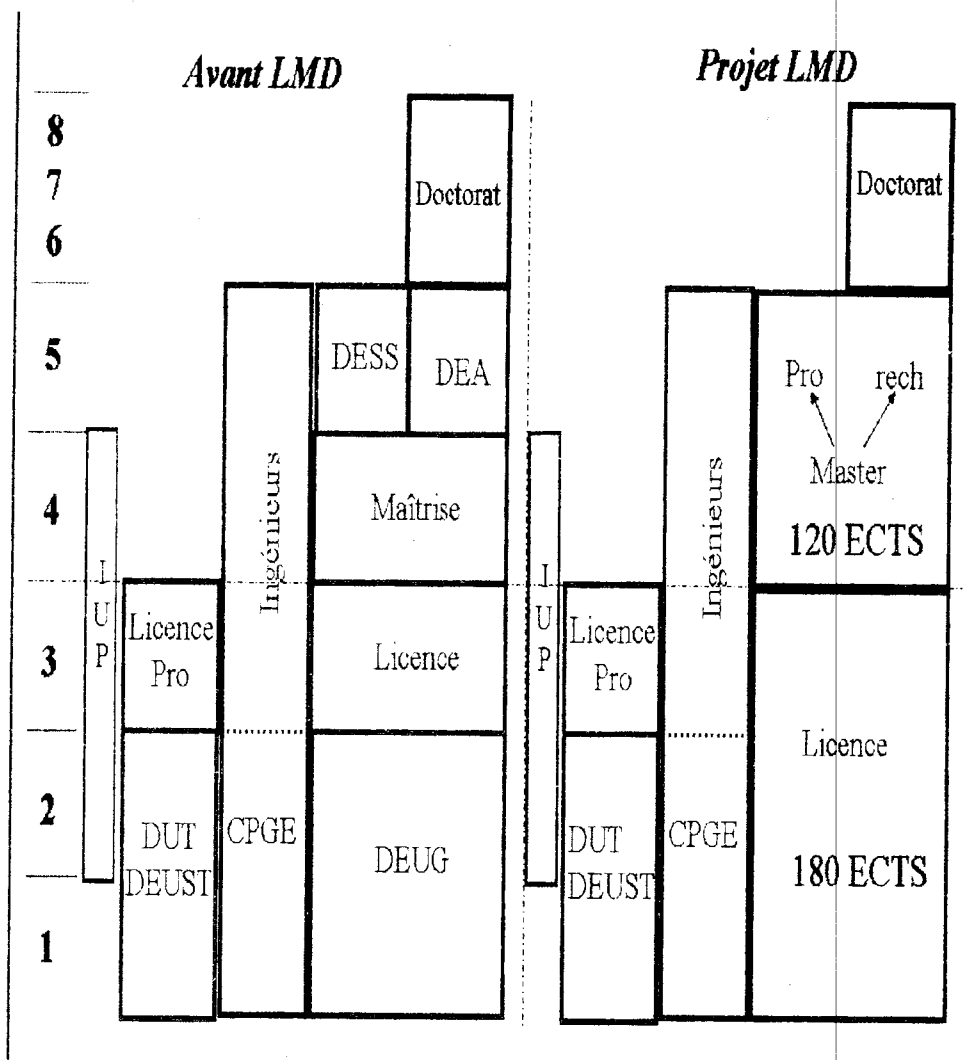
which is called the modernisation. This new step aims to reinforce between university and the world job.

[3]“Despite the apprehension shown by the majority of the students, the processus of framework of higher education through the Anglo-Saxon system is taking place. Being afraid to be the latest of the occidental countries, the ministry can not put off. (El Watan: 2004)

The Algerian framework of university degrees is currently under reform with the traditional system, modelled on the French structure, to be gradually replaced with a new system. The reform, known as the “**L.M.D.**,” is set to introduce a degree structure based on the new French model of Bachelor’s, Master’s and Doctorate degrees (**Licence, Master, and Doctorate**).

The reforms are being undertaken as a pilot project at eight Algerian universities which are Algiers, Constantine, Annaba, Oran, Setif, Tlemcen, Bejaia and Tizi-ouzou, which are working in consultation with a number of European universities. This new framework is similar in structure to the reforms being undertaken in Europe, through the Bologna Process, which was an agreement signed originally in 1999 in Italy, involving forty-five countries aimed at harmonizing university education within Europe and every where in the world.

- The *licence*, corresponding to three years of study beyond the *baccalauréat* (BAC+3);
- The *master*, corresponding to two years further study beyond the *licence* (BAC+5)
- The *doctorat*, corresponding to three years of research beyond the *master* (BAC+8).



IUP : Institut Universitaire Professionnel
 DUT : Diplôme Universitaire de Technologie
 DEUST : Diplôme d'Etudes Universitaires Scientifiques et Techniques
 CPGE : Classes Préparatoires aux Grandes Ecoles
 DEUG : Diplôme d'Etudes Universitaires Générales
 DESS : Diplôme d'Etudes Supérieures Spécialisées
 DEA : Diplôme d'Etudes Approfondies
 ECTS : European Credit Transfer System

The LMD system in Algeria
Before the implementation of the LMD System

Period of Graduation	Period of Post-Graduation	
B.A (4years)	Magister (3years)	Doctorate (5years)
Engineering (5years)		
DES (4years)		

The LMD System

Period of Graduation	Period of Post-Graduation	
BA(3years) (180credits)	Master (2years) (120credits)	Doctorate (3years)

Table 1.1: The Implementation of the LMD System in Algeria.

As each system, the LMD system has its perspectives and the most important objectives of the LMD system are to improve the legibility of diplomas and make the students' training programmes more flexible. In the case of our research, it is noticed that the LMD system at the French Department was introduced in the academic year 2006/2007; four years later this new system is taking place to eradicate the classical system.

[4] "According to UGEL, the application of the new system LMD is confronted to many educational and organizational obstacles. And this is due according to the students to the introduction of the new system without a real preparation, neither educational nor material. (Controverse en Algérie autour du système LMD: 2006)

4. The English Module in the LMD System:

It is noticed that the English module was introduced at the French Department with the introduction of the LMD system where it was not taught in the classical system. English is taught to the students of LMD system from the first year to the third and last year as it is directly related to the process of globalization. It is important to say that the LMD system was introduced in Algeria in 2004 but without a real preparation neither pedagogically nor materially,

[5] "This is why that in Algeria, it is important to criticize the LMD system, to make clear the real stake in order to know the reality about the LMD system made by the Algerian politicians inspired by the European politicians ».(El Watan :2009)

The aims of the Anglo-Saxon system are to make programme offering from Algerian universities more compatible with those around the world, in order

to increase the international mobility of Algerian faculty, in addition to maintain students flexibility in choosing and transferring courses and credits; in brief, the LMD system aims are as follows:

- To allow for the comparison and harmonisation of European qualifications.
- To promote student mobility.
- To improve the transparency of qualifications on the job market.

It sets out to achieve these aims using three different strategies:

- By organising study around three levels.
- By defining programmes of study.
- By using a credit system (ECTS or *European Credit Transfer System*) to recognise skills and knowledge.

A system of education that awards principally three types of qualifications: Bachelor's, Master's and Doctorate. LMD is more than just a classification of the types of degrees to be awarded by the Universities. It is a Credit based system which requires drastic changes in the way courses are designed, taught and assessed. It places the student at the centre of the educational process. In other words, it is a student-centered system.

5. Students Questionnaire:

Possibilities	Number	Percentage	
Very important	18	56.25%	
important	13	40.62%	
Not important	01	3.12%	
Not important at all	0	0%	
Total	32	100%	

Table 1.2: The Importance of English.

It is evident that the majority of the students find English a very important language with 56.25% followed by 40.62% who think that it is important. However, 3.12% of the students do not agree with the other respondents. It can be seen that approximately all the students agree on the importance English has.

Possibilities	Number	Percentage	
Yes	30	93.75%	
No	02	6.25%	
Total	32	100%	

Table 1.3.: The utility of English for the First- year LMD students at the French Department.

The answers are evident since 93.75% of the students agree on the utility of English for the first -year LMD students, however, 6.25% do not agree.

Students' answers	number	Percentage
I prefer learn English	27	84.34%
I prefer learn another foreign language	5	15.62%
Total	32	100%

Table 1.4: Students' language choice.

The majority of the students' answers prefer learn English as a foreign language rather than Spanish or Dutch because for them, English is the most important language and the most used language in the world with 84.37% while 15.62% prefer to learn another foreign language.

6. Analysis of Results:

From the analysis of the students' questionnaire, and after the identification of the problems encountered when teaching the English module at the French department, it is necessary to find some solutions in order to improve the teaching situation. The causes of the students' difficulties may be summarized as follows:

1- Difficulties to understand the English language is seen as the first obstacle in the eyes of the learners. Despite their desire to learn English and to participate at class, the students are incapable to speak or write in English. Thus is mainly due to their difficulties towards this language.

2-beside learners' poor language proficiency, the English language was introduced at the French department with the introduction of the LMD system, therefore the students have to learn business English and business

vocabulary. It is important to mention that the level of the students doesn't allow the teacher of English to teach business English.

3- The third and last point is that there is no adequate syllabus for the LMD students.

7. Conclusion:

To conclude this paper, we can say that the application of the LMD system in Algeria is considered a step towards globalisation which is used in almost everywhere in the world and the Algerian universities have adopted this system. In order to make this system operate correctly, lot of time and resources are needed especially in our case. [6]"Therefore it is hoped that the new system will make programme from Algerian universities more compatible with those around the world increasing students autonomy and learning opportunities in accordance with those of the world job". Some suggestions proposed aim to help in the future by improving the learning conditions for the teachers and the students:

- ✓ To provide an adequate syllabus in the LMD programme for the teachers to facilitate the arrangement of the lectures in accordance with the students' level.
- ✓ To provide necessary teaching materials in order to make the course more attractive and encourage the practice of English as business dialogues.
- ✓ Encourage the students to read a lot and to use the web for their research or simply to chat with English native speaker to improve the learning of the language.
- ✓ To insist on the importance English has in the LMD system as getting a job.

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