DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

DJILLALI LIABES UNIVERSITY OF SIDI BEL ABBES

FACULTY OF LETTERS, LANGUAGES AND ARTS

DEPARTMENT OF ENGLISH

The LMD System within Algerian Higher Education

A Case Study of First-year EFL Learners' Attitudes at Djillali Liabès University of Sidi Bel Abbès

**THESIS SUBMITTED TO THE ENGLISH LANGUAGE
DEPARTMENT IN CANDIDACY FOR THE FULFILMENT OF THE
DEGREE OF DOCTORATE IN APPLIED LINGUISTICS**

Submitted by: **Supervised by:**

Mr. N. A. HAMADI   **Prof. S. ABID**

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University Year 2018-2019

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DECLARATION OF ORIGINALITY

I, Mr. Nabil Aziz HAMADI, declare that my Doctorate thesis entitled, "The LMD System within Algerian Higher Education: A Case Study of First-year EFL Learners' Attitudes at Djillali Liabès University of Sidi Bel Abbè.", contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise indicated.

Name of the candidate:

Mr. Nabil Aziz HAMADI

Date:

Signature

DEDICATION

To my beloved grandfathers Derouiche and Mohamed as well as my grandmothers Zahra and Amara whom I love more than I shall ever be capable to express.

This work is typically dedicated to my father Benyounès and my mother Latifa El Mahdia.

To my wife Nesrine who has been the solid rock on which I have stood during moments of frustration and dispair.

To my children: Benyounès Riad and Salah Eddine Ahmed.

To my sister Nabila Samah, my brother Sidi Mohamed El Derouiche.

To my nephews Sidi Mohamed Abd El Wahab, Latifa Bouchra, Saadia Israa and Abd Errahmane Iyad. Special thanks to my friends Mustapha, Kamel, Karim and Salah.

I am so lucky and privileged to have close friends who are my confidents as well as advisers. They were here, to encourage me, teach me and share with me. Special thanks to the following people: Mustapha, Kamel, Karim and Salah.

To all my family.

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"Whoever is thankful (to Allah) is in fact thankful for his own self. But if anyone is ungrateful, Allah is self-sufficient and glorious" (Coran 31:12)…Thanks to Allah

Any scientific work could not have been accomplished without the support and guidance of many individuals.

First and foremost, I am extremely grateful to my supervisor Prof. Samira ABID for her support, encouragement, guidance and precious recommendations at every single stage of this dissertation. She has been always a source of inspiration and motivation to me. For her I express my genius thanks for being very attentive to my concern and a source of insightful research methodology along the entire process.

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Finally, I want to acknowledge any mistakes in this doctoral thesis. Regardless my efforts, it is merely a human work. The responsibilities that stay behind in it are interly my liability.

ABSTRACT

The Algerian government has begun, in recent years, a global reform that touched the system of higher education in universities, to meet the new international system's requirements and the new socio-economic data needs of the country as well as those of science and technology. The choice fell on the "LMD: Licence-Master-Doctorate" system. After years of implementation in (2003-2004), it is useful to evaluate, at least locally, some impacts of this new system. An investigation was then conducted at the Faculty of Letters, Languages and Arts in the Department of English at the University of Sidi Bel Abbès through a questionnaire made of 27 questions given to 1st year English LMD students and the researcher interviews with university English teachers. The results obtained, after analysis, were very encouraging, even though the survey revealed some difficulties and other shortcomings closely related to the adaptation of the university community to the new system. Four distinct chapters constitute the present research work. Chapter one provides the reader with a general review of related literature on the historical background of the Algerian educational system. Chapter two reviews the needs' analysis with one questionnaire addressed to 1st year English LMD students and an interview with some teachers of English from different universities. Chapter three analyses and interprets data gathered answers from the given questionnaire and the teachers' interview. The last chapter is mainly concerned with a set of recommendations and suggestions for a more appropriate teaching of English.

Key words: LMD (Licence, Master, Doctorat), Educational System, Algerian Higher Education, Reform.

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LIST OF ACRONYM

A: Assistants.

AA: Algerian Arabic.

AFP: Algerian foreign Policy.

AL: Arabic Language.

ALA: Arabic Language Academy.

AMNE: Algerian Ministry of National Education.

A.P: Assistant Professors.

BP: Bologna Process

BMD: Bachelor-Master-Doctorate.

CA: Classical Arabic.

CBA: Competency Based Approach.

CLT: Communicating Language Teaching.

CLTA: Communicative Language Teaching Approach.

CEO: Cognitive Educational Objectives.

DA: Dialectal Arabic.

EL: ENGLISH language.

ESP: English for Specific Purpose

EFL: English Foreign Language.

ELT: English Language Teaching.

EP: Effective Praise

FFL: Foreign Language Learning.

FNCC: Fostering Negative Classroom Climate

FPCC: Fostering Positive Classroom Climate

FS: Foundation School.

GE: General English.

GTE: Guidelines for Textbook Evaluation.

HE: Higher Education.

HV: High Variety.

ICT: Information Communication Technology.

ILE: Institute of Foreign Languages.

INRE: Institute National de Recherche en Education**.**

ILVE: Institute of Foreign Living Languages.

IVEP: Effective Praise.

LMD: Licence Master Doctorate.

LV: Low Variety.

LCA: Learner Centered Approach.

L: Lecturers.

LT: Language Target.

MSA: Modern Standard Arabic**.**

MT: Mother Tongue.

NA: Negative Attribution

NCA: National Commission of Authorization

NCFW: National Curriculum Frame Work.

NF: Negative Feedback

OS: Oral Skill.

PA: Positive Attribution

PF: Positive Feedback

PG: Post Graduation.

IP: Ineffective Praise

PSP: Partnership School Program.

PR: Preparatory School.

RNCFWGT: Revision of National Curriculum Frame Work Guidelines Textbook.

SCT: Social Cognitive Theory

SHS: Social Human Sciences.

SLC: School Leaving Certificate.

TED: Tablet Education Digital

T U: Teaching Unit

TTC: Teacher Training College.

TDP: Textbook Development Policies.

TEO: Taxonomy Educational Objectives.

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GENERAL

INTRODUCTION

General Introduction

The present research work examines how the LMD system is gradually setting itself within the higher Algerian educational system so as to pinpoint the main causes behind students' success and failure with reference to university students. Algeria as any other country is continuously seeking for remedial strategies to reasonably boost the different mechanisms of such a system. The implementation of the LMD system (i.e. Licence/ Master/ Doctorate) in Algeria is considered as an essential step towards globalisation. Our ultimate target thus is to find out how LMD students have perceived and lived their new learning/teaching experience.

In this sense, various theoretical details and aspects about the educational reforms at the university level will be first discussed. After years of its implementation, the Algerian policy aimed at mapping out the issues it has met during the previous academic years, trying to propose some adequate solutions. It is almost noticed that in Algeria there is a serious tendency to participate in every programme or apply any system which serves this openness to the world.

As a country located in the Mediterranean Area, many diplomatic, economic and cultural activities and relations are established with European countries of the same basin. Algeria's strategic place together with the tendency to establish friendly relations with most countries of the world with a focus upon the leading powers of the world are prerequisites to take part in the general flow of globalization.

Thus, with the imposition of a series of reforms (legal, financial, economic, political...), the Bologna Process appears to be the completion of a slow process of exclusion of states and societies from the definition of their own public policies. The considerable work of postcolonial reconfiguration of educational systems is severely challenged by a new paradigm of domination carried by the agents of globalization. Over the last decade, higher education systems have been faced with crises and the effects of globalization, which have led to key challenges and consequently reforms: strike by lecturers and students, a reduction in state subsidy,

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a fall in academic standards in relation to market demands, unemployment and better academic opportunities in the universities.

This dissertation exposes how the government tried to apply an identical system of most of the developed countries; however, before taking a final decision and drafting an official document, there was an intensive consultation of a large number of teachers of higher education coming from different universities. The document has been the result of a hot debate and discussion of about more than one year. Most of the engaged partners did their best to make this enterprise succeed just for the sake of encouraging the future well being of the Algerian university in particular, and the Algerian job market as a whole. This would permit for the first time in a decade time to initiate considerable changes by professionals, experts and teachers and students alike. Because of the significance of this system in the Algerian educational one, it sounds relevant to represent some of its key-components to assist the reader be better integrated in the Algerian openness towards a global development.

The aim behind such a change in our teaching and learning practices is to create an overall innovation and motivation to allow real foundations adequate to the evolution of not only scientific research and educational techniques, but also social prosperity. It is therefore believed that language-teaching can be viewed as of the building stones of the global enterprise of higher educational programmes in the coming years for academic and professional training to attain a more or less better education quality. The main inquiry which was facing our authorities was fundamentally to what extent this new perspective would be successful? Do we really have the necessary conditions to get practically involved in such global programs and requirements?

First-year LMD students are facing some challenges. Thus, it is really time to help this category to adapt with the society, meaning that university needs to design English courses that can prepare learners for future professional worldwide

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communication. English programmes would give enough importance on developing students' competence in a specific domain, such as teaching, trade, banks, commercial companies, technology or economic factories in general. Others would make first-year LMD students ready to work in specific fields such as in the productive companies which are correlated with the local and the external economy of the country.

In this respect, our statement of problem is merely based on the divergent attitudes clearly expressed by respective students may be because of their misunderstanding or non-understanding of the system's goals and objectives. In an attempt to highlight such a position many of the students' own words describing this change have been preserved and analysed, trying to care of the choice of word and quotes advocated by our informants through focusing on ranging their views from the positive to the most negative heartfelt experiences. These quotes were the platform of this research work in an attempt to establish a corelationship between this system and the students' feelings, attitudes and learning strategies to find the appropriate solutions.

The aim of the present thesis is to investigate first-year LMD students' poor understanding performance in modules which are totally taught in English, and to know about effective teaching practices that can cope with first-year LMD students' relative reluctance to fully engage in English classes and activities. The choice of such topic is motivated by a curious interest on the part of the researcher to try, first, to unveil the secret rules for effective teaching of modules at university level so as to ameliorate and improve first-year LMD students' comprehension. The second root cause is to attempt at illustrating the vital correlation ship between the learners' affectivity English and its values as well as teaching strategies.

From this view of things, this research work seeks to argue that first-year LMD students classes need to be complemented by a specific program which help them to cope with English especially with the basic modules such as Phonetics, Grammar,

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Literature, Linguistics and so on which are viewed as the major obstacles to the majority of the promotion to deal more effectively in English either for the purpose of gaining new information or clearly for the sake of some suitable strategies which can be helpful for the first-year LMD students who are confronting problems with the third language (English) under the reign of the LMD system, and not just for further language acquisition. The following research questions were set to conduct the current study: from our experience of more than ten years teaching English at the university of Sidi-Bel-Abbès, Skikda, and Laghouat it has been observed remarkable changes in the attitudes of our peers towards students: a gradual and dissatisfaction of first-year LMD students' motivation and performance. LMD students come to university with real gaps in their knowledge of English. It is with the objective of knowing whether the dissatisfaction is really grounded and if so, what the important reasons of the decline of standard are.

The following research questions were set to conduct the current study:

1. What are the attitudes and opinions of first-year LMD students towards the contribution of the LMD system to studying English as a foreign language?

2. What might be the main causes of first-year LMD University Students' difficulties to adapt to the new environment, and thus to the new English modular courses?

3. Which teaching strategies can be implemented with first-year LMD students to cope with those modules?

Out of these questions sprung the following hypotheses:

1. First-year LMD Students' difficulties might be attributed to their insufficient linguistic competence in English.

2. First-year LMD students' low performance in English is caused by some hindering factors like demotivation.

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3. English teachers can help LMD students overcome the problem of new vocabulary words by using some affective teaching strategies like facilitation and explicit ways of the new presented words through some activities.

Generally speaking, it can be also conceived that those reflected students' enquiries and fears can tell us a lot about the reality of this turning point in the Algerian university's educational system, and the reasons behind those proposals. During this period of rupture at all levels, the state was, especially in the 1980s and 1990s, under a dual pressure with conflicting effects: on the one hand, international financial institutions were urging them to reduce the recruitment of teachers and the funding of universities, on the other, they were experiencing a growing social demand for school enrolment.

In its overall idea, the general research hypothesis in that situation deals with the syllabus for first-year LMD students in the Faculty of Letters, Foreign Languages and Arts at Djilali Liabès University of Sidi-Bel-Abbès. The non-existence of this pedagogical instrument represents a real blockage or let say a handicap for the English teachers, especially the new circuits. This constructs another hard and ambiguous teaching setting, since the teaching objectives are not officially stated and a lack of homogeneous continuity from one year to another may be noticed.

To answer the mentioned research question and test the suggested hypotheses, the researcher has recourse to an empirical study on a corpus of a group of students. The informants are one hundred-twenty (120) among 327 first-year LMD students in the department of English at the Faculty of Letters, Foreign Languages and Arts of Djilali Liabès University of Sidi-Bel-Abbès, and seven English (07) teachers: (02) from Djilali Liabès University of Sidi-Bel-Abbès, (02) from 20th August 1955 University of Skikda in the same Department, and (03) from Amar Telidji University of Laghouat. To make the results more reliable, a questionnaire and an interview are all used to collect data which will help us in the identification of the

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sociological, geographical and cultural background of the first-year LMD students who enroll in the department of English.

Thus, the description and analysis of this problematic and what actually occurs in English classes was possible through observations during eleven (11) years of teaching conducted at the Department of Economics and sciences at the University of Sidi-Bel-Abbès as well as at the Departments of English at Skikda and Laghouat universities. Meanwhile, first-year LMD students' profile, studying habit, lesson strategies, modules motivation, needs, and the style of language they want to deal when they study the modules and the various complexities were analyzed through a questionnaire which consists of twenty seven (27) questions. The appendices section will present all the data used in our study: from the questionnaire addressed to first-year LMD students, teachers' interview and classroom observation as well.

Data collection results were analyzed and interpreted so as to test the hypotheses motivating the present study. It is within this framework that we conceived our work in order to understand what brought most of the Algerian social parties involved to decry the educational system.

Four distinct chapters constitute the present research work. Chapter one provides the reader with a general review of related literature on the historical background on the Algerian educational system. It examines the educational system within the new LMD system. Furthermore, it deals also with various teaching-learning theories and definitions as well as the perspectives regarding the LMD system as a new reform.

Chapter two reviews one questionnaire addressed to first-year LMD students at the Faculty of Letters, Languages and Arts Department of English promotion (2012/ 2013) and an interview with some teachers of English from different local universities such as the university of Sidi-Bel-Abbès, Skikda, and Laghouat as well as a classroom observation with the same subjects.

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Chapter three analyses and interprets data gathered from the first-year LMD students' answers to the given questionnaire, the researcher interviews with the category of university teachers. In addition to that, this chapter deals with the first-year LMD students' motivation and attitudes towards the English language. CBA with its definition and types and historical background are presented with some examples.

The last chapter is mainly concerned with a set recommendations and suggestions for a more appropriate teaching of modules. It comprises a suggested syllabus which has been designed on the basis of the first-year LMD students' needs while dealing with modules. It also aims at making their learning abilities better as well as preparing them to be enrolled in a professional milieu that is more and more influenced by the globalization effect. A process which implies the work of both the teacher as an agent of change and the student as the one subjected to this change.

CHAPTER ONE

An Account of the Algerian Educational LMD System

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1.1. Introduction

The Algerian Constitution gave that Modern Standard Arabic is the main authority dialect of the country, which is as far as anyone knows utilized by all individuals from the Algerian discourse group. French is viewed as a foreign dialect and is taught beginning from the fourth year of the elementary school level. The Algerian diglossic circumstance is portrayed by the utilization of Modern Standard Arabic and French as high assortments utilized as a part of formal and open spaces, and everyday vernaculars, in particular Algerian Arabic as low variety for casual and suggest circumstance. Furthermore, Modern Standard Arabic is available for all intents and purposes all over and utilized (particularly at the composed level) with fluctuating degrees. In a few areas, for example, instruction Modern Standard Arabic rules. In different fields, for example, in the economy, Modern Standard Arabic is utilized as a part of parallel with French. This semantic truth is fundamentally the result of numerous times of serious battles of Arabisation and major political and even monetary choices, starting directly after the independence, which went for advancing the status of Modern Standard Arabic and providing for Algeria.

1.2. The Educational System before the French Settlement

Already, the French entry the instructive circumstance in Algeria was portrayed by its conventional way (An Arabo-Islamic Education). Around then, instruction was seen as a religious commitment for all Muslims. Algerian individuals learned Arabic dialect through religious examinations, others utilized writing and a few types of logical information. Sending kids to the Koranic schools was additionally one of the variables prompting getting a handle on the Arabic dialect. In 1971, Harbart [quoted in Taouti] gives a few figures about the tutoring framework around then. *There were a hundred of schools or Algiers, eighty-six for Constantine at the time, and fifty for Tlemcen as well as ten universities such as kala, and Mazouua spread out through the Algerian territory.*

Turin (1971) gives a few information on open direction which was spread to all tribes and urban quarters previously the French occupation. In like manner, the officer

Lamoricière quoted in Turin, that Tlemcen had three universities and fifty schools. Its territory had thirty pretty much surely understood Zaouias and Koranic School for each Douar. It ought to be noticed that two thousand understudies took after an optional instruction and six hundred a higher one. Each Medersa had its library. Managing profoundly with proficiency. In 1974, Lacheraf stated that: *Almost all the Arabs mastred reading and writing, and there were two Koranic schools for every village in 1834*.

In the same context, one can almost support the idea provided by Pelisier de Saint Arnand`s testimony who quoted in 1987 that *Primary education was at least as in France in 1830. There existed schools where writing and reading could be taught in almost all villages and douars"*.

All of Medersa, Zaouia and whatever is left of the Koranic schools had straightforwardly participated in teaching individuals in strategies, for example, remembering the Holly Koran and Hadiths of the Prophet Mohamed. This made it likewise workable for individuals to take in the Arabic letters in order, correspondence, Classical Arabic with its linguistic principles, since it was anything but difficult to ace the fundamental of perusing and the composition aptitudes, the mainstays of Islamic religion. The most critical condition to sit out to be acknowledged in the abnormal state was to take in the Holly Koran and know how to improve its laws and know its esteems. The use of this necessity was the key for a taleb to bear on his Islamic and logical investigations or to be able to educate in Koranic Schools. Schools began to be a substitute to koranic ones. Such schools were practically kept out as Classical Arabic was instructed through talk and religious philosophy. This fundamental position of the Arab schools assumed a critical part in testing and restricting two societies, a neighborhood culture to a transported in culture.

Amid the fight propelled against Classical Arabic, endeavors were made to actualize communicated in Arabic at school. In 1997, Marouf uncovers that communicated in Arabic was initiated in 1836 in the College of Algiers while traditional

Arabic was established as a remote dialect in 1875. In 1986, Ageron stated that: *Its teaching was first set up on an optional basis and it became obligatory for the French pupils of primary schools following the decision of June 18th, 1904.*

What was obvious likewise is that acquiring the Arabic dialect testament was among the simplest events because of the coefficient of communication in Arabic. The announcement of March fifth, 1904 indicated that consistent Arabic was mandatory in the composed exam, while foul as utilized by Ageron importance communication in Arabic colloquial in the oral one. This procedure of evaluating obscene Arabic higher than the consistent one fits inside the strategy which empowers learning Arabic. That is the reason, the two structures were considered as two particular dialects. Rather than the osmosis approach which recommended that Arabs ought to learn French to be moved nearer to the French individuals, it was their part, inside the setting of this strategy to learn communicated in Arabic. Along these lines, the last was considered as the instrument of their subject on the off chance that they needed to remain the experts. In 1990, Scotton manages this issue she terms first class conclusion and characterizes it as: *A strategy by which those persons in power maintain their powers and privileges via language choice.*

The primary goal of this technique was to keep up the diglossic circumstance for the vernaculars and by a similar token the indigenous populace will end up noticeably repelled from established Arabic. The declaration of March 8th, 1938 additionally came to strengthen the French strategy by giving Classical Arabic a status of a remote dialect and acclimatizing the Medersa to the French grade school. Along these lines, any thought or task of making a Medersa wound up plainly unlawful, loosening up the power and solidarity looked for through the instructing of Classical Arabic in the conventional schools.

In the Commission of Inquiry (1874) whose President was Alexi de Tocqueville expressed that most of the Moslems were denied of koranic training or let say Islamic instruction. In this manner, schools were destroyed, courses were scattered and what was

seen additionally is that the Moslem society was significantly more overlooked than it had been before the landing of the pioneers. Undoubtedly, the pilgrims endeavored to make the French dialect the main methods for direction.

Among the principle targets of the French specialists while applying the indigenous strategy was to get ready indigenous labor in the reason to serve the necessities of the pilgrim political and financial undertakings. At that point, Ageron in 1968 claimed that the hypothetical piece of essential instructing in the indigenous school was impressively decreased and ended up noticeably word related. Correspondingly, as indicated by the General Governor Lopine expressed that indigenous tutoring ought to have an exceptional and down to earth character.

In the objective of strengthening the perfect picture the French homesteaders searched for the making of an intellectual elite among the indigenous populace by setting up themselves inside the historical backdrop of Algeria. Ageron around the same time considered the indigenous tutoring as an approach to alert the French nearness in Algeria. Notwithstanding that he included that the enthusiasm of the French lies in a birth of first class equipped for spreading the French standards of equity and advance. This progression of tip top should assume the part of a preservationist Bourgeoisie which will be emphatically connected to the French that it would perceive the advance got amid the time of colonization.

1.3. The Post-Independence Era

After Independence, the Algerian government endeavored to ensure tutoring for all the populace and execute Classical Arabic as the primary methods for educating at schools. The primary standard objective of this technique is to gigantic tutoring, usage of the Arabization approach and the Algerianization of the tutoring framework. Sadly, since French colonizer has left Algeria at that timeframe acknowledgment of such targets was inconceivable on account of the shortage in schools, the shortage of qualified educators and school hardware. Politically, the absence of inadequacy of the supporting components

together with the acquired French foundation which worked in French just because of the archives which were composed and worked in French, acted against Arabization, consequently bringing forth new mentalities towards Classical Arabic and French.

The utilization of Classical Arabic to all fields was greatly needed and French prompted relapse through the procedure of Arabization has been humiliated. Reason for which dialects are chosen has prompted new demeanors towards Classical Arabic and French. Basically, dialects do not similarly allow clients to understand their points. In this way, states of mind to dialect are deciding components.

While managing dialects, they do not give the same semantic sources to manage all the informative needs of a general public. Such needs have been accomplishing for French which have the hotspots for adapting to a more extensive scope of dialect capacities: law, instruction, science, innovation, organization. The French dialect has been seen as the consonant with modernization, and the medium to allow Classical Arabic to adjust to the informative needs of the cutting edge world. Ahmed Benbella, the President of Algeria considered as said by Grandguillaume in 1983 that: *The French language as a necessary tool for the acquisition and comprehension of modern technique.*

Similarly, Ahmed Taleb El Ibrahimi a former Minister of Education gave the image of Classical Arabic stated that: *the Algerian soul, while French would be a window of the world. (N°88:44).* The favoring utilization of French has been upheld by the way that the Algerian with Classical Arabic foundation could not the only one assurance the venture admissions and acknowledgment. As an outcome, such subjects have been managed concurring the conditions accessible.

What is more, the reality of making Classical Arabic as a dialect which does not prompt innovation rejects its utilization in every single topic that have participated during the time spent innovation. This is in a route mindful of the disappointment of Classical Arabic in these spaces. The venture of Arabization has taken a fragmentary angle because of the dialect potential and material issue is confronted. Plainly, CA has confronted

different challenges to be executed in all the field of work. The Charter of 1964 in Algiers still gave an urgent incentive to Classical Arabic and the obligation it has played to fortify the general population and the country solidarity and the national social esteems and the Arabo-Muslim human progress.

The official arrangement, which did hard to reestablish and advance CA with the goal that it extends to all fields of utilization, plans to include CA during the time spent illuminating a national culture that upgrades the way of life legacy in every one of its assorted varieties. It likewise searches for its restoration and undertakings to combine it with a specialized culture that highlights the field of advancement which incorporates innovations and sciences.

This sort of culture is seen as an essential point to any dialect through which one hunt power and development. To be all the clearer, a dialect that secures past, present, and future correspondence needs. The happening to the National Charter dated in 1976 concentrated on CA and gives enough significance on the irreversible element of the national dialect decision. It prescribes also the verbal confrontation of Arabisation which concerns just the methods, the progression of usage and additionally its ways. This decision be that as it may, does not bar remote dialect figuring out how to ensure all-inclusive contact. It is viewed as an essential advance to take note of that the adaptable origination of the methods, the stages and the techniques can be utilized as a part of differing closes while concealing the Charter.

The FLN Congress which was hold in Algiers in 1979 concentrated on the educating of Classical Arabic in every one of the Sciences Institutes and suggests the association of terminology lessons than through Classical Arabic to inadequate understudies particularly those of French areas to utilize Classical Arabic at the working level. What were essential at that congress is the usage of prompt Arabisation at the grade schools' levels and also the end of bilingualism Baccalaureate. Besides, it was basic to

arabize the Economic, Social and Political Sciences and in addition this arrangement energizes the setting of the Arabic Language Academy (ALA).

As it is known, the Arabisation arrangement strived to understand its goals. Official articulations, laws and pronouncements are issued. In any case, the usage has been so far indicated by irresoluteness that highlights the conflict between the Arabophones on one hand and the Francophones on the other hand, delay in applying the rules of the official Arabisation strategy and strife between the pioneers and the patriots. What was described while applying the Arabisation arrangement is that the Arabophone and the Francophone were facing challenges at the employment opportunities level, while that of the patriots and the innovators see the dialect strategy as respects Algeria in the advance of improvement.

There were two hypotheses which saw the usage of the Arabisation approach independently; one of the patriots' parts which patterns favors Classical Arabic considering that the Arabisation strategy is an integral part of advancement including the Algerian identity of which Classical Arabic is a standout amongst the most imperative constituents. The pioneers' promoters convince that Classical Arabic can't be the satisfactory medium of science and innovation given the hindering angle it displays in these essential spaces.

Arabisation has likewise been capacity of the progressive government strategies that have affected its execution, incitement or interference. This has made a civil argument that rose on the media world considering the Arabisation question in its sociolinguistic setting, restricting the political perspective to the specialized one. There were among the learned people the individuals who have appreciated the issue and in spite of the fact that their great mentalities towards Arabisation don't affirm of the methods accessible and the conditions that element the execution. They follow back the disadvantages which make the acknowledgment of the undertaking to an absence of full duty of the leaders, encouraging the specialists to make a logical examination of the

circumstance far from the political contemplations as it involves venture upon the device of articulation and thought. In this way, it ought to for no reason be under the control of the changing mentalities of arrangement producers. Others contradict the approach on the guideline of the native language hypothesis.

As some other arrangement, the Arabisation one has known some negative angles not at the sociolinguistic level but rather at the political level. It has digressed from its perspectives as a socio-social task. Dialect being an instrument of socialization and scholarly interest offering chances for upward versatility does not appear to be the point behind Arabisation. The Arabisation arrangement has taken an interest in the formation of a general distress and discontent at the level of instruction particularly and proficient acknowledge. As far as the advantages down from it, Arabisation is considered as a disappointment and school an organization which creates semi-ignorant people, incapable of exchanging words in any dialect. Their talk is fairly portrayed by dialect mess of Spoken Arabic and Classical Arabic to a lesser one making those having an Arabophone foundation. The dialect learning or code switching wonder and use when all is said is ascribed to the way the Arabisation arrangement has been actualized by chiefs.

1.4. An Overview on Language Policy

Numerous nations have a dialect approach intended to support or demoralize the utilization of a specific dialect or set of dialects. Despite the fact that countries have generally utilized arrangements regularly to advance one authority dialect to the detriment of others while numerous others now have embraced strategies to secure and advance provincial and ethnic dialects whose suitability is debilitated.

Dialect arrangement is the thing that a legislature does either formally through enactment, court choices or approach to decide how dialects are utilized, develop dialect abilities expected to meet national needs or to build up the privileges of people or gatherings to utilize and look after dialects. The safeguarding of social and etymological assorted variety in this day and age is a noteworthy worry to numerous researchers,

craftsmen, scholars, government officials, pioneers of phonetic groups, and protectors of semantic human etymological rights. Up to one portion of the 6000 dialects right now talked on the planet were assessed to be in threat of vanishing amid the 21st century. Many components influence the presence and use of any given human dialect, including the extent of the local talking populace, its utilization in formal correspondence, and the geological scattering and the financial weight of its speakers. National dialect approaches can either moderate or intensify the impacts of some of these elements.

What follows bellow is one of numerous routes in which dialect arrangements can be classified. It was expounded by the sociolinguist Jacques Leclerc from Laval University. The gathering, deciphering and characterizing of dialect approaches began in 1988. The work, containing around 470 dialect laws, and the examination prompting distribution, were sponsored by the Quebecois Office of the French dialect.

A strategy of assimilation is one that utilizations solid measures to quicken the scaling back of at least one semantic minority gatherings. A definitive objective of such strategies is to cultivate national solidarity inside a state in view of a solitary dialect in the nation will support that end. The measures taken by states upholding such approaches may incorporate forbidding the social utilization of a given dialect, the avoidance and social revalorization of a dialect gathering and in outrageous cases constraint by drive and even genocide.

The strategies are to be recognized from every other approach which could be contended or prompt assimilation of individuals from minority bunches because of non-intercession or inadequate measures of security. All in all, all State fortify, certainly, strategies prompting assimilation with respect to worker gatherings and in various cases native gatherings and other national minorities. Purviews receiving such an approach are: Afghanistan, Burma, Greece, Indonesia, Iran, Iraq, Pakistan, Syria, Turkey, Thailand and Vietnam.

Algeria constitutes a fascinating subject for the investigation of dialect approach and dialect arranging because of its practically extraordinary history in the Arabic-speaking world. It is the main Arab nation which lived under French digestions' pioneer manage for a long time. Under four years after Algeria's future will remain an intriguing contextual investigation for Orientalists and for those inspired by improvement and modernization. The dialects issue amid both the pre-autonomy and post-freedom periods further denotes this uniqueness inside Africa and the Maghreb.

After the three nations of the Maghreb accomplished their autonomy Morocco on March the 02nd, 1956, Tunisia on March 20th, 1956, and Algeria on July 05th, 1962 it was the Algerian initiative who exhibited ideological tenacity in recuperating both dialect and personality. Algeria has risen as the most vociferous in announcing its Arab Muslim character. The dialect arranging exercises, more precise and decisive in Algeria than in the other two Maghreb nations, have been completed with progressive energy. Various eyewitnesses Abu-Haidar, Grandguillaum have recognized in this energy a noteworthy reason for the ascent of Islamic fundamentalism in Algeria and of the common war that has attacked the nation since the mid-1990s. Ephraim Tabory and Mala Tabory have condensed Algeria's enthusiasm for dialect arranging and strategy as takes after. The topic of authenticity had ascended at the wellspring of the connection amongst governmental issues and dialect. As in numerous nations every dialect approach can be considered as the equivalent and the correct component which can be seen signs of any semantic issue.

As it is known, Algeria was controlled by the Turks since the sixteenth century before the French entry in 1830; there was a sort of aggregate awareness related to the thought of the State. Truth be told, the installment of expenses was mandatory which encourage The Othoman focal energy to incorporate inside a solitary group something like at least 516 tribes that existed around then in the nation. What was distinctive in these tribes was that they talked diverse vernaculars and have different customs.

French colonization endeavored to constrain the tribal framework change of the populace's question towards the specialists: the connection between the organization and the individual existed in a condition of "control subjection" kept up by ruthless powers. Eric Hobsbawm expressed that:

> As for other independence movements in the Third World, the Algerian FLN was not nationalist that is, a movement which seeks to bond together those deemed to have common ethnicity, language, culture, historical past, and the rest but internationalist.
>
> (1990:179)

This failure has also weakened the authorities' legitimacy. It is for this reason, tensions appeared right the liberation of Algeria between the several constituent parts of the independence movement an example of this, Kabylie unrest in 1963. Hasan a politician, familiar with the mysteries of Algerian politics has exacerbated this crisis of legitimacy stated that:

> In an oligarchy, men of power play an important role, but in Algeria, may be even more than elsewhere. Thus, they will be very actively involved, because a rigid and powerful authority, detained by a small group, could only but give an extremely heavy weight to individuals.
>
> (1996:10)

Indeed, the principle of the state as an "institutional system" cannot be fixed in people's minds. Many Algerians associated it with the men that represent it. The impossibility of building a state in these conditions became a truth especially when those in charge of doing it are not interested. This kind of strategy made the populists assimilating power with the state and gave the opportunity to leaders identifying themselves with their people as Boukhobza, M stated that:

> As soon as the leader is being identified with the people, confusing his own interests with those of the

entire population, he tends to do everything he is able to
remain in a kind of dominant position and exclude the
majority of the population.

(1991:28)

A few instruments when after freedom were put by political initiatives in the reasons for making up for the absence of authenticity. Those of communism, patriotism and Islam are among the primary ideological standards. The look for authenticity by means of patriotism and Islam influences the dialect to issue progress toward becoming apparent. Algeria as an Islamic nation where we locate the entire of the populace rehearsing Islam and its columns. Algeria is legitimizing this is the thing that the vast majority of the Arab nations are portrayed with. Indeed, dictator administrations, which are the administer in these boards of trustees, contending their guideline in the Koran itself (fourth .S, V 59): "Goodness you devotees! Comply with the Prophet and those among you who are in position of specialist."

The French colonialization opened the entryways of the schools to get enough of Algerians not in the point of instructing them through the religious convictions however in the reason for losing their Islamic religion by any stretch of the imagination. As a result, Algerians were directed to live in a condition of social unbending nature as was specified by Djeghloul in 1986.In contrast, in numerous other Arab nations like Tunisia and Egypt individuals were searching for a few things or behavior to secure the colonizers privileged insights, Algerian kept the primary standard of keeping their kids uneducated as opposed to adjusting them with the French conventions and culture which can be gained amid the school cycle. Maybe a couple of the individuals who accepted to gain the French tutoring framework were seen as rebels Concerning nationalism, it imposed itself as a national means for gaining legitimacy since Algeria had been marked by French colonization. This crucial legitimizing means has been effective in three areas as was viewed by Cubertafond:

> a militant diplomacy which was meant to turn
> Algeria into a model for the Third World so as to
> reinforce the country's image within and without ;a
> heightened nationalism through a re-invented history-
> saga (histoire épopée) often entirely fabricated ; and the
> language policy of Arabization.
>
> (1999: 109)

In 1920's the Independence Movement was conceived. In parallel, an interest for a status for dialects was the fundamental essential point of this development. The Algerian administrations were not ready to do anything with the aggregate nonattendance of dialect approach. Thus, dialect issue was seen as an essential component of the Algerian patriotism. The etymological claim was in the political plan of the three establishing gatherings of the freedom movement. An occurrence of this, in 1927 which was considered as the primary development of autonomy concentrated on the interest for giving the Arabic dialect as an official status.

Incorporated Jucobin French practice was made, and could not endure the nearness starting at an adversary dialect conveying "an awesome tradition". As an outcome, forcing French as the interesting authority dialect in Algeria. Classical Arabic at that point was pronounced by pioneer officials as a "remote dialect" by pronouncement of 8th March, 1938.This assertion pushed the Algerian to fortify the status of Arabic as a saint dialect. It was viewed as the dialect of autonomy. Yet, Arabic likewise turned into a constituent piece of Algerian patriotism as a result of its connection with the Koran and Islam. The ritualistic dialect, the dialect of the Holly Book of Muslims is Classical Arabic. What pushed (M.K.Nait Belkacem), who was an intense backer of Arabization to state that:

> The Arabic language and Islam are inseparable.
> Arabic has a privileged position as it is the language of
> the Koran and the Prophet, and the common language of
> all Muslims in the world, language of science, and
> language of culture.
>
> (1991:111)

The idea of making language far from religion was really impossible. It leads Algerian leaders to equate the Arabization of society with its Islamization.

1.5. Principles of Curriculum Formation

John Dewey argued that designing the method of teaching according to the child's interests has a supreme importance in the process of education. Every educator must choose his activities according to the child's benefits, and it is better when it is free of any fear and spontaneous. Those activities that helped in the development of enthusiasm, self-confidence, self-reliance and originality of a child were mostly the idea of Dewey on educational methods. When the child participates in collective activities, in a democratic educational pattern, it helps him in evolving a cooperative and social spirit. It is noted that such method in education is apparently very suitable and fashioned according to the child's natural desire. Even though, some subjects will remain disorganised, it is still acceptable according to John Dewey himself.

Knowing the principle of pronunciation for instance relates the theory of learning by letting the child doing the actions himself, to particular subjects. The teacher guides the child to gather information through such activities so that the child can develop his own natural abilities. There should be a combination between the child's life and the activities he studies. All the activities should be coordinated according to his everyday life. Therefore, it has been admitted that the major principles for a curriculum formation should fundamentally rely on the three following aspect:

1. In general, the child shows four major interests i.e. the desire to talk and exchange ideas, discovery, creation and artistic expression

2. Curriculum to be flexible and not predetermined and rigid.

3. The curriculum should include only those subjects, which can be related to the chil d's pattern of life at that particular stage. This proximity to life can help in creating

a distinctive unity in the knowledge imparted to him and thereby some harmony can be created in the teaching of history, geography, mathematics, and language. John Dewey was very critical of the contemporary method of dividing knowledge into separate compartments, because he felt that such fragmentation of knowledge was unnatural. As far as possible, the various subjects in the curriculum should be harmonized.

1.6. Educational Linguistics and Second /Foreign Language Learning

The role of language in institutionalised education has been explicitly considered as recent phenomenon. Only in the last third of the twentieth century, centred on newly professional teacher educators for mother-tongue or foreign language teachers, has there been systematic interest of the role of language in classrooms in schools or colleges. This period is work in with main developments in linguistic and educational research; it is about the central role of teachers as educational linguists. The formal conventional of language in education has concluded from teaching of classical languages, translation, emphasizing literacy, a canon of approved literary texts, and grammatical instruction. Besides formal education, more naturalistic methods have been emerged for effective development of foreign language skills co-existed, whereas the democratisation of school-teaching led to an increasing role of mother-tongue education.

Basic courses developed to train teachers as long as primary education developed, and as these disciplines established themselves through the 20th century, language study began to respond to the impact of psychological and sociological research. Therefore, Piaget's and Vygotsky's work suite the thoughts of children development and socialisation (van Lier, 1997).

As education systems on western models spread around the world, debates about the suitable subject for teacher education proliferated. In Britain, around the 60s, a consensus rose that in addition to subject knowledge and pedagogy required for the teaching of the subject, teachers had to have an understanding of philosophy, psychology

and sociology of education. The intellectual borders have been drawn without linguistics, first. But through Fries' (1952) link of structural linguistics to audio-lingual techniques in foreign language learning, and Halliday's firm of the Linguistics and English Teaching Project in Britain (1964-70), the theoretical statements and teaching materials were produced (van Lier, ibid.).

1.6.1. Early Developments

Linguistic theory and research have always had an influence on language teaching to varying degrees. Our review will discuss how different types of linguistic theory-structural, generative, and functional linguistics have influenced language teaching.

The period when linguistics had the strongest influence on second/foreign language teaching was the 1950's and the 1960's, when the audio-lingual approach, which is based on structural linguistics (and behaviourist psychology), was the most influential teaching method. Based on the structural linguistic tenet that languages can differ without limit (Shirai, 1997: 1) and the behaviourist learning theory of habit formation, second language learning was considered to be essentially creating a new habit (the target language) by suppressing the old habit (the mother-tongue). Learning difficulty, therefore, was believed to stem mainly from the difference between the first language (L1) and the second (L2) or foreign language (FL). The Contrastive Analysis Hypothesis (Lado, 1957) was a major tool in this approach: it was thought that by comparing the learner's L1 and the target language, the areas of difficulty could be predicted, which in turn could make the teaching of linguistic structure more efficient. Techniques emphasized in the audio-lingual approach were structural oral drills which aimed at having learners acquire the structural properties of the target language. By means of oral drills such as substitution, conversion, and mimicry memorization, learners were expected to develop the habits of L2 structure, and at the same time, overcome interference from habits from L1 (ibid.).

Although the audio-lingual method continued to be in vogue in the 1960's, in the field of linguistics Chomsky's transformational generative grammar had begun to change the scene. Structural linguistics as well as behaviourist psychology had focused only on

the analysis of "observable behaviour", claiming that postulating non-observable constructs was unscientific (Shirai, op.cit:3). Chomsky's transformational generative grammar, however, not only proposed a more adequate model of description by using non-observable constructs such as Deep Structure Transformations but it also addressed deeper questions, such as why language has the form it has, and how humans acquire it. During the 60s, Chomsky's grammar gained the status of orthodoxy in theoretical linguistics (Newmeyer, 1986). It was also instrumental in the fall of behaviourist psychology, and the rise of cognitive psychology, which is more mentalist (items of knowledge do not exist except in the mind).

With the demise of structural linguistics and behaviourist psychology, Audio-lingualism lost its theoretical backbone. Furthermore, various empirical studies which tested the Contrastive Analysis Hypothesis did not support it. In addition, it was shown that not all errors are the result of creative processes of hypothesis testing (intra-lingual errors, Richards, 1971 [1974]). Losing both its theoretical and empirical validity, Audio-lingualism lost its legitimacy by the late 1960's.

1.6.2. Major Contributions

Unlike structural linguistics, Chomsky's generative theory of language did not have much to say about second language teaching. Generative linguistics has therefore not influenced teaching methodology directly. However, it did influence second language teaching indirectly through the work of second language acquisition researchers inspired by the spirit of generative linguistics. At the same time, there were also other theoretical frameworks of linguistics, namely those of a more social and functional orientation, that influenced second language teaching as well as research on second language acquisition.

Currently, there are two schools of communicative approaches that are considered to be good sources of second language teaching: the Input Model (e.g. the natural approach) and the Input-Interaction Model (e.g. Communicative Language Teaching) (Shirai, 1997:2). Krashen is the most well-known proponent of input (i.e.,

comprehension-based) models of L2 teaching. Based on his own synthesis of second language acquisition (SLA) research, he postulated that second language acquisition occurs when the learner comprehends the language input in a low-anxiety, high-motivation situation, and proposed that the teacher's role is to provide students with just such an environment in the classroom. He also claimed that conscious grammar teaching/learning is effective only in monitoring (i.e. checking) grammatical correctness, not in the acquisition of L2 per se (Krashen & Terrell, 1983). Krashen's theory appears to be based on three major areas of research:

1.6.3. Chomsky's Generative Linguistics

In the field of research on the effectiveness of different L2 teaching methods and research on affective factors (anxiety, motivation, personality), Krashen, first, borrowed Chomsky's notion of the Language Acquisition Device (LAD), though only at a metaphorical level (Schachter, 1997). He claimed that given linguistic input is comprehensible; the LAD of L2 learners will work just like that of children acquiring L1. Second, Krashen's theory is based heavily on morpheme acquisition order, which claims that it is a universal order that cannot be altered by instruction. These morpheme studies are strongly influenced by generative linguistics. As we said earlier, the predominant view of the 1950's and the 1960's was that learners' errors result mostly from L1 interference. But Chomsky, in invalidating behaviourist psychology and structural linguistics, emphasized instead the universal aspect of language and language acquisition. Inspired by Chomsky's ideas, second language researchers began to investigate the learner's acquisition process. Studies on morpheme acquisition point to some universal tendencies in second language acquisition, which in turn inspired Krashen's theory of second language acquisition (Dulay, Burt & Krashen, 1982). It should be noted, however, that Krashen's theory on second language acquisition has been questioned by other researchers (McLaughlin, 1987; Gregg, 1984), even though his teaching method is regarded as effective. Communicative Language Teaching (CLT, sometimes called the Communicative Approach), on the other hand, developed independently from Krashen's

Natural Approach. It originated in a project undertaken by the Council of Europe, whose primary goal was to construct a teaching methodology to teach foreign languages to meet the increasing need for communication in a second language in the rapidly internationalizing Europe—the Threshold Level (van Ek & Alexander1, 1975). The outcome was the Notional Functional Syllabus, which emphasized the teaching of communicative functions of language (e.g., requesting, apologizing, disagreeing) rather than of linguistic structures. To teach communicative abilities using this syllabus, a number of teaching principles/techniques (e.g., information-gap activities, use of authentic language) were proposed which have now grown into the present day CLT.

CLT has its theoretical underpinnings in Speech Act Theory, Functional Grammar and sociolinguistics (Munby, 1978). Speech Act Theory was developed by philosophers such as Austin and Searle. Austin (1962) pointed out that when people say something, they are not only uttering the sentence, but are also engaged in some pragmatic act such as requesting, warning, promising, instructing, etc. and he developed a theory of how such speech acts are performed. These led to the functions used in CLT. Systemic Functional Grammar (Halliday, 1978) is also radically different from Chomskian formal linguistics. Whereas Chomsky emphasizes the concept of modularity of syntax from semantics or focus on the study of competence (i.e. abstract knowledge representation in the idealised native speaker's mind) and disregards performance (i.e. actual use of language), Halliday argues that the study of functions of language is important in itself, and that the nature of language should be explained in functional terms. Naturally, Halliday's ideas are quite compatible with the needs of CLT, whose focus is to help learners acquire the ability to use a second language in a communicative setting. Halliday's theoretical constructs, including the interpersonal functions of language, were thus translated and used in actual L2 teaching syllabuses, and were also used as important constructs in language testing (Bachman, 1990).

In 1972 Hymes proposed the notion of Communicative Competence which is generally considered today as the L2 ability to be attained in CLT. Coming from a background of sociolinguistics which investigates language in actual use, Hymes considered Chomsky's notion of linguistic competence too narrow, and asserted that a theory of language competence should include knowledge concerning the rules of language use, such as rules about social appropriateness. The notion of communicative competence was further refined and expanded by Canale and Swain (1980) in relation to second language teaching and testing, and their paper has since been a reference point for any discussion of Communicative Competence.

1.6.4. Foreign Language Teaching Curriculum

The recent reforms that affected the educational system led to the definition of the aims and objectives of the teaching and learning of foreign languages in the Algerian school. A new teaching curriculum was, therefore, designed to meet the principles and philosophies that underlie these reforms. This is reflected in two syllabuses drafted in 2005 by the Ministry of Education respectively for the teaching of English (Ministry of Education, 2005a) and French (Ministry of Education 2005b). The Ministry of Education (2005a), for instance, summarises the Algerian government's policy of learning foreign languages as follows:

> The teaching of [foreign languages]...has to be perceived within the objectives of "providing the learner with the skills necessary to succeed in tomorrow's world"... It is helping our learners to catch up with *modernity* and to join a linguistic community that uses [theses foreign languages]... in all *transactions*. The learner will develop capacities and competencies that will enable them to integrate their society, to be aware of their relationships with others, to learn, to share, and to cooperate... this participation based on the sharing and the exchange of ideas and scientific, cultural and civilisational experience will allow them to identify themselves and to identify others through a process of constant reflection. . .In mastering [foreign languages]. . . every learner will have

the chance to know about science, technology and
universal culture and at the same time to avoid
acculturation. Hence, they will blossom in a professional
and academic world and will develop critical thinking,
tolerance and openness towards the others.

Hence, according to the Ministry of Education, the objectives of teaching and
learning foreign languages are not solely functional, but also social and ideological. These
objectives centre round: a) an academic platform, which is the development of linguistic
skills to catch up with science and technology in the world, b) a cultural platform, which
enables students to communicate with and to know people from other countries and
cultures, and to exchange ideas and experiences, and c) a socio-cognitive platform, which
allows students to reflect on themselves and their environment and hence to identify
themselves and their society.

These objectives seem to reflect an overall philosophy based on a socio-
constructivist approach to education (Anderson et al., 1999; Odgers, 2003), which the
government seems to   have adopted the Algerian school as part of their reforms. It is seen
in Chapter two that socio constructivism entails an emphasis on "the importance of
students thinking and constructing of meaning through interaction with others about
complex, authentic problem" (Anderson et al., 1991:1). In this approach the student
interacts with teachers and community through negotiation of knowledge based on critical
reflection towards using knowledge in her/his social context and community (Kemmis et
al., 1983; Calderhead, 1996). The teaching of foreign languages is seen as a means
towards the construction of knowledge about science and technology, and intercultural
communication. In this respect, the Ministry of education defines learning as:

Comprehending changing mental representations, but
most importantly integrating and not accumulating
knowledge. Learning is the interaction of what we know
with what others know which would lead to create new
knowledge that the individual would re-invest and use in
the social world.

31

The role of the student is therefore defined as the following:

> The learner engage[s] in a process of construction of knowledge...she/he will be responsible for her/his learning and will consequently be able to transfer her/his knowledge to her/his academic and social activities. She/he will have developed certain autonomy, creativity and a sense of initiative and responsibility.

And the teachers' role comes to fulfil the above principles. It is defined as follows:

> The teacher…become[s] a mediator between knowledge and the learner. She/he must create an environment that enhances learning and the development of the learner. He/his task will be to guide, stimulate, accompany and encourage the learner in her/his learning bath.

Nevertheless, it is worth pointing out that these educational reforms are still in their piloting stage, which makes it hard to decide on the extent to which the new syllabuses and their appropriate textbooks meet the general objectives of socio-constructivist curriculum.

1.6.5. Foreign Language Teacher Training and Development

The foreign language teacher training situation was totally different and it can be described as follows:

1.6.5.1. The Old Teacher Training System

Prior to 2000, the teacher education and training situation was different. There used to be two types of teacher training course in Algeria. These were run by two bodies: the Ministry of Higher Education and Research, at the university, for secondary school

teachers (PES); and the Ministry of National Education, at the Institute of Education (ITE), for middle and primary school teachers (PEF). All the participants, at the exception of three, in this study have undertaken either of these courses to become teachers for a diagram of the old teacher training system). The "License in French/English" degree in Algerian universities initially lasted three years to meet the urgent need for Algerian teachers, but was then extended to four years in 1988. It was run on a full-time basis during which students were expected to complete compulsory modules throughout the course for the Licence course structure and contents). The License course aimed at preparing prospective teachers of secondary schools (Ministry of Education, 1993) it was structured in such a way that by the end of the course, students were expected to have acquired content knowledge about the French/English language and its culture, and some pedagogical knowledge. The degree was only offered for students who held the Baccalaureate certificate.

Training at the institute of education (ITE) was different from the Licence course in many ways. First, the courses used to last one year, and then they were extended to two years and after that to three years; before the ITEs were finally closed down in 1999. Second, the courses at the ITE were a combination of theory and practice where student-teachers were required to attend practical teaching sessions, whereas the License courses were mostly theoretical. Third, the courses were for the training of primary and middle school teachers (Ministry of Education, 1992), and so entrance to the course did not necessarily require having a Baccalaureate certificate, provided that candidates passed an entrance examination for the ITE course structure and contents.

1.6.5.2. The New Teacher Training System

The new teacher education and training system comes within the government's policy to train and develop teachers according to the principles underlying the reforms of the educational system, and to meet the demands and challenges of the new curriculum. The new system of teacher training has become more qualitatively- oriented than the old

system, the latter of which emphasised quantity over quality. The Ministry of Education (2006) stated the general philosophy of teacher training as follows:

> Training is a continuous process for all educators at all le vels, and its purpose is to allow the participants to gain professional knowledge and to enhance competence, culture and awareness about the mission that educators are set to accomplish.
>
>   (p.1) [Translated from Arabic]

All teacher for all school levels; primary, middle, and secondary, are now trained at the National School of Teachers (ENS) run in partnership with the Ministry of Education and the Ministry of Higher Education. Generally, candidates who hold the Baccalaureate and who choose to become teachers enrol for a one year formation course before they are referred to their specialist route according to the grades they obtain in the formation course. Hence, there are those who study four years to become primary and middle school teachers (called PEF) and those who study five years to become secondary school teachers (called PES). Table 1.1 provides a summary of the current training system for French and English language teachers:

Table 1.1 Training for French and English Language Teachers in Algeria

Subject	PEF	PES
French	Bac + 4 years	Bac+ 5 years
English	Bac + 4 years	Bac+ 5 years

1.6.5.3. The Graduate Teacher Route Program

To meet the shortage of teachers, especially in rural areas, the Ministry of Education sometimes organises recruitment examinations for candidates who hold a degree in French or English and who wish to enter the teaching profession. The examination involves a written paper and interview, where candidates are tested for their

language competence and personality. The candidates who are successful are immediately offered teaching positions without prior training. They are, however, supervised by an experienced teacher-mentor and their appropriate inspectors for a one year probationary period. These teachers are supposed to learn to teach on the job. After their probationary period successful, the teachers get their full qualified status. Four participants in the present study, Djamila, Zohra and Tariq have integrated teaching profession through this program.

1.6.5.4. In Service Training Courses and Continuous Professional Development

The Ministry of Education had run in- service courses (INSET) and seminars to meet the demands of the new curriculum (Le Soir d'Algerie, 2006). This involved the organisation of training days and seminars with inspectors and local officials from the different Directorates of Education (Table 1.2. below provides some statics on INSETs and seminars in the period of 2000 to 2006 in the province where collected). Continuous professional development (CPD) courses have also been organised to ensure teachers gain appropriate qualifications to meet the demands of the new curriculum. Recently, I was informed by one participant, Hakim, that the Ministry had made it compulsory for primary and middle school teachers to have a degree in their specialist areas by a set deadline. The degree courses are in partnership with Algerian universities. The local directorate were instructed to plan and implement this policy. However, according to the same source there does not seem to be any CPD strategy for secondary school teachers, those who already have a License degree.

Table 1. 2 Insets and Seminars for Foreign Language Teachers

		2001/2002	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Primary (French only)	**Seminars**	52	42	63	52	59	57
	INSETs	18	15	17	36	36	32
Middle & Secondary	**Seminars**	36 French 18 English	33 French 16 English	38 French 24 English	37 French 28 English	40 French 32 English	34 French 31 English
	INSETs	4 French 4 English	3 French 4 English	5 French 4 English	8 French 7 English	10 French 10 English	16 French 12 English

1.7. The LMD System Defined

Integrated within the Algerian universities by 2003-2207, the LMD system is an intriguing issue that Algerian specialists still attempt to tackle out of interest. The LMD system (License, Master and Doctorate) is the latest up-to-date reform applied in the Algerian universities. This newly introduced system aimed at rendering the Algerian Diploma universal, as well as uplifting the Algerian students' level at universities, on the one hand, and to the employment life on the other. The introduction of the LMD system in the Algerian universities should be accompanied by these new ideas for innovative teaching practices to improve performance and efficiency of the university previous system; taking into consideration the need to increase the likelihood of graduate's employability (See Appendix "D").

Theoretically speaking, the new system is supposed to respond to some concerns of the Algerian university, targeting the following objectives:

- To improve the quality of university education.

- To encourage individual work of the student.

- To facilitate students' mobility and orientation, by securing funding and transfer of learning.

- To offer training courses that are well adapted and diversified.

- To work on facilitating the status of employability of students; by exposing the university to the outside world:

    - To provide training for students in order to grasp life-related skills.

    - To enshrine the principle of autonomy of academic institutions.

    - To unify the system (architecture, diplomas, duration…) in all disciplines at national and international levels.

    - To diversify and encourage international cooperation.

1.7.1. Major Aspects of the LMD System

Practically, it is observable that the formalization of these concepts in the regulatory text is not visible. The new Article number 18 of decree No. 137, issued the 07/11/2011, merely states that the evaluation of skills and knowledge acquisition is based on either a continuous and regular control, or by a final exam, or a combination of the two modes of control, but priority should be given to continuous monitoring. Thus, it is considered one of the latest pedagogical procedures which was generated out of a great deal of reflections taking place during the recent years, aiming at transforming the student, the slave, the docile 'object' and the passive recipient, into a primary agent (a learner) in a learning process which is deemed more well-codified (See Appendix "D").

Inevitably, the role of the teacher has been modified accordingly with the criterion which suit the extra freedom granted and prescribed for the learner. So, the teacher has to adjust with his/her new role as a mediator, a facilitator of the knowing and learning process. The teacher, as a result, becomes no more the only, exclusive omnipotent of knowledge; he/she is called the master not only that of discipline, yet also of methodological competencies that allow him/ her to clearly recognize the objectives of the learning process as well as the referential of the competence on which the control of the learning process is based.

Similarly, within the confines of the new procedures, the teacher has to be able to pass on the logic of knowledge, making the process of evaluation a more complete one. This task of evaluation and assessment encloses the diverse practices that concern not only the knowledge. The student's evaluation tends to rely on a set of procedures meant to measure the results of the latter in terms of the grasped knowledge, the deduced comprehension and the acquire competence.

The newly introduced LMD system grants the following:

- **Equivalence:** to hold a degree or national diploma equivalent to international ones

- **Mobility and Motivation:** Algerian universities often cooperate with other abroad universities to make sure the pursuit of studies in foreign universities. It means that students have the chance to go abroad for a study period.

- **ICT's Use:** the integration of ICT as a means of reinforcing teaching as well as learning became essential, as it became the core of modern foreign languages mastery.

- **Autonomy:** to make students, teachers and universities autonomous.

- **Reduction:** To decrease the number of hours: (between 20h and 25h maximum)

- **Reduction:** reducing the students' number per group: to about 20 students

The aspects of License (L), Master (M) and doctorate (D) are as follows:

A- Organization of L, M, and D.

B- Evaluation.

C- Progression.

D- Re-orientation.

The LMD is designed to encompass three levels; Licence (for bachelor), Master and Doctorate. This structure emphasises new features such as:

- The principles of the semester: The studies are ordered and distributed among semester to ease the management of training courses. 6 semesters are dedicated to The License, 4 semesters are referred to as *Common Core.* It should however it is important to note that the students' assessment and progress is annual. The average duration of a semester is between 16 to 18 weeks. The number of hours, during which classroom training takes place, varies from 20 hours for humanities and social sciences to 25 hours for science and technology.

- The teaching Units (UE), taking place each semester, include the courses are grouped into three teaching unites:

    ❖ **Basic Unit:** Includes basic subjects for a given discipline

    ❖ **Discovery Unit:** Relating to the teaching of subjects in relation to other specialties or other disciplines to broaden the academic culture and facilitate reorientation gateways.

    ❖ **Methodology Unit:** Includes instructional materials and methodological tools to assist the learner to achieve its training courses (mathematics, languages, computer retrieval...).

The early mentioned three teaching units are organized to allow both a progressive orientation and specialization adapted to the wishes and capacities of the student, as well as providing possible reorientation gateways to the student. Credit generally comprises between 20 to 25 hours of student work in a given area. The number of credit accumulated for all EU semester is 30.

To conclude, the following scheme summarizes the finite and special architecture of the LMD system as a new reform:

Figure 1.1 Special Architecture of the LMD System as a New Reform
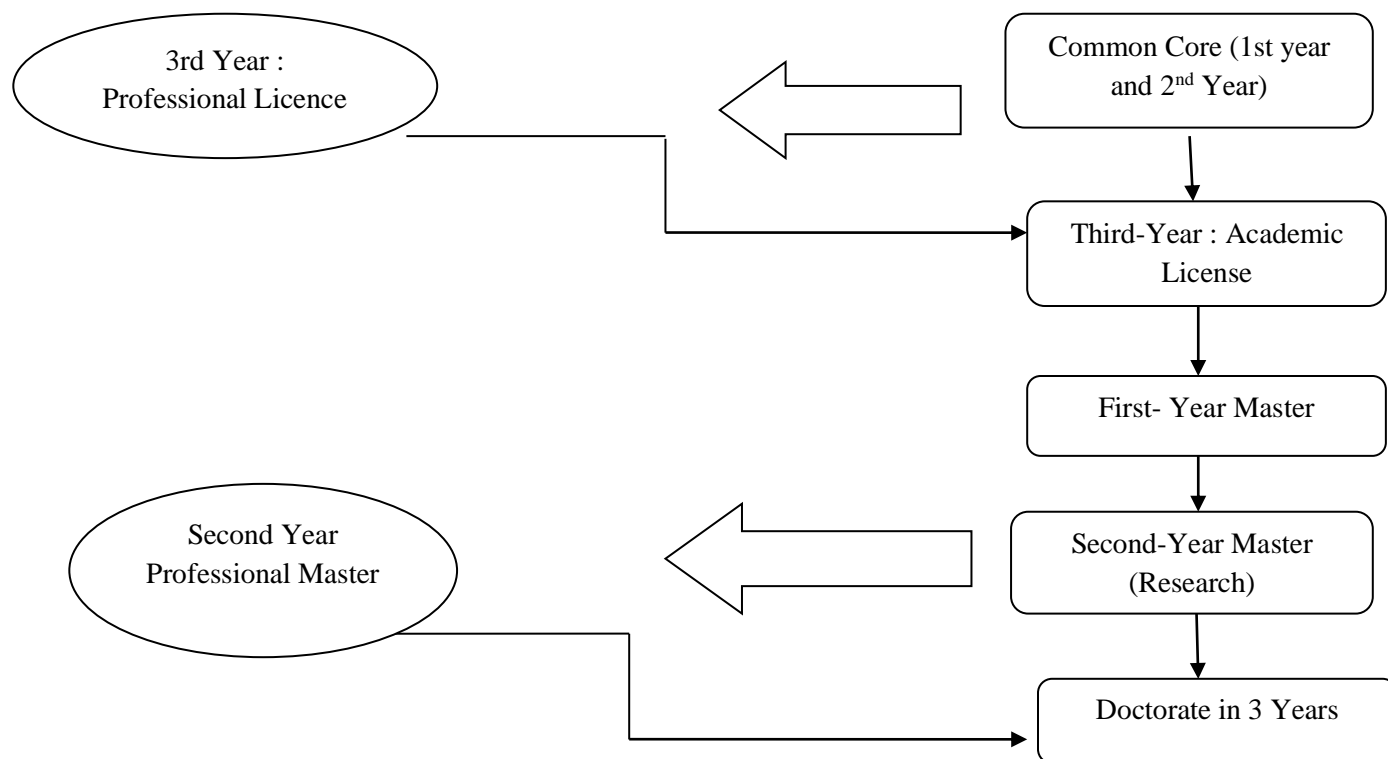
Half-yearly knowledge is evaluated by a continual assessment and/or final exam.

- The publication at the beginning of each semester of the number, nature, duration, level-headedness and the mode of the evaluation tests.

- The second session should be done at maximum in September.

- The compensation is at three levels, a teaching unit, a semester and a year.

- The Principals of improving the performances acquired even for the UE gotten by compensation.

- The Criterion of admission in a superior year with debts.

- The passing from L1 to L2 is allowed with a minimum of 30 credits on 60 and at least 10 credits valid per semester.

- The passing from L2 to L3 by the validation of at least 90 credit on 120 and of fundamental units required.

- The Admission from M1 to M2 is by the validation of 45 credits on 60 and the acquisition of UE pre-required in M2.

- Re-orienting the student to another filed in case of failure.

- The capitalization of acquired subjects and the possible dispense of lectures TD and TP for the non-required subject maters.

- A maximum stay of five years in License and 3 years in Master even after the re-orientation.

Further information about the LMD system's nature within the Department of English is provided in Chapter Two.

In this chapter, as already been mentioned in the general introduction, in order to strengthen and render ELT applicable and successful under the LMD implementation for the sake of proficiency, we rather introduce, at this point, the importance of technologies; in other words, integrating the ICT in classrooms. But first, one must be familiar with what ICT is.

1.8. The LMD System and ICT as A New Pedagogical Requirement

Information, Communication and Technologies (ICTs) have recently became an essential element in the components of modern learning, teaching and specially communication. Nowadays, and more specifically, in Algeria, ICT or Information, Communication and Technologies plays a critical role in our daily lifestyle. Evolution in the field of ICT has started from the 1990s in schools where new technologies of electronics systems have presented to support and grant opportunities and hope to a new improved form of education; to get the greatest deal possible of knowledge in teaching and learning. ICT creates challenges to learners as well as to reach the world at distance.

This research study aims at creating a better understanding to how the pedagogical involvement of ICT as an additional part of reform added to CBA approach and LMD new reform can contribute to improving the quality of teaching and learning in Algerian institutions. The development of the use of ICT I Algerian education would be the main focus of researchers to observe and follow the process of the ICT usage in classrooms.

Additionally, the observation that the researchers' make must also put under the scope the teachers' roles, which is the main pillar in the new reforms made around the world where motivated, skilled teachers are required to make use of the advantages that ICT offers to engage their students in collaborative work to develop their skills and competence in searching and information managing as well as creating projects to contribute to the welfare of education of today. In other words, to contribute to professional development of teaching and learning, and to research and evaluation, that can transform the entire educational system from old to modern days' system.

On this regard, we tend to argument in favor of the idea that the ICT integration in the classroom is a prerequisite to success in the LMD reform system. The starting point to this success must be undergone in schools where CBA is applied. Departing from this belief, we may refer to another point, which is communicative language teaching; i.e.

CLT. The latter now had gained international momentum by all educators and researchers; those who want to identify the new methodologies and techniques that teachers (both traditional and modern) apply in their classrooms, with reference to "communication" as a new method and concept. In order to provide more details about CLT we must first ask the following question:

To what extent is CLT effective in the LMD system? This is a very central question to be answered in order to make a link between the reforms CBA and LMD introduced by the Algerian authorities to get a better teaching and learning foreign languages experience.

1.9. Background to Syllabus Reforms in Algeria

The Algerian educational system can be submitted into two sub-structures: the school system and the administration system. Overall, the school system is segmented into three levels; primary, middle and secondary education. The first two stages are mandatory, known as "Basic Education", whereas secondary school is optional or facultative, Mostly, nursery starts at the age of 4 and then children remain two years before starting primary school.

Primary school is itself also segmented into two rounds. Each round's duration is 3years and at the end of the second round, children experience a national examination called "Primary School Examination". When finishing The Primary School Education, children are usually between the ages of 12 and 13.

The third round starts right after passing the primary school examination, which is known as middle school. After 2003, the three years studies in the third round was changed and extended to 4 years as part of the government's initiative to reform the educational system. At the end of the third round, students must sit for another national examination that allows them to pass to secondary school. Also, after 2003, the name of the examination was changed from "Basic Education Certificate" (BEF) to "Middle School Certificate" (BEM).

Those who had the examination of the middle school are referred to the secondary school (called "Lycée"). The first-year in the secondary consistent of includes a mix of specialist routes which students will progress in the following of education .The educational system offer these specialist roots: First, the Literary Root; which in its core includes studies in Humanities and Social Science, second root include the study of Biology, Mathematics, Physics and Chemistry, and finally, the third root is the Technological one, where students study Applied Technology.

The Baccalaureate examination (BAC) is the end of a three years period of the specialist roots. Passing the Baccalaureate examination is mandatory for moving to a higher education. Once the students pass their BAC, The Ministry of Education in alignment with The Ministry of Higher Education will refer them to study for an undergraduate degree in a specific subject determined by their marks in the BAC. Thus, good marks will give the ability for the students to choose the subjects, on the other hand, yet on the other, lower marks means a referral to other subjects according to available university places. 18 and 19 are the approximate ages for the students when they finish their secondary studies (See Appendix "E") for the structure of the school system.

The ministry in conjunction with other ministries offer alternative roots for the unsuccessful Students in either the middle school examination or the secondary school examination. They have the possibility to either enrol at the training center to gain a vocational qualification or have a distance learning with learning with the National Open School (CNEG), the latter of which offers the same roots as the secondary school and also leads to BAC (see Appendix "E") for alternative roots, education and training. A crucial part to point out is that all education in Algeria is exam-based. Unsuccessful exams mean the incapability for students in progress for further levels. Thus, for examinations in Algeria represent important targets for students who wish to pursue their studies.

Table 1.3 Weekly Hours Arranged by Discipline and Grade. (Duration of Program: Three Years

Levels	Basic cycle			A weekly Cycle			Training Cycle		
	1st year	2nd year	3rd year	4th Year	5th year	6th year	7th year	8th year	9th year
Arabic	14	14	12	9	7,5	7,5	6	5	5
Islamic Studies	_	_	_	_	1,5	1,5	1	1	1
Political education	_	_	_	_	_	1,5	1	21	1
History/Geography	_	_	_	_	_	_	2	2	2
Mathematics	6	6	6	5	5	5	5	6	5
Natural Sciences	_	_	_	_	_	_	3	3	3
Social studies	_	_	2	2,5	4	4	_	_	_
Technology	_	_	_	_	_	_	3	2	2
Manual work	1,5	1,5	1,5	1,5	1,5	1,5	_	_	_
1st Foreign language	_	_	_	5	5	5	5	4	4
2nd Foreign language	_	_	_	_	_	_	_	4	5
Art	1	1	1	1	1	1	1	1	1
Physical education	1,5	1,5	1,5	1,5	1,5	1,5	2	2	2
Total	**27**	**27**	**27**	**27**	**27**	**27**	**31**	**32**	**32**

The Ministry of Education mainly works in parallel with the Ministry of Employment and Training and the Ministry of Higher Education and Research to make sure students shadow appropriate ways for their education and training. The Ministry of Education is the frame in charge of the school system in Algeria, while the other two ministries act as recipient bodies for students after their schooling has finished. The administration labelled in this section is the one under the Ministry of Education.

The structure of the administration section in the Ministry of Education in Algeria can be described as pyramidal. Top-down procedure is the usual way in which different issues are dealt with by administrators at different levels of hierarchy. The Ministry of education is the cradle of all decisions and policy making. It is headed by the Minister of Education who symbolizes the highest authority in the Ministry. In the process of policy making, the Ministry usually refers to the General Inspectorate of Education, which is a department assigned by the Ministry and led by the General Inspector of Education. The General Inspectorate of Education has divisions in all the cities in the country. The inspectors' role is to check the teaching and learning values and to domain the right implementation of policies and processes at the level of schools. All verdicts and policies are then conducted to local Directorate of Education, whose objective is to decipher the policies and to ease their implementation and, thus, to share the necessary human and material resources. The Directorate of Education is headed by the Director of Education, who accounts only for the Minister. At the level of school, the establishment is headed by the Head-Teacher who works in parallel with the Director of Studies, administration and the secretaries to shape the administrative staff. Teachers often have to account for their head-teacher, but also account for their local inspectors at the same time (See Appendix "E") for the structure of educational administrative.

All students study in the current step of the first-year of secondary school the following subjects: History, Geography, Arabic, Islamic studies , Mathematics, Physical Sciences, Information Technology, two Foreign Languages (French and English), Physical Education, Art and Music. Plus, those students take Technical Design, Natural Sciences, and a third foreign language depending on their streams.

During the second year, different weightings counting on their concentration emerge to all student in the same routes. For instance, students studying on the five concentrations from the general education routes are all asked to take classes in Arabic, Mathematics, History and Geography, Islamic Studies, Philosophy, French language,

English language, Art or Music, Physical Education Physical Sciences and Natural Sciences.

There are universities in this governmental establishment; National Institutes for Higher Education. The establishments administered by The Minister of Education produce about 90 % of the bachelor degrees. The remaining establishments are controlled by other ministers. Producing high level man power in order to administer national establishment is within the university education objectives on the other hand, the policy it evolves at fault has caused a failure of translation into technological progress and economic growth.

Hence, Algeria has searched for a system of development, which is limited to the purchase of technology from abroad. In order to provide the necessary manpower for various sectors such as the economic one, the university has made it their main objective to focus on logic of the market and its needs. There aren't any visible signs or marks of a clear vision in regards to the educational system for boosting the scientific and technological research which will, in return, translate into boosting a local science and technology culture that is obviously of the essence for language development. The importance of Technical development and technical culture gathered will have so little or so great consequence depending on whether the educational system is or is not based on it. It also demands for the creation of a network of links between the educational system, research centers and the industry.

In hopes of bringing stability to the country, a process of peace and reconciliation was initiated in the early 2000s. This was preceded by a period of political unrest in the 90s; which was described by the press as "*a civil war*" (Sweeney, 1997). A chain of political and economic reforms were accordingly launched to meet the objectives rudimentary to the process of rapprochement. As a crucial component, for any political and economic prosperity seen by the Algerian government, these reforms strongly involved the sector of education (Toualbi-Thaalibi, 2006, Tawil, 2006). The

Ministry of Education (2006) noted for instance that "Recent social changes that were triggered by the new political and economic versions of our country, the need of the Algerian society for development and progress, the opening on the world through modern technology, lead us to define new strategies..." This cannot be achieved without a full reform of the educational system. (p.17-18) [Translated from French].

The need for reform also emerged from the political efforts of Algerian leaders to adapt to globalization due to the concept taken that globalisation had a destined impact on new innovations of education in the world   (Tawil, 2006; Toualbi- Thaalibi, 2006). This initiative was paralleled by a series of meeting between Algerian and UNESCO officials, leading to a contact signed on 2nd October, 2003; in which the UNESCO accepted to fund these educational reforms (Tawil, 2006). In the period of 2003 and 2006, a series of meetings and seminars, held by Algerian and UNESCO officials to follow the project called the Program of Support for the Reform of the Algerian Educational System (PARE), the progress of these reforms was assessed and future directions were put forward (Tawil, 2006). Other international agencies also contributed to the funding of the project; among which were the French Agency for Development (AFD), the European Union, and the United States Aids.

In this respect, The National Commission for the Reform of Education was anointed by the Algerian government (CNRE) in 2000, the objectives of which was to assess the current conditions of the educational system and to provide some recommendations on the necessary reforms in line with the country's new philosophy of democracy, rapprochement and economic development.

The CNRE gave their report back in 2001 which confirmed the need to reform the educational system in order to meet the challenges of the 21st Century (Tawil, 2006). The CNRE report showed mainly a deterioration of the education system reflected primarily in: a) a descent in the number of students who pass their national examinations, b) a growth in the proportion of students who retake their levels, and c) a significant

proportion of students who quit school before the age of 16 (Tawil, 2006). Moreover, the committee raised concerns over the quality of teachers who were criticised for not having the necessary teaching qualification to take on their jobs in an effective way (Tawil, 2006). Thus, the suggested syllabus reforms centered round three platforms:

➢ Platform 1: the structure of the school should be reformed by: a) inserting a pre-school level for 5 years old pupils, b) reconstitution the duration of primary school from 6 to 5 years, and middle school from 3 to 4 years, and c) reconstituting the post- compulsory education in secondary school (Lycée) into three streams: general, technical and vocational.

➢ Platform 2: improving teacher training which involved: ameliorating the knowledge and skills of teachers and inspectors, and b) synchronizing and assessing teachers' training and development.

➢ Platform 3: Improving teaching syllabuss and textbooks which involved: a) developing and presenting new teaching programs for all school levels, b) offering and assessing new teaching resources and materials, c) introducing new teaching approaches to meet the programs' aims, and d) scheduling systems for information and communication technology in school.

Thus, a new syllabus based on a socio- constructivist method to education which considers learning and teaching as a procedure of social construction based on interaction and critical reflection, was therefore presented to the Algerian educational system in 2003 (a further amplification on the new syllabus will be viewed in chapter three). New teaching syllabus, textbooks and teaching materials were planned to meet the aims of the reforms, in addition to teacher improvement programs; which were carried out to allow teachers to be familiarized to new syllabus (Le Soir d'Algérie, 20/12/06).

The government appeared to be pleased with these reforms, as it feels optimistic towards the future of education in Algeria (Le Jour d'Algérie, 2007), although this fulfilment does not seem to be shared by teachers and students. Teacher, for instance have

expressed their dissatisfaction about syllabus reforms by forming strikes. Students have also chosen strikes and demonstrations to complain about "education reforms they claim are unreasonable" (Maghaebia, 21/01/08). In fact, a series of studies directed by the Ministry of Education (Ministry of education, 2006 b) as a preliminary evaluation of the project showed that these reforms have not been met with great passion by teachers, parents and student (Toualbi, Thaalibi, 2006). However, these studies did not make the reasons clear and the reasons behind this absence of passion. Through the current study I intend to find some potential answers to this educational phenomenon from the view point of teachers. We, Thus, endeavor to investigate a sample of teachers' beliefs about syllabus reforms to check whether the Ministry's finding were applicable to my sample, but and most importantly, we attempt to clarify how teachers' beliefs affected their conceptions towards syllabus improvement. Thus, the need to handle the current study was, in my regard, timely and suitable to the current situation since it strives to provide, although in a modest way, to the finishing point of a more puzzling enigma on education in Algeria.

It was precisely in 2005 that the Algerian school saw a new educational system. What should be stated in this new system is that students have studied the four years of English offered by the new Middle School has already accustomed with the Competency Based (CB) teaching and the learner Approach (A). As it is known, proficiency refers to an individual's displayed knowledge, skills or abilities (KSAs) perform to a specific standard, it is the combination of KSA. Nary Luz Escobar Batz from Lima stated in 2000 that: "*Complex abilities composed of intellectual and procedural attitudes and skills, which enable an efficient performance in daily life and at work.*"

There was also a misperception existing between the term ''Competency'' and "Ability" Nary Luz Escobar Batz from Lima considered that the latter means: "**To know how to do something**" and the former means "**how to act**". However, some other ones like Xavier Rogers from Liovian –La Neuve, Belgium said that linked with the subject, or

with the subject field, competency is not how to act but how to solve in this category of problems.

Many of John Dewey's ideas have had great effect on modern education. Some important truths in this connection are:

Nowadays, one of the significant aims of education is the teaching of the democratic standards. Dewey maintained on developing social qualities in the child. In modern school, these objectives of education have been accepted as valid.

The greatest influence of John Dewey's ideas is seen in the methods of education in more recent times. He proposed that education should be grounded on the child's own experience, and also, that the methods of teaching should differ; rendering to the interests and fondness of each individual child. These ideas prejudiced modern teaching methods and led to active teaching in schools. One such school is the Activity School. The project method is also a result of Dewey's ideas. Even in the other schools, notice is given to the values of child psychology, which guide the educator in making an atmosphere fitting for developing social consciousness in the educated.

The influence of John Dewey's idea on the subject of syllabus led to the presentation of manual skill subjects into modern syllabus. Distinct importance is now being linked to multiple sorts of games, objects, the use of particular tools and implements… etc. In choosing the subject to be taught, attention is now shifted towards the individual interest and capabilities of the child.

As a result of Dewey's theorizing on the subject of discipline, now the students are delegated with much of the work completed in the school. In this way, the students are equipped with self-controlled and democratic citizenship. Apart from this, once the students have to face accountability, he is obliged to think scientifically and reason out things for himself.

John Dewey's thinking and ideal also leads to believing in universal and mandatory education. Education sets at the improvement of personality. Thus, every individual needs to be given the chance to improve his personality through education. The current pressure on the scientific and social leniency owes much to Dewey's influence. He pointed that education was social requirement; in that, it was no simply a preparation for life itself. It was meant for the improvement of both the individual as well as society that leads to the comprehensive development of the individual.

1.10. Political History of Foreign Language Education in Algeria

The condition of foreign language teaching in Algeria is linked to past socio-political and historical events. The history of the country can be divided into five main periods: the colonial period (1830 - 1962), the post-independence period (1962 –1979),the economic-liberal period (1980-1991), the political crisis period (1992-1999), and the national reconciliation period (2000- present).

1.10.1. The Colonial Period (1830 – 1962)

During the colonial period, France's educational policy was mechanized towards reaching what they called their "*mission civilisatrice"* (Murphy, 1977), the procedure of which was to impose a change in Algerian's culture and language, and consequently to integrate Algerians into the French culture (Djite, 1992; Murphy 1977). Thus, the general educational policy was to span the French languages as a national and official language (Murphy, 1977), whereas the status of Arabic was deteriorated and marginalised (Ennaji, 1991; Ezzaki and Wagner, 1992). France closed all community schools, where Arabic was taught and presented Arabic as a second language in some schools (Ezzaki and Wagner) 1992. It also designated some Algerians were known for their loyalty to the French and offered them the chance to join French school, while other indigenous were not allowed to access education (Chaker, 1997; Walters, 1997). Nevertheless, in 1931 a group of Arabic-educated Algerian teachers succeed to set up some clandestine schools where they taught Arabic literacy and Islamic Sciences, but they also used the school to

extent nationalist and anti-colonialist ideologies (El Zein El Tayeb, 1989; Djite, 1992). This, in consequence, paved the way to a revolution on 1st November 1954, and later independence in 1962. (Hence, to conclude this period, French was the official language of education in Algeria while Arabic was marginalised.

1.10.2. The Post-Independence Period (1962 – 1979)

The post-independence Algerian governments had a socialist orientation with a one-dominant political party (Malley, 1996). Education was free and mandatory for all Algerians and a process of Arabisation of the educational system commenced. The aim behind the Arabisation policy was, according to the government, to re-establish Algeria's Arab Islamic legacy (Mize, 1978) and to strengthen Algeria's strategic position within the Arab World (Malley, 2006). However, although Algeria maintained political independence it hanged on greatly to France in many sectors mainly in sciences and technology (Hayane, 1989). Thus, this period was illustrated by a bilingual educational system. French language was used in the teaching of science and technology, whereas, Arabic was employed in the teaching of the social sciences.

Two immense events marked this period in terms of English language teaching: in 1969, when a General Inspectorate of English was founded, and the second in 1972, when the government determined to "Algerianise" (Mize, 1978) the English teaching textbooks and methods (Hayane, 1989). In terms of provision of teachers, the Ministry of Education relied heavily on external support from all over the world to counterweigh for the absence of teachers, while at the same time it began the procedure of rapid enrollment and training of previous Algerian teachers. Primary school teachers were proposed teaching positions without any formal training, middle school teachers had to do a one year guidance course at the Institution of Education (ITE), and secondary school teachers had to do a three year teaching degree (called "Licence").

1.10.3. The Economic-Liberal Period (1980 – 1991)

In this period, the government's political and economic policy altered to be politically liberal and economically open towards the West. Its first task was to expand the Algerian economic market beyond the French market, to other countries in the world, primarily to the UK and the USA. Consequently, the 1990s, for instance, viewed an increase of American and British investments in Algerian oil and gas industry (Kheir Allah, 1997; El Nather, 1997).

The government sustained its policy of Arabisation of the education sector. Arabic turned out to be the main language of instruction for all syllabus subjects and French was made a foreign language beginning in the fourth year of primary schools. English was taught from the second year of middle schools. Teacher preparation courses were also transformed and extended to 2 years at the ITE for primary and middle school teachers and to a four years Licence degree for secondary school teachers. By that time, the number of Algerian teachers has augmented to surpass the number of expatriates. This period also has seen the opening of more Departments of English in universities and the design and publication of Algerian-made English language teaching textbook and learning materials.

The most significant event in that period remains the process of political, economic and educational reconstructions. Politically, a new constitution, which allowed political pluralism, was embraced and many political parties were created. Economic reforms involved the inspiration of private businesses and investments, and many people turned to importing from China and Dubai. Another economic policy was to support tourism in Algeria and to offer a potential labour force that speaks foreign languages. Thus, the need to use foreign languages was compulsory to meet the above economic objectives. The government progressively trained foreign language teachers and inspectors. It launched more departments of foreign languages at universities throughout the national territory. Educational reforms also involved the appointment of the National Commission for the

Reform of the Educational and Training System in January 1989, the reason of which was to get all educators, students and parents concerned in these reforms. Thus, working groups were founded at the level of each educational establishment to discuss and to write a report on ways to ameliorate the educational system, before each report was adopted by the National Commission. That was viewed by teachers as a big milestone in the history of the Algerian education. A report was then presented to the government in May 1989. One significant point to note in this report on foreign language teaching is the fact that the majority of educators and parents wanted English to be taught in primary schools instead French (Ministry of Education, 1989). Suddenly, a civil war broke out in early 1992 after the government cancelled legislative elections where Islamists won by a wide majority (Fuller, 1996; Ciment, 1997). The army supported the government and declared a state of emergency and the country went in a phase of political and economic unrest (Fuller, 1996; Ciment, 1997). The educational reforms were therefore frozen until a further notice.

1.10.4. The Political-Crisis Period (1992 – 1999)

This period is characterised by the country's internal instability because of the political and ideological conflicts, which led to an armed confrontation in 1992 between the Algerian government on the one side, and on the other side, Islamic armed groups (Fuller, 1996; Ciment, 1997). This was described by the foreign press as a civil war in which more than 100,000 Algerians have been killed from both sides (Sweeney, 1997). My reconciliation attempts have, in fact, been tried, but with no success.

Some important events took place during this period. Arabic was re-confirmed in the 1996 constitution as the "only" national and official language and that by law it had to be generalised and used in all state sectors by July 1998 (El-Hayat, 1996; Al Ahram International, 1996 Grandguillaume, 1997). The Law also stated that it was, however, passed at the expense of minority language, namely Berber, whose language proponents viewed the Arabisation policy as unfair and undemocratic (Congres Mondial Amazigh, 1997). Another Important event was that the government introduced English as the first

foreign language in primary schools instead of French (Campbell, 1996). In 1993, English was introduced in the fourth year of some pilot primary schools, before it was generalised throughout the national territory in early 1995. This was a considerable change in the history of foreign language teaching in Algeria (Daoud, 1996; Campbell, 1996).

1.10.5. The National Reconciliation Period (2000 – Present)

This period is generally characterised by a return to some political and economic stability. A peace and reconciliation process was launched by the government to encourage the Islamists to surrender their weapons in exchange of general amnesty. Consequently, political pluralism was again encouraged towards establishing democracy. Economically, Algeria witnessed a return of massive foreign investment in all economic fields, including private schools and training institutes, although it is acknowledged the bureaucracy remains a hindering element at all levels of the different Algerian ministries (Bouakba, 2006).

The most important event in this period is the recent educational reforms that have been taking place since 2003. The government appointed a national commission (CNRE) in 2000, which included educators and politicians, the task of which was to evaluate the current situation of the educational system and to provide some recommendations on the necessary reforms in line with the country's new philosophy of democracy, reconciliation and economic development. The CNRE gave their report back in 2001. In report, it was, for instance, recommended that the length of middle school be extended to four years instead of three years. As far as foreign language teaching is concerned, French was reinstated as the first foreign language taught in the 2nd year of primary school. English, however, was taken back from primary school level to be taught in the 1st year of middle schools. (Table 1.4. provides a summary of these reforms).

Table 1. 4 New Structures for Foreign Language Teaching In Algeria

	Primary **(6 years – age 6 – 11)**	**Middle** **(4 years –age 12 – 15)**	**Secondary** **(3 years – age 16 – 18).**
French	Year 2 to Year 6	Year 1 to Year 4	Year 1 to Year 3
English	Not taught	Year 1 to Year 4	Year 1 to Year 3

Following these reforms, new syllabuses for English and French teaching introduced, new textbooks and teaching materials were designed, and teacher development programs were initiated to enable teacher of adapting the new curriculum.

1.11. Conclusion

This theoretical chapter has presented some of the definitions and findings by researchers and methodologists on language. It is the fact that the mastery of the former by its users is an important impetus to feed the factors of solidarity, membership, identity, and thought emancipation of a society. Language is also that space in which and through which the same numbers express themselves and realize their development. Once the problem of language is solved within a community, its people will be automatically active participants in whatever concerns their environment. As well as, when we study historically the ways in which education and thus educational systems came to be shaped and developed, we realize that they depend on multiple factors: religion, political organizations, the degree of science development, etc.; if we remove them from these historical causes, they become incomprehensible. Education is not an inviolable and universal reality which, identical everywhere, would produce the same effects. An educational system is a social and historical reality, closely linked to national, economic, social, political and cultural conditions in which it developed and is often keeping on transformations. An educational system is neither autonomous nor universal. Rowlinson's

argument is enlightening in the sense that it is society that establishes the content of education: the forthcoming chapter, entitled "The Algerian University", would attempt to give the character of the Algerian education. It will examine the historical, social, and political contexts in which the Algerian university developed, the transformations it has undergone, and the states it has reached presently.

Notes to Chapter One

1- Alexander, L.G. would be known in Algeria for his textbooks used by secondary school pupils. The textbooks will be dealt with in Chapter Five.

2- Michel Harbart, gives the figure of one hundred schools for the city of Algiers, against 86 for Constantine and 50 for Tlemcen; it reports the existence in 1830 of ten universities spread across the Algerian territory.

3- Elementary education was in 1830 at least as widespread in Algeria as in France. There were reading and writing schools in most villages and douars.

CHAPTER TWO

Situation Analysis and Research Method

Situation Analysis and Research Method

2 .1. Introduction

The present chapter gives an idea about the functions of universities in general. Thus, the researcher has tried to take the Algerian University within the LMD System as a case to be studied and investigated. Then, the objectives of the Department of English at Djillali Liabès University of Sidi-Bel-Abbès are evoked. The status of the English modules and teachers' methodology. In the last of this chapter, the research instruments used for data collection are presented and described. The main purpose of universities should be borne in mind. For instance, in Europe, the first universities such as the Sorbonne in France and Oxford in Great Britain appeared in the middle Ages. For the Arabo-Islamic world the first universities were Al Qaraouiyine University of Fes in Morocco during 859 and Al Azhar University of Cairo in Egypt during 970 too. There were places in which scholars should gather together and spread their central messages; they were not meant for students. This preliminary purpose is still strongly present. The vocation prospects for academics depend entirely on the research they produce: no account at all is taken of their ability as teachers or their competence in transmitting the different skills. At a later stage, universities developed into places where advanced knowledge was disseminated.

Recently, they have become the approximately systematic next stop for baccalaureate-holders, who often lack the motivation and aptitude for higher studies and whose sole concern and a perfectly justified one at that is to get the training that offers the best possible guarantee and assurance of employment upon achievement of the course. In addition to their originality functions of producing and disseminating advanced knowledge, universities nowadays are being called upon to complete or to act in accordance with a new mission, particularly that of a correspondence between the output of the higher education system and employments requirements and necessities.

2.2. The Linguistic Situation in Algeria

It is known that, Algeria was invaded by people from many countries and it was profoundly influenced by their civilizations (Phoenicians, Romans, Byzantines Arabs, French and Turkish). It was first invaded by the Phoenicians, then by the Romans in

146 B.C. who settled for practically seven centuries, then it became part of the Byzantine Empire in 534 A.D. with the countries of North Africa. Al in all; the arrival of Muslim Arab conquests were in the 7th century. The country came under the Ottoman Empire in 1518. The Turkish rule kept in in Algeria until the French conquest in 1830. By 1848, the French administration declared Algeria as French territory.

After France took over the entire country, the French administration declared the French language as the only language of administration i.e. the official one. After that, in 1938, the French passed a law making Arabic a foreign language. Thus, French became the official language and the French occupation lasted one hundred and thirty two years, until Algeria gained its independence on the 05th of July 1962.

To have an obvious image concerning the Algerian sociolinguistic situation, light has to be shed on the three languages that are used in its territories which are Arabic, French and Berber. It was initiated in the late 7th century and early 8th century by the great conqueror Okba Ibn Nafi whose introduction of Islam powerfully altered the character of the area, bringing with it a new language with new sociolinguistic rules. At the present time it is classified into three varieties: classical Arabic, Modern Standard Arabic and Algerian Arabic (The Colloquial).

a. Classical Arabic: It is the language of Quran and Islam. It is very consecrated and highly respected. It is the form of Arabic language used in literary texts and it is based on the Medieval dialects of Arab tribes.

b. Modern Standard Arabic: It is the direct descendent used nowdays all over the Arab World in writing and in formal speaking, for instance, prepared speeches, some radio broadcasts, and non-intertaining content. This form of Arabic Language results from the modernity of the classical one to meet human requirements and demands. In short it is the language of formality, culture and writing.

Following the independence, the Algerian nationalists adopted the slogan: "Islam is our religion, Algeria is our mother country, Arabic is our language",

a slogan promoted by Abdelhamid Ben Badis, one of the founders of the learned men association.

MSA was declared as the national and official language in approximately all sectors: educational, political, cultural and economic. For Nationalists, Arabic was considered as the most crucial means of communication without which Algeria would undoubtedly lose its identity. Thus, in order to keep this identity and culture, Algeria began a campaign of Arabisation in different public fields especially in Administration and Education. The main target of the Arabisation policy was to remove French from its colonial position as the prominent and dominant language in various formal settings. Many laws were passed insisting on Arabisation and the status of Arabic as the formal language. One of the latest laws is which excluded the use and practice of French in public administration, education, hospitals, and economics sectors, it was issued on January 1991.

c. Algerian Arabic (AA): it symbolizes the dialectal Arabic also named "El ammiya" or "eddaridja", the majority of the Algerian population have it as their mother tongue. The latter, has only an oral form and is used in all daily life situations. Its vocabulary consists of a large number of words from French, but also few from Turkish and Spanish. The borrowings are considered as part of the mother tongue system by the Algerian population.

In addition to the Algerian Arabic, Berber has been able to endure regardless of its oral form. The ancient Berber scripts are given the appellation of Tifinagh, i.e. the divine words. Brahimi stated that: "*Berber is spoken in a number of African countries including Mali, Niger, Mauritania and Morocco*" (2000). In Algeria, it had four spoken dialects which are: Kabyle spoken in Kabylia, East of Algiers, Shawia in the Aures, South East of Algeria, Mozabite in the Mzab and Tamashekt in the Sahara. On April 10th, 2002, Tamazight was recognized as a national language, and started to be promoted in all Algerian institutions. Currently, Berber is taught in schools and universities in Tizi Ouzou, even TV and Radio programmes are broadcast in Berber.

132 years of French colonialism remoulds the Algerian culture along French lines. Thus, the French language played a vital role in the country and got prestigious positions in almost every field. In reaction to the French cultural and linguistic imperialism, leaders of the war of Independence (1954-1962), and the government decided to restore the Arabic language and recognized it as the national language in order to revive the country's identity and culture of the newly Free State and population. Hence, in the late 1960's, President Houari Boumediene's government decided to promote the Arabic in administrations and even education. As a result, many decrees, laws and ordinances were enacted. In 1965, French is recognized as a "Foreign Language" by President H. Boumediene, he stated:

> The Arabic language cannot suffer from being compared to another language, whether French or English, because the French language was and will remain what it was in the shadow of colonialism, that is that is, a foreign language, not the language of the masses . . . the Arabic language and the French language are not to be compared, the latter being only a foreign language which benefits from a special situation due to historical and objective considerations that we know.

Here, the president focused on the fact that "the Arabic language cannot bear to be compared to another language, moreover French or English, because French was and is still in the shadow of colonialism, i.e. a foreign language and not the language of the masses. The Arabic and French language cannot be compared, because French enjoys a special position because of historical considerations and objectives.

First, Arabic was slowly, but surely introduced in schools starting with the primary school. It was only in the 1980's that Arabic began to be introduced as the language of instruction in some grades at the secondary level. One hand, French was still the main language of instruction in universities since it constituted the medium of modernization, science and technology. On the other hand, French makes the access to Western business and economic advance easier. It is worth mentioning that the strategy of Arabization has partly failed in reaching its objectives. Yet, Algerian

speakers are bilinguals, i.e. speaking French and Arabic. This use of French and Arabic made of Algeria a bilingual country.

In the universities, Arabisation started in the year 1970 when Mohamed Seddik Benyahia was minister of higher education. Commissions were set up on October 12, 1971, to develop an Arabisation plan (Grandguillaume 1983). The Arabisation process was gaining ground at the university level, and courses in Arabic were opened to teach terminology to students in various fields and disciplines. However, if Arabisation was totally achieved in both primary and secondary levels, such was not the case in universities, where Arabisation was: **Integral** in literature, history and pedagogy; **Partial** in geography, law, journalism, sociology and psychology; **Non-existent** in scientific and technical specialities such as medicine, the hard sciences and engineering, where French had acquired a position of paramount importance since it became an essential and omnipresent tool of teaching. Despite linguists' efforts to modernise Classical Arabic, it remains relatively unable to replace French in such departments, which have strongly resisted Arabisation campaigns.

2.2.1. Managing Multilingualism in the Algerian Education

With regard to Arabic, while the Algerian teachers could make themselves understood by the pupils, the Eastern volunteer teachers had no common language in which to communicate with their pupils. This was the case with the Egyptian primary school teachers sent to the Berber region, when pupils mistook their Egyptian dialect for classical Arabic. Added to this diversity of teachers was a corresponding diversity of teaching methods, even though all methods shared the common feature of being based exclusively on memorization, modeled on the method taught in traditional Koranic schools, which had been designed for pupils to learn the Koran by heart. Why was a modern form of Arabization not adopted in Algeria, as in Tunisia a few years earlier, which continues today? It was introduced by French-trained bilingual teachers of Arabic who had passed the aggregation (France's highest competitive examination for teachers). Similar qualified personnel existed in Algeria, but they were excluded by a clan of Arabists trained in the Arab countries who, in December 1963, replaced the former Arabic university degree with a monolingual degree modeled on that of the

Middle Eastern universities. After a prolonged battle, it was hard for the modernists to oppose an open model, and there was no Bourguiba in Algeria. So, from the start, the training of teachers of Arabic was dominated by this traditionalist, religious, monolingual current of thought.

What is known from the meaning of diglossia is that this latter is considered as a mixture of two varieties of the same language, one form is considered as high and the other as low. In other words, diglossia is a situation where a high variety H and a low one L of the same language co-exist with the same speech community for different purposes. These varieties are in complementary distribution. The high variety used in formal setting and the low one serves daily use. Ferguson Charles describes diglossia as follows:

> Diglossia is a relatively stable language situation in which, in addition to the primary dialects of language.(which may include a standard or regional standard),there is a very divergent, highly codified (often grammatically more complex)superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period in another speech community, which learned largely by formal education and is used for most written and formal spoken purposes but it is used by any sector of the community for ordinary conversation.
>
> (1959:16)

Ferguson viewed diglossia as a kind of bilingualism in a given society in one language is the high variety H and the other, which belongs to the same language in the low L variety. Ferguson (1959) speaks of H as 'superimposed' because it is normally learnt in a formal setting i.e.; the school institution, unlike L which is learnt in the family and neighborhood environment. Indeed, this phenomenon of diglossia is not particular to CA. Diglossia as a term was firstly introduced in 1885 by Emmanuel Roidis in the purpose describing the situation of Modern Greek (in Boyer et al, 1996:118). Monteil (1969) believes that diglossia not to be exclusively related to CA. Practically, all language shaving a written historical, and cultural patrimony have their patois, their dialectal forms one region to another. What is practically exceptional to

the Algerian case is that the low varieties are not closely related to H as in the case of many Arab countries such as Syria, Egypt…ect. Illiteracy is considered as the main factor which maintains the gap between H and L variety.

Bilingualism is the ability of an individual to fully master two language systems and their frequent use. People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

Figure 2.1. Bilingualism Charecteristics
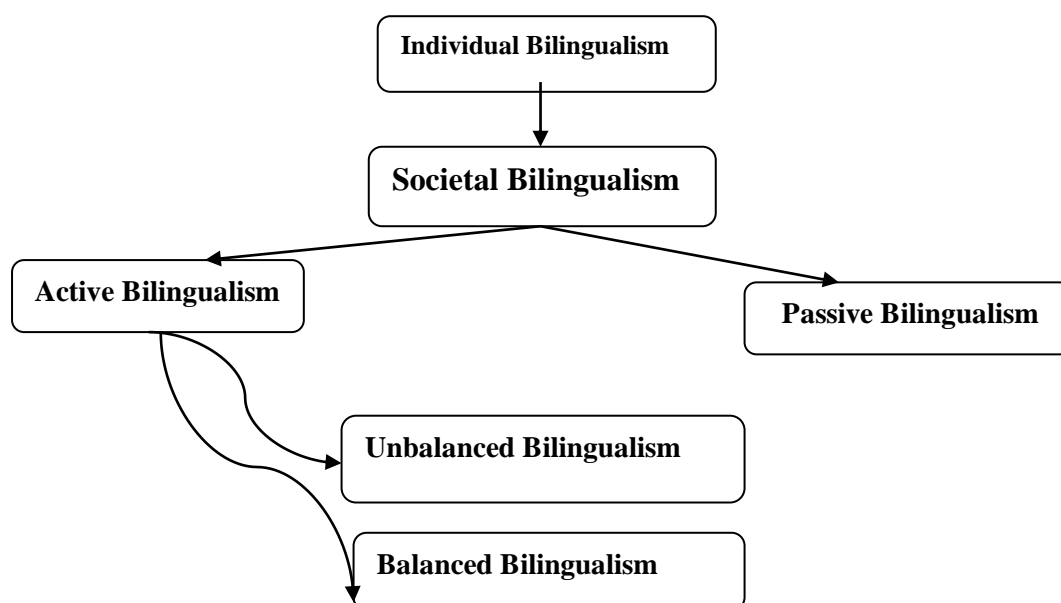
Algeria is considered as a bilingual country. It is so, because of the co-existence of two languages: Arabic and French. The latter is still playing a crucial role in the Algerian society. Moreover, the use if Berber in some Algerian speech community makes Algeria a multilingual society as it was stated by Bloomfield : "*If individuals possess two languages and can function reasonably and effectively in producing and perceiving both, they are considered bilinguals*" (1933).

What intrigues is that all Algerians, even illiterate people, do use and understand a least of words from MSA or French in their everyday conversations. Moreover, many French borrowings, adapted and even non-adapted can be observed in

the speaker's speech, principally in urban areas. Furthermore, even if MSA is spread in education and has replaced French in almost every educational level, French continues to be used in many fields such as: economy, finance, and mass-media.

Up to 1970's, bilingual sections juxtaposed Arabised sections. Europeans worked with Arabic teachers for many years. Algerian teachers gradually became the majority and were divided into Arab speakers and French speakers, leading to a conflict between modern and archaic systems. Bilingualism decreased because of the authorities' Arabization decisions and the break called for the training of French teachers in the late 1980's. As a result, French was no more taught. Thus, education became monolingual.

Multilingualism is the condition of being able to speak several languages. It can refer to either the language use or competence of an individual or to the language situation in an entire society. A familiar definition of "Multilingualism" would be according to Van Overbeke: **"competence in more than one language".** However, a distinction between "official" and "De facto" multilingualism must be done. International migration and the spread of international languages are considered to be the factors behind the creation or emergence of the societal multilingualism. The latter has also benefits which are cited in the table below:

Table 2.1 The Benefits of Multilingualism.

Cognitive benefits	Enhanced thinking skills (metalinguistic awareness, creativity, sensitivity to communication).
Social benefits	Integration, appreciation of other cultures.
Personal benefits	Marketability of bilingual skills, government and Business-recognized need.
Psychological benefits	Psychological well-being, self-confidence, sense of belonging, enhanced identity with roots.
Communicative benefits	Multiliterary ability to access wider spectrum of literature and a wider communication network of family and international links.
Cultural benefits	Greater tolerance, less racism, increase of intercultural awareness.
Academic benefits	Impact on other subject being, the ability to read in other languages is correlated with wider achievement in other curriculum areas.

Code-switching is the phenomenon of alternating between two or more languages during spoken conversation. Some researchers refer to it as code mixing. In spite of the fact that many linguists dealt with code-switching, no crystal clear definition has been given till now. Generally, code-switching is defined as the use of two or more linguistic varieties in the same conversation. Sridhar argues that: "*when two languages exist in a community, speakers switch from one language to another. This phenomenon, known as code-switching, has attracted a great deal of research attention in the last two decades*" (1996).

Code-switching came as a result of bilingualism and diglossia; as speakers switch from one language to another because of the existence of two or more languages in a community. According to Gumperz, code-switching is *the juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems* (59). Code-switching takes place not only between languages, but also between dialects of the same language. Myres-Scotton refers to the term as the *alternations of linguistic varieties within the same conversations* (1). As a support, Nilep defines code-switching as follows:

> Code switching is the practice of selecting or alternating linguistic elements so as to contextualize talk in interaction. This contextualization may relate to local discourse practices, such as turn selection, or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge of society and diverse identities.
>
> (2006: 19)

Bloom and Gumperz introduced two patterns of CS, named "situational CS" where the speaker switches languages to realize a particular communicative purpose, a switching predisposed by the topics of the conversation and not by the social situation. In 1976, Gumperz developed this concept and introduced the term "conversational CS" when the speaker switches within a single sentence. Myers-Scotton further develops Gumperz dichotomy and presents the model which considers social motivations behind the choice made by speakers in terms of choosing codes. The conclusion is that speakers choose the unmarked choice when interacting.

Code-switching and code mixing are considered as being the most widespread modes of interaction among bilingual speakers. Hudson defines code mixing as: "*a kind of linguistic cocktail, few words of one language, then few words of the other, then back to the first for few more words and so on*" (1996). As a consequence, it is very difficult to differentiate between code switching and code mixing. Some linguists regard them as not different and that they can be used interchangeably.

The most intriguing question is why do speakers switch between languages during their speech? Peter Trudgill argues that: "*the same speaker uses different linguistic varieties in different situations and for different purposes*" (2000). Below are given examples to transmit the aforementioned meanings:

- To appeal to the literate.

- To appeal to the illiterate.

- To convey precise meaning.

- To ease communication, i.e. utilizing the shortest and the easiest route.

- To capture attention, i.e. stylistic, emphatic, and emotional.

- To emphasize a point.

- To communicate more effectively.

- To identify with a particular group.

- To close the status gap.

- To establish good will and support.

Moreover, bilingual speakers switch codes to express solidarity and unity with a particular social group or to exclude someone from the conversation.

Language structure can change, even in its pronunciation, morphology and lexis. When comparing old and new words, a lexical substitution is noticeable. Several words in L variety are found in the H variety. In the case of Algeria, people borrow words from either MSA or French and are then adapted to the local variety. The table below will illustrate the proximity that exists between L and H varieties:

Table 2.2. Illustration of the Proximity between MSA and AA Vocabulary

MSA	AA	Gloss
[dArAbA]	[drab]	'He beat'
[dAUAlA]	[dUAl]	'He entered'
[7A:ˈA]	[7A]	'He came'
[bNnt0n]	[bBnt]	'a girl'
[ˈAnf0n]	[nN:f]	' a nose'
[kAssArA]	[kAssAr]	' He broke'
[wAlAd0n]	[wBld]	' a boy'

We observe that words of MSA and of AA are fairly similar. The French borrowed words that people use also became part of their lexicon. Examples are provided in the table below:

Table 2.3. Words Borrowed From French

French :	AA:	Glossary:
Stylo	[stilou]	"a pen"
Chaise	[koursi]	"a chair"
Automobile	[tomobil]	"a car"
L'école	[likoul]	"school"
La porte	[lbab]	"the door"
La fenétre	[el taka]	"the window"

In daily conversations, speakers may use words from other languages in order to express themselves better; because they do not find the equivalent of these words in their mother tongue. Borrowing is defined by Bernard Spolsky as: "*The switching of words is the beginning of borrowing, which occurs when the new word becomes more or less integrated into the second language*" (1998)

Borrowing involves mixing languages at the level of language-systems as opposed to code switching and code mixing. Hudson asserts that *borrowing involves mixing the systems, because an item is borrowed from one language to become part of the other language* (1996). Borrowing is the appropriation of one single word, they are

called loan words. The latter are adapted to the speakers' mother tongue and native language. They may be lexical (loan words) or loan translations (calque) or structural which is concerned with phonological, morphological and syntactic borrowings. In Algeria, French has become extremely present in the daily life of Algerian speakers. French words such as: college, l'automobile, cahier, la maison, stylo, tablier, have become part of the AA. Some other loan words are borrowed from Spanish and English: "bye-bye" and "week-end". Hudson R. A. states that:

> One reason for using a word from such a language is to pretend, just for a moment, to be a native speaker with whatever social characteristics we associated with the stereotype. Another reason, of course, is that there is simply no other available word, in which case the link to the country may be irrelevant, or at least unintended.

(1996:55)

Consequently, all languages borrow words from other languages with which they come into contact, and particularly for the shortage of vocabulary items in the recipient language so that borrowing becomes a linguistic requirement if new concepts and their corresponding linguistic substances do not exist in the native language.

The aim behind teaching Arabic was to substitute the foreign spoken languages with the classical Arabic. On the basis of pedagogy of error, Arabic instruction's aim was to get rid of the spoken languages and replace them with an artefact language that is not a language in everyday use in any Arab country. A number of Algerian intellectuals analyzed and denounced this teaching approach designed to make children feel guilty about their mother tongue. Malika Boudalia-Greffou revealed that it was modeled on a scheme for teaching slightly retarded and mentally deficient people whose education needed to be simplistic and repetitive, with few nuances. Khaoula Taleb- Ibrahimi had the following criticisms to make:

> The clearest manifestation of this sociolinguistic schism is the stubborn and obstinate negation of a child's language experiences and achievements during its pre-school years, a negation very much apparent in the Algerian education system's stated goals with

regard to language, the dangers of which Mr.
Boudalia Grefou revealed. The most astounding and
worrying impact is to impoverish the linguistic skills
of pupils not only as learners – during the course of
their school career – but also as social speakers/actors.

(1995:270)

She describes the result of this as **"bilingual illiteracy"**. Following this criticism, Cherifa Ghettas exhibited that children do not lack language, but syndromes of fluctuation, regression and fossilization represent the result of a poor language input from schools.

2.3. The Algerian University: *An Overview*

The role of the educational system in the Algerian university has been strengthened during the last thirty years. Schools play a huge part in the individual's lives and family. Thus, it is able to place its values and constraints deep into the hearts and minds of people. Over years, pupils and their parents have ever more become focused on one typical role of the educational system. This role has to do with securing a profession and, whenever possible, securing a higher social position than that enjoyed by the students' parents. Yet, this did not consist the concerns of the founders of the educational system during the 1960's. They were highly concerned with the ideological and educational moral aspects, along with a school opened to everyone. The significance then was to be able or acquire the know-how. Nowadays, the significance is on securing a job through grades. High levels of unemployment have upset priorities. The Algerian population is now aware that school is the tunnel one must inevitably go through in order to realize one's aspirations and goals. The only objective is to get the "Baccalaureate" and access universities to get higher positions and status in society; studying is no longer an end in itself but a way to ensure social advancement and progression.

Has education really been a salvation for all those who, over the past years, put so much faith in it? What are the returns on investments made by both the state and the families, even psychological or economic? In a nutshell, was it rational to invest so much in terms of public funds and family resources in training the next generation?

Asking the above questions equals making a complete evaluation of the educational system. The common problems that irritate schools are usually not educational problem. Schools are not considered as institutions detached from the rest of the society. On the contrary, they are at the core of the social system. Schools are, in fact, the reflection of what happens in the society, i.e. joblessness, uncontrolled expansion of towns and factory closures.

All of these questions would not be so irritating if leaving schools could provide people with jobs corresponding to their aspirations and hopes. Schools consist the means by which, normally, pupils get the necessary know-how and training to be able to get a job. Yet, many will end up with a casual employment or a dole. Though, it is not easy to convince a young student to invest in his own studies. The majority of the problems that affect the educational system lay in the fact that people do not believe in what the system can offer. The promises of the educational system were not accomplished: degrees neither guarantee the wanted places nor hold the sought social efficiency.

The lack of job opportunities, the educational system is exposed to the risk of functioning in a kind of void and focusing on national problems. It will be hard to find any solutions since they actually lie outside the educational system itself. The Algerian education system has to pass through a long way in order to reach the society's legitimate demands and needs. Statistically speaking, success rates are very low: 24.6% in 1999/2000, 37.09% in 2004/2005 and 51.1% in 2005/2006 in the Baccalaureate. Concerning, the (1) BEF1: 33.09% in 1999/2000 an d60.2 in 2005/2006 at BEF2. Internal performance is also inappropriate: 12.2% of the failing to pass pupils in 1st/2nd years of basic education, 26% in the 6th/7th grades, 32.3% in the 9th grade, a 7.7% drop-out rate in the 6th/7th grades of basic education, 28.8% in the 9th grade. Concerning the fact of schools dropout rate, Kadri gives a suitable image about the percentage of success, stating that: "*chances to access higher education are 1% of pupils enrolled in their first grade at primary school*" (1992).

The intense competition for educational certificate and finally, employment, has led to two great frequent educational outcomes: high rates of failure and vague

education (Buchman, 2002). Vague education consists of non-formal, extra-curricular activities that assist pupils in preparing for national exams and ameliorate their academic performance. In Algeria, it is no longer a remedy for low-performing pupils. This organizational characteristic of education provides cultural capital to some students and it is utilized by families to support their children in their educational success. This sort of education starts at the early years of the high-school educational stage. Thus, families assume that the earlier they push their children to start preparing for the Baccalaureate exam the better is; preparation should last 3 years and not only during the last year. This variable created new behaviours in the society. Teachers are proposing after-school tutorials for less advantaged pupils. Third year students stops attending their classes prematurely, i.e. in April, they rather devote the rest of the time before the exam to lessons in the shadow schools. (2) Benghabrit Remaoun (1998) carried out a fieldwork concerning the shadow schools attendance, to which 31% of the pupils who surveyed gave positive answers. The findings are displayed in the table below:

Table 2.4. Pupils attending shadow schools (adapted from Benghabrit-Remaoun (1998:49)

Stream :	Sciences	Maths	Literature	Technology
Percentage :	39%	37%	21%	20%

Another question concerned the disciplines the pupils attended in the shadow schools:

Table 2.5. Disciplines attended in shadow schools (Adapted from Benghabrit-Remaoun (1998:49)

Disciplines	Sciences	Maths	Literature	Technology
Philosophy			44%	
Languages			13%	
Maths	43%	53%	23%	43%
Physics	43%	41%		21%
Sciences	12%			
Accountancy				21%

We notice that pupils enrolled in Mathematics and scientific disciplines are the highest percentages. Also, new privacy of schools is expanding throughout the country, gaining ground over public schools, though they are only attended by a minority. To conclude, parents are not investing in their children only culturally, but also financially, too. It explains the stress and anxiety parents and their families go through. Yet, these investments do not fit the results.

2.3.1. Baccalaureate Examination

We studied results of the Baccalaureate since 1968 to 2001. (See Appendix "F") In order to have a clearer understanding about the decrease of the rates, a figure is made, demonstrating the same results, starting from 1968/69 and the results given concern every five years. As presented in the figure (2), the rate of success rose spectacularly from 1976 to 1977. President Houari Boumediene ordered a suspension of Arabization as a consequence to the mediocre results and the declining standards.

Figure 2.2. Rate of Success in the Baccalaureate figure Exam
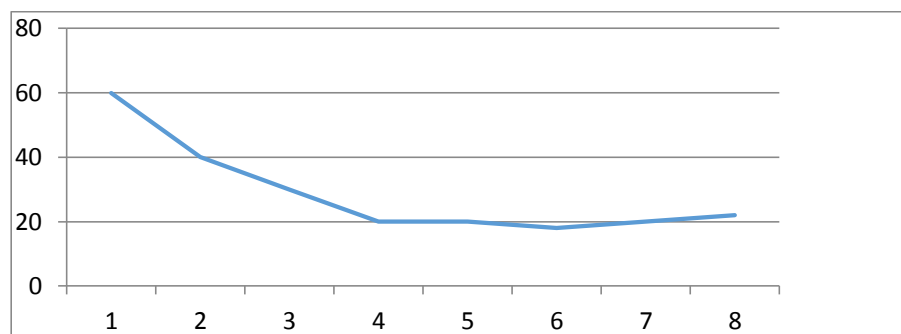
"Level" and "standards" are hard to define.The main principal idea of level is a creation of the scholar meritocratic ideology, exactly like the notion of passing and failing, and thus makes sense only within the school institution and its own criteria of selection. According to Williams (1976), standards have undergone different meanings through time, getting the general sense of an authoritative example of correctness and the prescription of certain levels of competence. The very idea of level is a social organizer (Baudelot & Establet, 1989) which function is to cluster a pattern of society, to produce leading elite, and to exclude the highest number. Is it, as it is stated by Goblot (1930), *a barrier or a level*? For Kadri, it is a barrier, and this is how he explains it:

> This absolute decrease in the pass rate of Bac not only
> suggests a worsening in the level of the pupils, and
> not only appears as a clue of a limit put to the access
> to higher education by the manipulation of results of
> an exam which is going to function more and more in
> the representations of the different social classes, but
> also more as a barrier than a level.
>
> (1992:327)

The results of the 1990's strengthened the fact that the Baccalaureate has lost its pedagogical importance: out of 52000 successful candidates, only 35000, i.e. 67.3% succeeded after checking their marks; ranged from 7 to 99 (ibid:327).

2.3.2. Access to University

The access to university was regulated by via restrictions and constraints. Rahal's measures in 1978/79 made enrolment in universities restricted with marks obtained or corresponding to the field of study. Through time, in 1983, the access was synchronized with competitive tests (Medicine, Architecture, and informatics) or access tests, as in English. Following this period of time, in 1989, enrolment became restricted to the mark obtained in the Baccalaureate examination, and depending on quotas set for each course. From the 1990's on, an innovative branch emerged in the form of a computerized card; students chose their studying fields and branches according to their Baccalaureate's exam obtained marks.

2.3.3. Reforms in the Algerian University

With the Algerian Reform of Higher Education in 1971 (la Réforme de l'Enseignement Superieur), there was no longer the common core, the English and French sections became departments of their own and the curricula changed, mainly focusing on the study of English only, the other languages (German, Italian, Russian) being an option.

Some significant changes affected the evaluation methods: the progression from one semester to the other depended on the success to the modules, some of which were "prerequisite", therefore disabling students to enrol in the following semester's module.

The students' success depended on the success to these modules, no mean was calculated. There was no concrete period devoted to evaluation; it was the "controle continu" system: students were under continuous assignments. The following table shows the curriculum.

Table2.6. The English curriculum under the Reform of Higher Education

	HEADING	Hours/Week
Semester I	Oral comprehension and expression. Phonetics	8
	Written comprehension and expression	8
	General sociology (French)	4
	Arabic (contemporary literature)	4
Semester II	Oral comprehension and expression. Phonetics	8
	Written comprehension and expression. 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
	Civilization	3
	Literature	4
	Arabic (contemporary literature)	3
Semester IV	Oral comprehension and expression. Phonetics	5
	Written comprehension and expression.	6
	Linguistics	2
	Civilization	3
	Literature	4
	Sociological study of literary texts	2
	Arabic (contemporary literature)	3
Semester V	Oral comprehension and expression. Phonetics	4
	Written comprehension and expression.	4
	Linguistics	4
	Civilization	2
	Literature	4
	Psychology	2
	Language of science and technology	2
	Arabic (contemporary literature)	3
Semester VI	Oral comprehension and expression.	3
	Written comprehension and expression.	3
	Linguistics	4
	Civilization	2
	Literature	4
	EducationalTechnology	2
	Language of science and technology	2

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

1- The term becomes annual.

2- The evaluation methods: introduction of an annual evaluation with a system of compensation between modules, with eliminatory marks (7 according to the Ministry, but then reviewed to 5, subsequent to students' strike). Remedial exams in September which had remained as exceptional until then were institutionalized by the year 1983.

3- Another remedial exam was held in June, to the great displeasure of lecturers. The ministry showed some proclivity to take away this remedial exam of June, but each time students went into strike.

4- 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, even if 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 to be marked by a series of reforms: the first in the 1970s, the second in the 1980s and the last in the late 1990s. (Lakhdar Barka, 2003):

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

This is one of the various and varied definitions of democratization. However, others as Prost (1986), Kadri (1992), Duru Bellat& Van Zanten (2006), and Benghabrit Remaoun (2003), oppose it to mass education. For Algeria, Benghabrit Remaoun explains that the democratization facilitated by the free access to higher education and the existence of university facilities (grants allocated to all students regardless of their social origin), cannot be reduced to growth; i.e. opening higher studies to the highest number possible. Still supposing that this access was in fact open to young people coming from all social categories, areas and regions of the country, and that the male-female distribution was not disadvantaging the female element. Kadri (1991: 305) confirms saying that people recognize that because of higher enrolment numbers in every level, Algerian educational system tends to democratize. But, according to him, it was not democratisation; because, first we had to calculate the number of pass candidates to the Baccalaureate according to the total number of the population of the same age (18-20), as it is emphasized by Bourdieu & Passeron that:

> A distinction should be made between the simple fact of the increase in enrollment which is expressed in the enrollment rate of an age group and the widening of the social recruitment base which manifests a change in the structure of inequalities of educational opportunities attached to different social categories.

(1970: 224)

Second, Kadri regrets that there has never been a sociological study on the social origin of students enrolling in university, although students were given questionnaires associated to their sociological background. So in Kadri's terms, it is ambiguous to use this term to refer to the great expansion of students. De Queiroz (1995) refers to it as demographisation, meaning that there is certainly an increase and in terms of access and admission, the gap between social classes is narrowing but nevertheless remains vital. The expansion of the educational system has more affected the pre-secondary and the secondary school than university, meaning that the

inequalities were moved upwards. This is confirmed by the fact that it is less the holder-ship of a baccalaureate which makes the dissimilarity, but more the nature of the baccalaureate one has.

In 1990/91 we note a sharp increase (234) as opposed to 160, the previous year: deliberations minutes report discussions on the reintroduction of preliminary tests to 1st year students and mainly propose a date for discussions on the system nonsense. This fact explains that first, the entrance test was cancelled, and second that teachers started inquiring about the logic of so many remedial exams.

In the previous figures, we considered only regular students (IE) those who did not repeat the year, and the first percentage takes into account the June exam (synthese). Regretfully, we could not analyse this exam alone, since teachers sit for deliberations only once these exams are over, and as such on the deliberations minutes there is no difference between students who succeeded right away, and those who sat for the "synthese". We see that the results confirm the teachers' criticism of the system, in view of the fact that the pass rate that very year was rather higher than in 1981/82 or in the subsequent years. Nevertheless, pass rates are always high, mainly due to the system of compensation and to these remedial exams which wear teachers down, when these latter are not simply set upon by students negotiating their marks.

Another source of dissatisfaction on the part of lecturers is that students come to university lacking many features, as learner's strategies and autonomy, study skills and reading skills, and most significantly, interest and motivation. Students tend to favour memorization and rote-learning.

Students, too, seem to be disapproving the system. Boubekeur (1999), reporting on research concerning all disciplines carried out at the University level, notes a general dissatisfaction among students as regards the standard of teaching; even when this refers to the theoretical elements of the courses they follow, which is supposed to be the university's traditional strength. These reports put forward that the formal lecture method, memorization of notes and textbooks, and examination-oriented

teaching are the norm, with students having little opportunity for discussion, questioning, or meeting professors.

Some classroom observation studies have suggested that there is far less concordance than expected among what teachers claim to be doing and what actually occurs in the classroom. For example, Ellis and Low (1985) asked about 500 teachers and 500 students on the usefulness of various teaching activities. Here is a breakdown of the results (the percentage represents the time devoted to the activities):

Teachers:

- Students working in pair groups: 80%

- Role play: 56%

- Language games: 51%

- Reading topical articles: 48%

- Students making oral presentations: 46%

Learners:

- Grammatical exercises: 40%

- Structured class discussion: 35%

- Copying written material memorizing, drills: 25%

- Listening activities: 20%

- Reading books/articles: 15%

The Algerian University has gone through transformations as well as changes which are the results of multiple action:

a. *The First Visible Action:* the higher education's system was reshaped with the 1971's reform; the changes that were made included its structure,

philosophy and the way it operates. The changes that the reform made in higher education consist of democratization, Arabization, Algerianisation, scientific and technical orientation. After Independence the main concern of authorities was the Algerianisation of the educational system. Algerianisation was meant to be an intervention concerning the quality of teaching programs, thus, ensure the adaptation of the nation's requirements of executives. Consequently, a strategy that dwells with a massive access of the Algerians to the teaching posts emerged so to ensure the shift following the foreign co-operation. From 1962 to 1963, there have been only 82 Algerians among the university teachers, on a total of 298. The Algerianisation of assistants in 1982 and lecturers took place in 1987, whereas for the medical sciences, it was Algerianised in 1988 followed by the social sciences in 1989.

b. *The Second Visible Action:* the university's transformation. After an expectation period, the society "entered" university, appropriated it, and made it function on its own logic.

1- The significant increase in the enrolment rate: during 1954 there were 504 students enrolled. In 1964, thousands enrolled. 350 000 enrolled in 1998. The amount of student enrolment increased by thirteen times (Sultana, 1999). This sudden great increase was due to a twofold demand, as families believed that they will get jobs, and the country was in need of managers. Kadri exposes the following statistics concerning the university during the pre-independence period:

Table 2.7. Number of Baccalaureate Holders (Muslims 16) Adapted from Kadri (1992:108).

Series/ years:	1879/80 to 1908/09	1909/10 to 1911/12	1912/13 to 1914/15	Total:
Mathematics	21	18	24	63
Philosophy	8	1	6	15
Total	29	19	30	78

Kadri did not mention the number of students enrolled in the Koranic schools during the pre-independence period and even the pre-colonialism period. Table 11 exposes the number and students and instructors in Koranic schools (Siari-Tengour, 1998:89), though the years and levels are different from Kadri's table number 11.

Table 2.8. The Algerian Muslims were referred to as French Muslims by the coloniser, thus, they were denied the Algerian identity.

Years	Schools	Teachers	Students
1933	2542	2518	36 305
1935	2833	2878	43 445
1937	3088	3710	52 787

According to Sultana, education became worse under the French occupation than before it:

> Such is the case of Algeria where, from the start of French dominion in 1830 till independence in 1962, the literacy rate actually declined. However, Sultana did not provide a table showing the literacy rate before colonization to clarify and justify the use of the comparative "worse". Colonna (1975) also states that when the French arrived to "civilize" Algerians. The literacy rate in urban Algeria was 41%. When the French left the literacy rate among Algerians was 10-12%.
>
> (1999:10)

Whereas for the University level, students attended Madersas, which completely focused on legal and religious studies, that tuned out to be colleges of religious law. When emphasising on the fact of school expansion and pupils after the independence period, Kadri's point of view is supported by Vermeren (1999) for whom the educational system moved in less than two decades from a Malthusianism educational situation to a school expansion situation.

The remaining transformations plus the increase of enrolment are:

1- Extension of the university network: the university system extended from Algiers's university and Oran and Constantine's universities in 1962 as well as in 2002.Their number reached fifty five centres (of which 13 universities), 16 high schools and higher educational establishments; giving 55 higher educational establishments covering thirty-seven university towns (Djeflat, 1992).

2- Constitution of the Algerian teaching staff: the staff got larger, i.e. from 82 in 1962 to 14581 in 1997. Teachers' Algerianisation was close to 100%, even if the number of professors was still low (Djeflat, ibid).

3- Female representation: the number of female students and teachers was getting higher. The number of female elements compared to the whole registered students went from 22.78% in 1972 to 50.31% in 2000. Thus, females represented the majority (Guerid, 1998).

4- Arabization of most of the disciplines: almost all the disciplines in the universities was Arabized. Yet, Medicine was the only exception since no doctor or member of the medical staff in the University Hospital centres was entirely Arabized, i.e. Medical Sciences were non-arabized.

5- Reversal of the ratio: scientific branches enrolment is more present than languages and humanities enrolment. Students rate in technological and scientific branches represented 72.3% of the total number (Benghabrit Remaoun, 2003) 7.

The aforementioned changes changed the Algerian University image forever.

- The Increase of the Student Population:

From 1962 onward, the university student number increased, the latter caused three prominent problems:

1- The students' background and culture changed. In the 1960's, students had mainly urban origins and were selected from Northern cities. Socially and culturally, students belonged either to the middle or the upper classes, and generally they mastered French. After the independence, students were "attendu [s]" (Guerid 28). On the contrary, modern students are "nombreux" (Guerid, ibid: 24). They are purely from inside the country, possess the Arabic language and the Arabo-Islamic culture. The distinction lies in their relation to knowledge, in the process, the pedagogical practice, in the perception of their future professions, their religious belief, and political plus ideological choices (ibid).

2- The declining university level caused by the massive students number and its influence on the teaching quality and efficiency, as Guerid argued:

> Because of the number, teachers are in situations which prevent them from doing their work; the consequence is that the level . . . inevitably poor . . . of the receptors, establishes itself to the teacher as the compulsory level of business.
>
> (1998:14)

This increase led to the employment of a large number of teachers that do not have any qualifications, but a strategy (Guerid, 2001:35). On the contrary, Kadri (1992:398) confirms that the Algerianisation of the teaching staff was almost identical to a levelling down, nevertheless exempted from responsibility these young teachers who acted selflessly; he blamed rather the authorities for this fact.

In that way the widened reproduction of a category non-qualified teacher which has become a majority was organized. In this stage, universities and colleges were created though they were not able with the minimum conditions to operate. Along with this, it was considered as a strategy to put an end to the foreign teachers' employment, typically professors. Job opportunities; their increasing shortage is the source of this new phenomenon: students leaving with university degrees face up to unemployment: appearance of what De Queiroz (1993:122-3) called lumen intelligentsia, people who feel they have been betrayed by the system which did not give them access to

employment, despite the fact that they had all the qualifications required to get a job: university degrees.

As we have already mentioned earlier, the university has lost the prestigious face it had in the past, and as such it has stopped attracting the elite researchers and teachers who went in search of other alternatives:

1- Policy of containment and confinement: this consists in setting up borders and barriers in order to put limits to the pressure towards some disciplines, as Medicine and Pharmacy; since some years we have noted the burgeoning of new schools especially in Algiers, such as School for Banking, the Higher School of Commerce, and the High School of Diplomacy which pursue the same policy.

2- Western universities: some families decided to send their children to European universities; their only objective was a better training which would favor them in the race, in Algeria, for higher positions of conception, decision, and command.

Concerning the local and the external teaching staff the tables below expose the evolution from 1962 to 1992.

Algeria had a small amount of teachers who master Arabic. The solution was to recruit Algerian and foreign teachers who were mainly Egyptians. They were classified into three levels: tutors, instructors, and teachers. Tutors were selected at the level of the primary school leaving certificate for French-speakers, and the equivalent for Arabic speakers. Teachers were trained at the Bouzareah Teacher College (TTC). In the 1968/1969 school year, out of a total of 36,255 primary school teachers, 14,573 were tutors, 14,790 were instructors and 6,892 were teachers. The following table shows the growth in the number of Algerian teachers between 1962 and 2002 in each education cycle.

Table 2.9. The Evolution of the Teaching Staff

Year	Secondary teachers		Intermediate teachers		Primary teachers	
	Algerian	Foreign	Algerian	Foreign	Algerian	Foreign
1962	532	684	1,237	1,231	12,696	7,212
1967	1,003	1,827	2,089	2,575	27,307	5,806
1972	1,201	2,939	5,300	3,843	47,459	4,002
1977	3,286	3,756	16,053	3,610	76,025	984
1982	10,168	4,124	36,849	2,120	99,648	640
1987	28,066	2,991	73,292	739	139,531	344
1992	43,705	917	86,048	362	154,326	359

In September 1964, the Ministry of Religious Affairs opened the Islamic institutes, whose main task was to teach Arabic. They were dissolved and incorporated into the national education system on 16 April 1976. In parallel, ITE were Teachers Training Schools set up to train teachers of the various educational levels. This table sheds light on the evolution of the Algerian staff and indicates that the equilibrium has been upset in favor of Algerianisation since 1982. The Algerianisation rate amounted respectively to 99.6%, 97.8% at primary, intermediate and secondary levels in the school year 1984-1985.

Teachers came from France, Egypt, Syria and Iraq in order to teach Arabic. They were devoted to teach in Primary, Secondary schools and Higher education. In 1966, out of 13,000 Arabized primary school teachers, only 3,500 (27%) did not benefit from French teachers teaching Algerians, 2,000 of whom were instructors or tutors and only 1,5000 were teachers. The report complained of these teachers' lack of

qualifications, their lack of faith in their task, the handicap their accent represented and their political involvement in the country's domestic policy.

Most of the necessary textbooks were produced in Algeria. At first they were translations of French textbooks, but gradually textbooks were developed with a different content. The production of textbooks for instruction in Arabic generally resulted in less openness to modernism and improvement. Analyzing the content of two philosophy textbooks, one published in 1968 and the other in 1988, Omar Lardjane[14] notes the disappearance of the notion of subject and the critical approach required for thinking, concluding. If the philosophy textbook … fails to help Algerian teenagers think of themselves as autonomous, free and critical subjects, then what is the use of teaching philosophy at all. Hassan Remaoun draws the same conclusion with regard to history textbooks, showing how the Arabo-Islamic reference model is constantly given precedence in history textbooks, at the expense of the Algerian identity and of historical objectivity.

In order to support our research with certain credibility and objectivity, some Arguments were put to strengthen and reinforce our research. Among the primary historical sources various written documents and materials such as legal documents which consist laws, newspapers, periodical, committee reports, Institutional files were gathered for research data. All these materials served to control the accuracy of information derived from the interviewers and questionnaires.

2.4. The Research Method: *A Case-Study Approach*

First-year LMD students used to deal with General English when they used to study at secondary school level. This study emphasizes on what makes the difference between the branches in which students face difficulties while dealing with English modules at the university within the LMD system, and how the educational system can have positive or negative effects. Therefore, a case-study is proposed in order to describe and contextualize the data gathered, Gall defines it as a *case-study research is the in-depth of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon.* (2003)

Every case-study approach can be characterized with some particular points and which are going to be represented as follows:

1- Focus on specific instances or cases.

2- In-depth study of specific cases.

3- Natural context examination of the phenomenon.

4- Studying the academic perspectives of the participants in the case-study.

Hence, the English language and the different modules were examined as a single entity, especially, first-year LMD students at this particular time. The students were investigated and identified through a questionnaire. The historical-structural approach to English in the educational system was mainly used in the present work. The historical approach to look for helps researchers understands and master conditions by shedding light on the past historical data are synthesized into meaningful chronological and thematic patterns as others' account of important historical events that took place before the research began provide context which helps conduct and accurate study.

Structuralism as was defined by Gall *is an approach to investigation that focuses on the systematic properties of phenomena; most notably the relationships among elements of system*. In addition to that, Tollefson focused on the structural-historical approach by saying that:

> The structural-historical approach goes beyond learner variables for analysis as individuals will be located within the larger political-economic system with references to language and economic class measured by secondary education testing outcomes related to the resulting professions, the central macro structural unit of analysis. Historical Structural language planning research assumes variables identified in the neoclassical approach, such as motivation and attitudes, have some underlying explanation. It looks for causes for the varying degrees of individual learner available.
>
> (1991, 153)

2.4.1. The Department of English at Djilali Liabès University of   Sidi-Bel-Abbès

It is clear that the educational system in Algeria has changed since 2004.The Algerian framework university degrees is undergoing a decisive transformation which consists in gradually replacing the traditional or let say the classical system, by a three tier system deemed to be more internationally compatible. Adopting the LMD system

(1) (Licence, Master, Doctorate) is hoped to bring Algerian degrees up to European standard, through innovative teaching methods and curricula offered to teachers, researchers and students.

What is more motivational in the new system (LMD) is that the latter will make the Algerian university studying programs files which are more compatible with those around the world. This strategy improves the world wild mobility of Algerian faculties and students. In addition to that, these new educational reforms are aimed at making institutional autonomy better while producing learning outcomes more familiar to the need of the labor market.

The Department of English in Djillali Liabès University of Sidi-Bel-Abbès was first opened in1989. The main objectives of Department of English as to train students holding the baccalaureate to become future English teachers; in national Primary, Middle and high Schools as well as in public or private sectors or simply graduates in English. This pedagogical training is characterized to be accomplished through a three year which consists studying Comprehension and Written Expression, Listening Comprehension and Oral Expression, Phonetics, Literary Texts, Culture and Civilisation Grammar, Study Skills, Human and Social Sciences, Foreign Language (French), Translation, Computer Sciences, Sociolinguistics, Psycholinguistics, Literature, ESP, TEFL, Research Methodology, Cognitive Psychology.

The three following tables show the different modules taught to first-year, second year, third-year students and the time allowance and the coefficient for each module as set by the Ministry of Higher Education.

Table 2.10. First-Year LMD English Modular Courses and their Coefficients.

MODULES	COEFFICIENT	TIME ALLOWANCE
Comprehension and Written Expression	4	4 Hours 30 mn
Listening Comprehension and Oral Expression	2	3 Hours
Grammar	2	3 Hours
Phonetics	1	1 Hour 30 mn
Linguistics	1	1 Hour 30 mn
Literary Texts	1	1 Hour 30 mn
Culture and Civilisation	1	3 Hours
Study Skills	1	1 Hour 30 mn
Human and Social Sciences	1	1 Hour 30 mn
Foreign Language (French)	1	1 Hour 30 mn
Total :	15	22 Hours 30mn

Practically, all the modules which are taught in first year are the same for the second year exceptionally Social Human Sciences is omitted as a module and Computer Sciences and Translation are included in the weekly planning.

Table 2.11. Second- Year LMD English Modular Courses and their Coefficients.

MODULES	COEFFICIENT	TIME ALLOWANCE
Comprehension and Written Expression	4	3 Hours
Listening Comprehension and Oral Expression	2	1 Hour 30 mn
Grammar	2	3 Hours
Phonetics	1	1 Hour 30 mn
Linguistics	1	1 Hour 30 mn
Literary Texts	1	1 Hour 30 mn
Culture and Civilisation	1	3 Hours
Study Skills	1	1 Hour 30 mn
Translation	1	1 Hour 30 mn
Foreign Language (French)	1	1 Hour 30 mn
Computer Sciences	1	1 Hour 30 mn
Total :	16	21

Table 2.12. Third- Year LMD English Modular Courses and their Coefficients.

MODULES	COEFFICIENT	TIME ALLOWANCE
Sociolinguistics/ Psycholinguistics	3	1 Hour 30 mn
Literature	3	1 Hour 30 mn
Civilisation	3	1 Hour 30 mn
Foreign Language French	1	1 Hour 30 mn
ESP	1	1 Hour 30 mn
TEFL	1	1 Hour 30 mn
Comprehension and Written Expression	2	1 Hour 30 mn
Research Methodology	2	1 Hour 30 mn
Translation	2	1 Hour 30 mn
Cognitive Psychology	1	1 Hour 30 mn
Comprehension and Oral Expression	2	1 Hour 30 mn
Total :	21	16 Hours 30mn

English has been maintained as an important language in many of France's colonies, especially in Africa. In post-independence Africa, there has developed a sharp rivalry between these two languages and national/ ethnic languages for the position of official language. The role of the English language in the Francophone world must be set in the context of the preoccupation that Francophone themselves have about the importance of their own languages, about their relationship to France and about post-independence governments not only from a post-colonial point of view but also from the standpoint of an understanding that national/ethnic languages are also an essential dimension of their development. Consequently, English has become a language of communication between cultures as well as vehicle for transmitting English culture.

Algeria constitutes an interesting subject for the study of language policy and language planning thanks to its almost unique history in the Arabic speaking world; it is the only Arab country which lived under the French assimilationist colonial rule for 123 years. The English colonialism seems relatively short yet; the consequences political, social, cultural influence there was a strong contact between two different peoples and two different languages.

The linguistic situation in Algeria is far from being simple. This complexity is due to the foreign influence of the colonization system. Less than four years after Algeria's independence on 5th, July 1962, Gordon stated that *Algeria's future will remain a fascinating case-study for Orientalists and for those interested in development and modernization.* The language issue during both the pre-independence and post-independence eras further marks this uniqueness within Africa and the Maghreb, as Dijet pointed out *Now here else in Africa has the language issue been as central in the fight against colonialism as Algeria.*

In short, the most severe problem that Algeria has had to cope with since its independence lies in language. After the three countries of the Maghreb achieved their independence-Morocco on 2nd March 1956, Tunisia on 20th March 1956, and Algeria

on 5th July 1962it was the Algerian leadership who demonstrated ideological intransigence in recovering both language and identity. Algeria has emerged as "the most vociferous in proclaiming its Arab Muslim identity.

The language planning activities, more systematic and assertive in Algeria than in the other two Maghreb countries, have been carried out with revolutionary zeal. A number of observers as Abu Haidar, in 2000, Grand Guillaume in 2004 have identified in this zeal a major cause of the rise of Islamic fundamentalism in Algeria and of the civil war that has ravaged the country since the early 1990s. Ephraim Tehory and Mala Tabory have summarised Algeria's interest in language planning and policy as follows:

> "The Algerian situation is complex, as it is a crossword of tensions between English the colonial language and Arabic, the new national; classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usually applied to analogous situation by states planning their linguistic educational and cultural policies."
>
> (1995:64)

It should be noted that the Algerian linguistic variation is characterized by the four elements which lead to such complexity; Algerian Arabic, Berber, Classical Arabic or Modern Standard Arabic and English which is considered as an international language of wider communication as well as the English language which is regarded as the world wide means of communication especially in higher education. Despite the application of Arabization policy by the Algerian government we noticed that the English language is continuing to take its large part of usage. An instance of this latter, we can find it in various fields such as science, Engineering, Medicine, Diplomacy, in Higher Education and in Government in general.

It is noticed that each language has a particular socio-cultural position in the result of historical development through which such languages have acquired different status of a paramount importance at the socio-linguistic and political levels. We will also survey the historical background of languages in Algeria with their development

starting from earlier period until nowadays. The Arabic language refers to the Nomadic tubes of the Northern and central region of the Arabian Peninsula. Ruhlem 1987 stated that *Arabic is a Semitic language of Arab Canaanite Sub group*. In the 2nd century the written form was first systematically codified. The Holy Koran and Islamist poetry were primarily sources of the perspective standard for the written language. The spoken language has had no official status and the dialects have continued to involve since the 8th century with no attempt to get a standard form.

Thus, Arabic has a specific and strong status due to its sacred correlation ship to religion. Indeed, Koran is revealed in Arabic language, that is why Arabic still maintains its position although the weakness of its speakers. So there is no reason to surprise when European judge the Arabic language, their judgments are about the speakers rather than about the speech. Arabic can be classified into two types, which are classical and vernacular. Classical Arabic is characterized by its correctness within the literary tradition and the sense of grammar as the main basis as AHMED SID stated:

> This classification is no longer valid as the Arab renaissance of the 19th century and the renewed interest in the language, coupled with its use for education saw the development of a third category emerging from elevated forms of speech in the Middle East. Nowadays, Arabic is categorized into three major varieties Classical, Modern Standard, and the vernacular form.

> (2008: 31)

In 1989 the Algerian Government, article 3 (appendix "E") applied the "Arabic as the national and official language". However, it does not characterize which Arabic referred to. Seven years after the application of Arabic as the official language there was the application of the "Amazighity" as a crucial Constitution's element including the Berber civilization, which is mentioned in the preamble *The fundamental component of the Algerian identity are: Islam, Arabism and Amazighit.* Contrary, the third article which refers to Arabic as the official language does not change and there

is no further reference to "Amazighity". As a consequence, this is the first and the last time it appears in the constitution.

The license, granted after three years of study (corresponding to 180 ECTS). Master's degree conferred after two years of study (corresponding to 120 or 300 ECTS credits earned).The doctorate conferred after the completion of research for at least three years and defending a thesis.

Table 2.13. Comparison of the Systems

BMD System		Former 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

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.

The elements which come into sight in the new degree, the following is the content of the first-year:

Learning is divided in semesters;

Modules are organized into units:

- Basic Unit (16 hours a week): consists of all the subjects which are indispensable to a given discipline (in our case, the English Language):

- Written Expression and Oral Expression, Grammar, Linguistics, Phonetics, and Introduction to the Literature and Civilization of the target language.

- Methodological Unit (3 hours a week): study skills (note taking, use of the dictionary, and reading for information)

- Discovery Unit (3 hours a week): specialized language (the use of English in different discourses).

- Cross-section Unit (3 hours a week): a foreign language (Spanish or German), and students are required to choose two options among three alternatives: an Introduction to the use of computers in language learning, a subject in Human and Social Sciences, and an Introduction to Arts.

- The weekly allotment of English learning is thus twenty-five hours (all three years have the same amount of time), in contrast to the former system where the average hourly number was around fifteen.

2.4.2. Course and Syllabus Design within 1st Year English LMD Students

"Course and syllabus design" is the name for this area of study because courses and syllabuses are generally perceived to be two different things, partly it must be admitted simply by customary collocation, given that two terms are not always used indistinguishably. But, a "course" might be taken to mean a real series of lessons (particular course delivered last year to such and such a group of students and to be repeated again this year), while a "syllabus" can be taken to be something rather more abstract, with fewer details of the blow by blow conduct of individual lessons. Thus you and I might quite properly write rather different courses, with different materials, but based on the same syllabus. This happens a lot in publishing. For example, when notions and functions became popular as a basis for course design, each major ELT publishers published a course based on what became known as a 'notional/functional' syllabus, often using the council of Europe staged language taxonomies as a basis, e.g.

Van Ek,J 1975. And each course was different. However, when one is in the short course market, often ESP, it can work the other way round as Graves, 1996, shows. This is after all a book on course design rather than syllabus design, and Graves takes Whites' definition: *a syllabus will be defined narrowly as the specification and ordering of content of a course or courses* (3). So, you may start with the demand for a course, for a specific group of learners over a specific length of time, and then you design a syllabus for it.

As far as the word "design" is concerned, it is fair to point out (and not just, since the other two terms may be challenged to some extent, in the name of completeness), that it too may be tested and evaluated. A major point of debate in contemporary debate in CSD is concerned precisely with how much design should go into a particular course, that is, how much should be negotiated with the learners, how much predetermined by the teacher, and how much left to chance and the mood of the participants on the day. This notion is bound up with the idea of the "focus on the learner", to repeat the little of a well-known book, and more recently with ideas of control and initiative in the classroom.

The above, though, are not major problems for most learners and scholars. Some people, however, get mired down in the task of differentiating between CSD and Methodology, a task that is probably necessary to undertake at the level of broad outline and futile and frustrating if the attempt is made to delve into minutiae. Roughly, one word to say that CSD is concerned with the content of what gets taught and the organization of this (into bits of grammar, or functions, or what have you), while Methodology is concerned with the how. This, however, is a question that has not to be considered closely. It is disingenuous in the extreme to suppose that teaching is put together without reference to the how; contemporary syllabuses are almost always designed with a particular- generally broadly communicative- methodology in mind. And scholars have muddied the waters still further by misappropriating the word "communicative", which ought to be a matter of methodology but is commonly used to refer to syllabus design, as Munby's title and Johnson's, to name but a few.

2.4.3. The Main Aims of 1ˢᵗ Year English LMD Students

After interpreting the first-year LMD students responses to the questionnaire and in order to put the definitions dealt with in chapter two into a practical face, the main aim of the tutorial would be to familiarize the students who are facing difficulties in the literary modules which are taught in English with the terminology used in the domain of the literary and dealing with some translation so as to reinforce and check their understanding. Normally after the end of each course while dealing with the literary modules the student has to be capable to understand a basic terminology closed and proper to Literature, Civilisation, Linguistics, Applied Linguistics, Phonetics, ESP, General English, and Grammar and comprehend from simple to more complex texts and activities.

2.4.4. Population and Instrumentation

In this section, the idea of population and instrumentation is examined in relation to reliability and validity of the attitudes of first year EFL students towards the LMD system within the Algerian higher education. It was thought that the use of an expanded framework would probably help the researcher to improve the scientific rigor, validity, generalisability, applicability, and acceptability of multicultural behavioral studies.

At the present time first-year LMD students are more in touch with the use of ICT in different situations. It is evident that the use of computers backs up the enhancement of ICT skills. For them, it is easy and it is part of their life-style. The younger generation's mastery of informatics created a cultural gap between them and their teachers. Students' informal learning of ICT and experiences in using ICT are far more attractive than the school can typically offer. As a result, first-year LMD students face few challenges in using ICT in school. Moreover, there is probably in every school a group of students with high-level expertise in ICT. These "student-experts" have the kind of adaptive expertise which is useful in novel situations with technology: they learn rapidly in practice, they have networks to help and give guidance, they are dedicated, and they are not afraid to face challenges. Only rarely can these students gain from the ICT use in school, although they could be important source of help and

support at school level. There are some features in students' ICT skills which are essential when thinking about the use in school. Students' ICT skills are often learned in informal learning contexts, at home and with friends; this concerns boys especially. In their study, Ruthven et al., (2005) say that sometimes this informal learning means insufficient or odd ways of working, and that especially the information-processing skills need support: students' searching procedures are ineffective and they need more systematic guidance to increase these.

First-year LMD students did not understand their role as knowledge makers and the need for responsible use of information. As the authors say, understanding that one must back up statements and opinions with reliable proof should be seen as a life skill, but such understanding was missing. They emphasized further that needs and abilities of grade-six students do not match the design of the Web. As a matter of fact, information searching in the Internet is not easy for older students, either, as studies among upper university students and experienced adult graduate student Internet users showed. Most of the upper university students only rarely evaluated the reliability of information, and the evaluation of relevance was more important than the evaluation of credibility. Some students did not find pertinent and correct information, although teachers were not aware of this and they trusted the students' information skills too much. Equally, the exploration processes of adults were ineffective and often unsuccessful the starting point for effective information-seeking with technological support is embedded in a sound hypothetical understanding of the information looking for process, as it is intertwined with meaningful pedagogical practices.

The difference between boys' and girls' skills is reported in several studies. The majority of students, of both genders, had the skills for performing simple activities, such as using a file and communicating via the Internet. Although the majority of students also managed more complex file management activities, girls more often had problems, and, further, girls had fewer skills in "complex communication" and highly developed applications. There are, though, some results that demonstrate that the difference between boys and girls in ICT use and ability is deteriorating, e.g. Lahtinen (2007) argues for this in his study of 14-year-old Finnish students. Anyway, the

difference between boys and girls is not simple and straightforward, and it is changing rapidly because of the widespread use of the Internet.

2.4.4.1. Sample of the Study

The current study deals with the following populations. The first-year students enrolled in English classes in the Department of English at Djillali Liabès University of Sidi-Bel-Abbès. These students are the promotion 2012/2013 and count 327 students. However, it was difficult for the researcher to deal with the whole population. The present research deals only with one hundred twenty (120) students chosen at random from the different groups of the first-year to answer the questionnaire. This is motivated by the fact that in random sampling each individual in the target population has an equal chance of being selected. This reduces the effects of bias and enhances impartiality.

The choice of this grade is not however, due to the two following reasons. Firstly, the English modules which are the aim of the current research are taught in English language. Secondly, the first-year is the threshold of university studies where learners model their learning behaviour. Students have to master the English language so to be familiar with the modules. Simply because the teacher cannot supply all the data and information needed for a thorough knowledge of the subject and extra information has to be sought in books. As a daily habit when students come to the classroom at the university, they are still keeping the way of bringing with them learning experiences formed in their middle and secondary levels, which are characterized by dependence on the teacher. Whole of them still bearing in mind that the teacher is the first responsible to ensure learning takes place. Thus, if they are not guided to strengthen their grip on the efficacious tools of mastering and understanding the specific terms are not motivated to work. May be due to the lack of vocabulary, understanding the grammar rules, problems in comprehension...ect.

The questionnaire addressed to students at the beginning of this investigation gives the researcher some information about their profile. These are intermediate advanced learners whose age range between18 and 26. Most of them came to the

university from different secondary schools of Sidi-Bel-Abbès, Ain Temouchent, Oran, Mascara, Relizane and Adrar. However, it consists of previous graduate and post-graduate students in other branches and who have been accepted in the Department of English at Djillali Liabès University of Sidi-Bel-Abbès after they have re-passed the "Baccalaureate Exam" (two students have a degree in Building Engineering, one is a Chemist and two others had a Magister Degree in Biology)

Before attending the first-year English degree courses the majority of students have about seven (07) years of English as a foreign language. In middle and secondary schools .A minority; however reported having been taught English even for nine (09) years.

Bar-Graph 2.1. Duration of studying English.
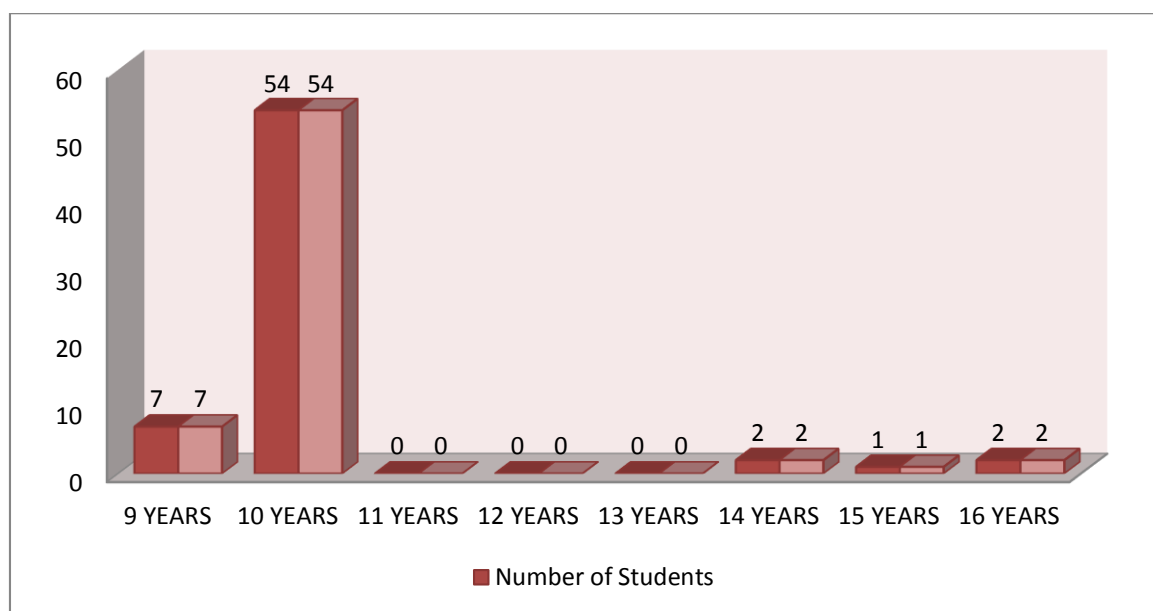
This was for those students who already had degrees from other faculties that include English as a crucial means of instruction. Most of the students were either in the Literary stream (106) students (i.e.) 88.33 % of the one hundred twenty (120) students who answered the questionnaire whose coefficient for English is two (4) .In the Economic branch (11) students (i.e.) 9.17 % of the informants and whose coefficient for English is two 2 also. 3 students from Mathematics, Experimental Sciences and Technical Mathematics branches (i.e.) 2. 50 % and whose coefficient for English is two 2.

Pie-Chart2.1. Duration of studying English
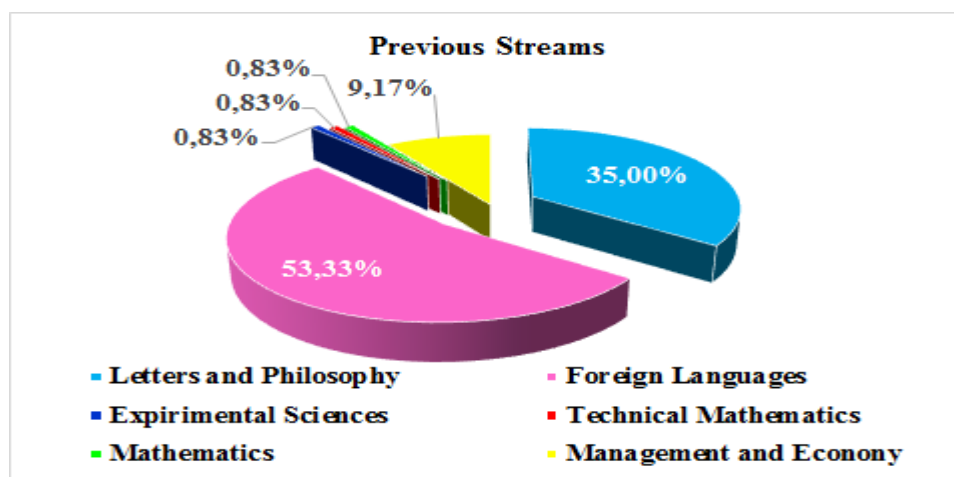
2.4.4.1.1. The Students

We dealt before with transformations which affected universities and showed that one related problem was the demographic explosion. Benhassine (1998:125) made a grid showing the number of students according to the period from 1962 to 1994 in the Algerian universities:

Table 2.14. The students and their number (in thousands) (Benhassine 125)

1962/63	**63/64**	**64/65**	**65/66**	**66/67**	**67/68**	**68/69**	**69/70**
2.8	3.8	4.7	6.5	8.4	9.2	10.8	13.8
70/71	71/72	72/73	73/74	74/75	75/76	76/77	77/78
19.3	24.3	27.1	30.7	37.1	43.5	52.4	54.5
78/79	79/80	80/81	81/82	82/83	83/84	84/85	85/86
53.8	61.4	71.3	78.0	95.9	104.3	111.9	132.1

The period from 1962 to 1971/72 is distinguished by a sharp increase in the number of students (number multiplied by eight).

2.4.4.1.2. The Teachers

Regarding the composition of the teaching staff, Benhassine's table shows the number of university teachers and their ranks, as well.

Table 2.15. Number of University teachers and their ranks (Benhassine 125)

	1962/63	1969/70	1971/72	1975/76	1982/83	1988/89
Professors	-	-	46	95	260	362
Associate Professors	-	-	46	82	150	330
Lecturers	-	-	271	315	2863	7336
Assistants	-	-	402	1409	5625	4719
Collaborators	-	-	91	100	-	-
TOTAL	93	445	856	2001	8898	12747

Benhassine adds other complementary data for the following years, concerning the whole body of teachers:

Table 2.16. Number of university teachers (all ranks taken together) (Benhassine 125)

Years	**1989/90**	**1992/93**	**1993/94**	**1994/95**
Whole body	14167	14379	14180	14475

We note, in examining the tables of the students and the teachers, that the increase in the number of teachers is parallel to the students' rise. As Benhassine questions (1998: 128-129), was university prepared to hold such cohorts of students? Was it possible then to anticipate and undertake a massive teacher training in order to better control the pedagogical association and to give it more consistency and coherence? Or did it consist in solving the most immediate and urgent problems as they went along? An important recruiting of teachers was undertaken after 1976, and much more during the 1980's. Benhassine analysed the ratio of students in relation to teachers and obtained the following results:

Table 2.17. Ratio Students /Teachers. (Adapted from Benhassine 130)

Period	Professor	Lecturers	Assistants
1971-72	1 for 528	1 for 160	1 for 61
1975-76	1 for 458	1 for 138	1 for 31
1982-83	1 for 968	1 for 33	1 for 17
1988-89	1 for 500	1 for 25	1 for 38

There have been, certainly, great attempts of recruiting teachers to supervise and manage at the same time an increasing number of students. The problem is that the majority of, if not all, new teachers were assistants and very few lecturers (Maîtres-Assistants). Although by 1988, the body of assistants tended, in a way, to decline. Was it because they improved in their academic position, or because the universities preferred to employ teachers with more academic qualifications? A third alternative would be to say that universities stopped recruiting.

Again, we had to deal with the most urgent matters first. Do we have to believe that there was no planned, long term vision of the university? Yes, according to Kadri (1993: 82), who says that the educational policy did not clearly state its strategies? And as he stated that *L'institution a souffert d'une politique qui ne s'est jamais affirmée de manière globale et cohérente, qui n'a aucun moment explicite ses options stratégiques de politique éducative.*

2.4.4.2. Research Instruments

It should be noted that the researcher should also be aware of the choice of instruments that have to be used in such research projects for collecting data. Thus, the researcher is planning what objectives, advantages and disadvantages of each means to be designed. In the same way I 1989, Seliger and Shohamy wrote: "*Once the researcher has decided what data to collect, the next step is decide how to collect them .At this point the researcher will select the appropriate data collection procedure(s) from a large pool of available procedures.*"

In each scientific research the researcher gives a vast importance to some tools which can provide a real and an objective project. To have the quality of this work is not at random and as easy as people imagine. The step of collecting data is as difficult as people consider and see. As it is also a hard duty to choose which way of data collection is the most useful as O'Leary stated in 2004, that *collecting credible data collection is a tough task, and it is worth remembering that one method of data collection is not inherently better than another*.

Indeed, choosing the adequate research instrument is a vital step for facilitating to the researcher gathering all the data which can be meaningful and useful in the scientific project.

2.4.4.2.1. Questionnaire

The Questionnaire Designed for Students (the English Version), the letter is included with the questionnaire addressed to the first-year LMD students.

Dear Students;

We invite you to take part in a Doctorate study under the title: The LMD System within The Algerian Higher Education. This questionnaire is considered as a vital part of this scientific research. We would be highly honoured if you could answer sincerely and frankly the following questions behind which we aim at getting some information about your feelings as new learners of English enrolled in the LMD system, when facing the classroom for the first time.

In addition, your cooperation in accomplishing this work is of great importance. Thus, suggestions from your personal experiences on the system are welcome for your viewpoint may be very useful to the problems to avoid when applying this system in the future may be very useful to understand better foreign language learners' positions and attitudes.

Be sure that all the information that you are going to give is anonymous and will be secretly kept. Information and data will not serve any other function than the one stated bellow.

Excerpts from your answers may be included, as arguments and illustrations in the final dissertation.

Please do not write your name on the questionnaire.

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

2.4.4.2.2. Interview

Any interview can be really useful for any research project due to what permits the researcher to ask questions in a precise way regarded to his or her topic. The research interview is then a directive, information-gathering process in which the interviewer controls the pacing and it often used to validate or test specific instruction, or a task accomplishment. In the current research study, the researcher used an interview (See appendix "C") with the English university teachers so to look for the struggles they are facing in both at the teaching and the learning levels, as well.

After dealing with the questionnaire for first-year LMD English studentsof the Department of English, the researcher used an interview with seven English teachers to reinforce the study. (See appendix "C").As it is almost known interviews are a systematic way of talking and listening to people while interacting with a given question. In other words, an interview is a research instrument for collecting data from individuals through dialogues or conversations, as it was viewed by Gillham in 2001 that *an interview is a conversation usually between two people. But it is a conversation where one person-the interviewer- is seeking responses for a particular purpose from the other person: The interviewee.*

Therefore, the interview is used for collecting and gathering data which can be helpful for the researcher on one hand and useful for any scientific research on the other hand. As it was said by Gillham:

> The purpose of the interview is to obtain information
> by actually talking to the subject. The interviewer
> asks question and the subject responds either in face –
> to-face situation or by telephone. Interviewers are

personalized and therefore permit a level of in depth information-gathering free response, and flexibility that cannot be obtained by other procedures. The interviewer can probe for information and obtain data that often have not been foreseen. Much of information obtained during an open /unstructured interview is incidental and comes out as the interview proceeds.

(2006:77)

English university teachers were concerned by the interview for the same purpose of collecting data such as their point of view about the educational system, the levels of students and what hinder the latter to be near to the English language. The researcher wanted to know how many years have they been teaching English at university and how many years have dealt with the English modules.

The interview was meant for gathering and collecting English teachers' impressions, reactions about what they confront as problems while explaining and teaching using English during the entire course with students and how do they consider English. How many classes and how many levels they teach and what differences can be drawn while teaching different levels. This was also in the purpose and the aim of validating and confirming the students' questionnaire results.

In addition to that some questions were asked to the teachers in order to know the levels they teach and the participation of their students toward English as well as the kind of problems which are facing their students and if they are always using English for communicating with them. As a final question to the English university teachers was about solutions and suggestions they could give to identify this linguistic problem.

2.5. Classroom Observation

As we have already discussed about the main role of the research instruments that of the questionnaire and the interview. It is time to give an overview on one of the very important research devices that of the observation to test our research hypothesis. Thus, observation is one of the research instrument used for the purpose to do a kind of a survey on persons in natural surroundings. Consequently, the implementation of

such research means in any survey is going to show the researcher the way to have a profound understanding of the deliberate phenomenon. Cohen et al, (2007) say that "*Because observed incidents are less predictable there is often certain freshness to this form of data collection that is often denied in other forms, e.g., a questionnaire or a test*". The current research tool was used for the purpose of exposing the students' replies to teaching procedures employed in their classes with the different modules. Therefore, both quantitative and qualitative inquiries of the different data we could assembled through the students' questionnaire, the teachers' interview as well as the classroom observation. The nature of the contemporary study necessitates the researcher to make a kind of plan which contains various annotations and remarks during the research procedure, it was a central step to decide which kind of a role the researcher was asked to assume in the class. At the beginning of this process, one category of field investigation has been considered; participant-as- observer. At this level, in   participant-as- observer category of research, on the other hand, observers are taking the role of becoming participants throughout the treatment of the group by exposing their identities and the main target of their study, as well. We can notice that in this kind of observation process, investigators are becoming capable to "*discern ongoing behaviour as it occurs and are able make appropriate notes about its salient features.*" Cohen et al (1994).   As opposite to participant-as- observers, in whole participant sort of any scientific research, observers play a major the role that of participant members of the group of interest without showing their investigation objectives or identities in the group. But, in this research process numerous methodological difficulties can be noticed:

- Researchers may become so self-conscious about exposing their factual personalities that it is possible and so easy to be far from the research viewpoint;
- At this level, there is a certain kind of difficulty for the researcher to take the decision to start detecting because he/she is not able to suggest answers as well as behaviour and has to be aware not to ask any kind of questions that might increase the uncertainties of the students observed;

- The process of taking notes or recording any kind of observations it is really unbearable on the spot; these steps have to be suspended until the observer is alone at all. However, time intervals in recording the different types of observations at this level can be a reason to certain misrepresentations and selective prejudice through memory. Frankford et al (1997:282-285).

During the beginning of the academic year (2014-2015) the classroom observation has been conducted with the duration of around (07) seven attendances. The researcher had the possibility to attend the different English modules under the new LMD system with what is called the pre-determined aims.

General Guidelines

- At this level of process, the researcher is asked to think about how, what, where and when to do a kind of observation.
- The researcher is also asked to think how to take into account the exact timing of the observation whether it is in the morning or afternoon.
- The researcher is also asked to think how to give a considerable duration to the period of observation.
- The researcher is also asked to think about the main observations' settings.
- The researcher is also asked to give enough importance to concentration and has to be so attentive, as well.
- The researcher is also asked to know how to emphasis on the main different details.
- The researcher is also asked to know what and how to record the various events during the observation method.

   Advantages

- The recording operation help the researcher to gather information about the natural behaviour of the students' group.
- The researcher has the capacity to gather more dependable information in a very easy way.
- At this level subjectivity of the group of informants is totally removed.

2.6. Conclusion

The second chapter has tried to present the main linguistic situations in Algeria with the historical background as well as the several factors concurred to the transformations of the Algerian university as described earlier. Moreover, an idea about the functions of universities in general is given. Thus, the researcher has tried to take the Algerian University within the LMD System as a case to be studied and investigated. Then, the objectives of the Department of English at Djillali Liabès University of Sidi-Bel-Abbès are evoked. The status of the modules and teachers' methodology. What is also crucial in this chapter is that the population of the study has been described. The complaints, the reasons, the socio-political context Arabization policy in Algeria have been revealed. The rest instruments used in this study have been described too. However, the data drawn from them are analyzed in more details in chapter three.

CHAPTER THREE

Data Analysis and Interpretation

Data Analysis and Interpretation

3.1. Introduction

This chapter aims at investigating first-year LMD students' low performance in English modules classes. It encompasses an empirical study which looks into some contributing factors to LMD students' reticence. To helpfully find answers to the research questions that motivates the present study, an analysis and an interpretation of data collected by the research instruments described in chapter two (2.4.2.2.1/2.4.2.2.1. 2.5) and which consisted of a questionnaire for the First-year LMD students, and an interview for (07) seven English teachers: (02) from Djilali Liabès University of Sidi-Bel-Abbès, (02) from 20th August 1955 University of Skikda in the same Department, and (03) from Amar Telidji University of Laghouat and the classroom observation. The first point to be examined is the description of the data collection procedure. The second point is the analysis of the results obtained from each procedure, and hence, verification of the research hypotheses.

3.2. Data Analysis Method

For such scientific research work, the quantitative and the qualitative data methods are fundamental for data analysis and collection. Gathering all of the students' questionnaire results, the teachers' interview responses and the classroom observations at these three main stages seem to be the very crucial steps for the current study. At this step of research, Green et al., (1989), these two attitudes *"...are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects"* (Quoted in Dornyei 200:164). Actually, the researcher uses his best to make a link between the two main approaches that of the quantitative and the qualitative for the purpose to succeed achieving various circles of acts trying to make of them a theme to various heights of understandings and investigations so as to realize what is called in methodology *an outright picture of reality*.

The procedure of combining the two approaches in such study is extensively recognized by specialists in research methodology for the objective of having a harmonizing main role. In other words, it can counter the different kind of weaknesses

of making usage of a research method which can make the analysis of the findings more increased. Generally speaking, the key role of the quantitative analysis is to shelter the presentation of then for motion into well-organized structure as well as the know-how of the statistical procedures so as to analyze research objects such as multiple choice answers and closed questions. Therefore, Burns gave a deep care to the importance of such type analysis by saying that: *"Quantitative data can have a very important place in the way we discover things and present our findings. We can gain insights about the extents, measures, or weightings up"* (2010) of the very central topics that are playing a vital role in our current research were systematically studied through what is called the subjects' percentage responses.

For making a clear representation of the main findings, a descriptive analysis is improved for the purpose of summarizing them. However, all the results we succeeded to gather them from the facet of study are supposed to have objective manners, as it may be of non-generalizability to all the subjects of our investigation, and did not succeed to clarify and understand certain designs, as well. Consequently, a qualitative analysis was also devoted by a profound emphasis. Thus, it is believed that the quantitative analysis deliver a perceptive understanding of certain specific events; it tends to explain as well as to make a description of some phenomenon which are associated to the subjects' practices, experiences and views. In this context, as far as quantitative data is concerned, the researcher at this level is not going to face many complications when he starts studying and analysing the data he/she could gather since *"well defined procedures, guided by universally accepted canons are available; to address research issues and the computer will do most of the detailed mathematical work for us, producing relatively mathematical straight forward results"* as it was stated by Dornyei in 2007.

In this research investigation, the quantitative analysis was undertaken for only one purpose which is the results analysis which could be gathered from the various research instruments in the present study specifically the First-year LMD English students' questionnaire containing of those substances that permit the subjects of this study to say whatever they want to say about their studies and the new LMD

system, the teachers' interview and the classroom observation. The main target of this process is to shed light on some events and explore them. The data we could gather from the present investigation through the variety of the research instruments were analysed by the three main stages which are:

- The students' questionnaire
- The teachers' interview
- The classroom observation

3.3. Research Findings and Discussion

In this section, the results of each step undertaken will be given and discussed. It is worth mentioning at this stage that data collected by the instrument (described previously in chapter two, section 2.24) and through the procedure described above (in the present chapter in section 3.2) center on the following points:

a. Causes behind first-year LMD students while dealing with the modules.

b. The effects of English as an instrument of instruction in the modules.

c. The influence of the new English items especially for the first-year modules.

3.3.1. The Students' Questionnaire Results

The First Section

General Information

Question 1-2-3-4

These questions were presented to collect or let say gathering some general information about the students who participated in this research, their sex, age, region their previous and actual branch of studies. All these questions were asked in the first section of the questionnaire.
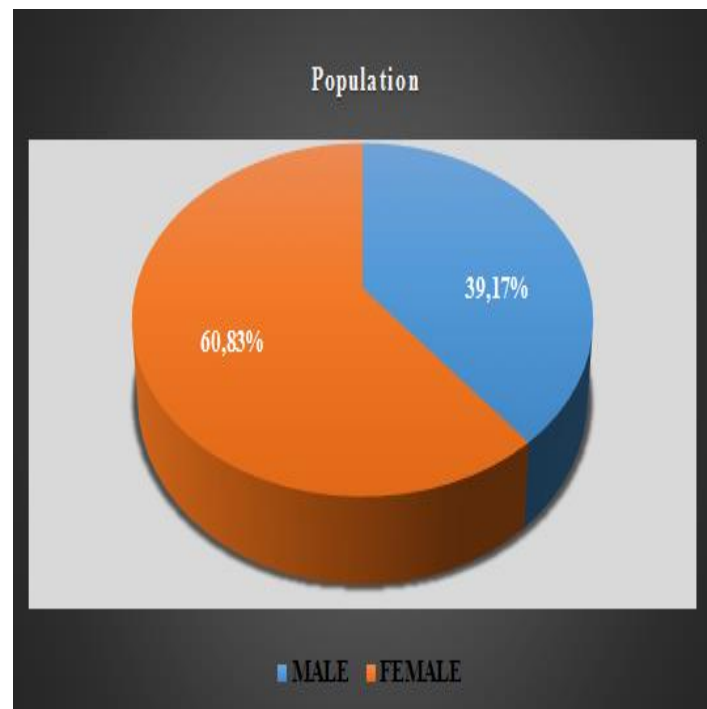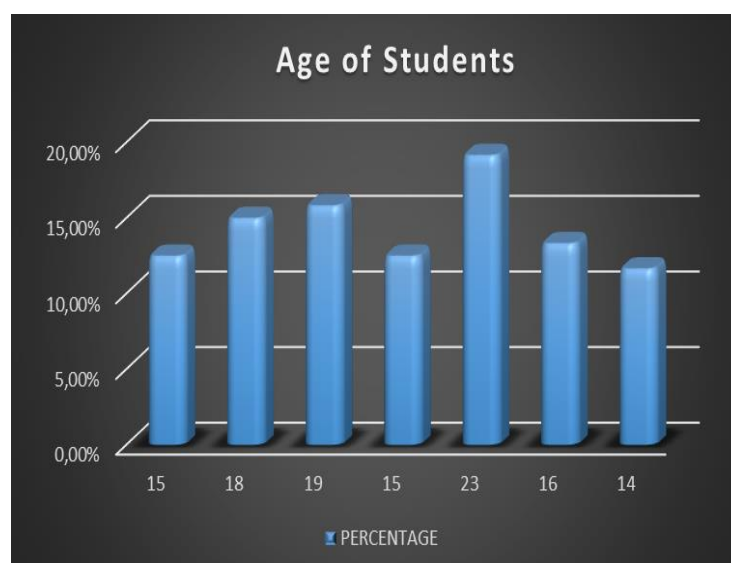
Pie-Chart 3.1. Population

Bar-Graph. 3.1. Age of Students

Table 3.1. The Distribution of the Questionnaire by Sex and Age.

AGE	PERCENTAGE	MALE	FEMALE
Less than 19 years old	12.50%	05	10
19 years old	15 %	10	08
20 years old	15.83 %	08	11
21 years old	12.50 %	06	09
22 years old	19.16 %	09	14
23 years old	13.33 %	04	12
More than 23 years old	11.66%	11	03
Total	**100%**	**53**	**67**

From the above table, we notice that:

▪ 12. 50 % of the requested people are aged of less than 19 years old in which there are five (05) males and ten (10) females.

▪ 15 % of them are aged of 19 years old. Ten (10) are males and eight (08) are females.

▪ 15.83 % of the informants are aged of 20 years old. Eight (08) of them are males and eleven (11) females.

▪ 12. 50 % of the respondents are aged of 21 years old. Six (06) of them are males and nine (09) are females.

▪ 19. 16 % of the requested students are aged of 22 years old. Nine (09) of them are males and fourteen (14) are females.

▪ 13. 33 % of the informants are aged of 23 years old. Four (04) of them are males and twelve (12) of them are females.

▪ 11. 66 % of the respondents are aged more than 23 years old. Eleven (11) are males and three (03) are females.

Pie-Chart 3.2. Region of Students
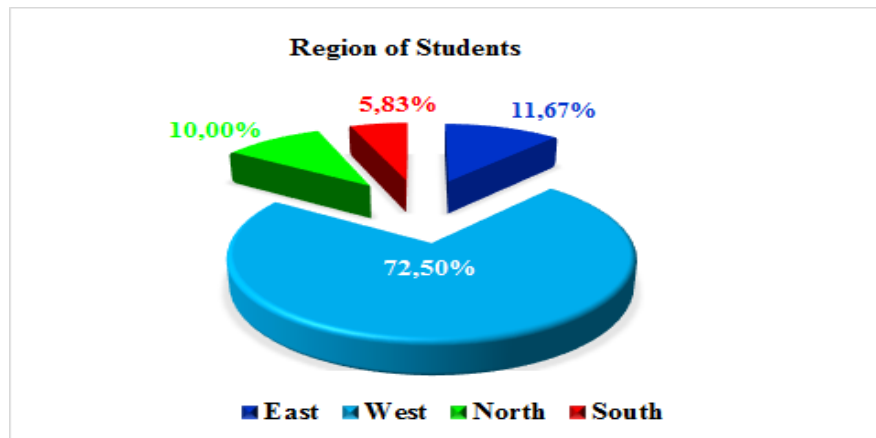
Pie-Chart.3. 3. Previous Streams
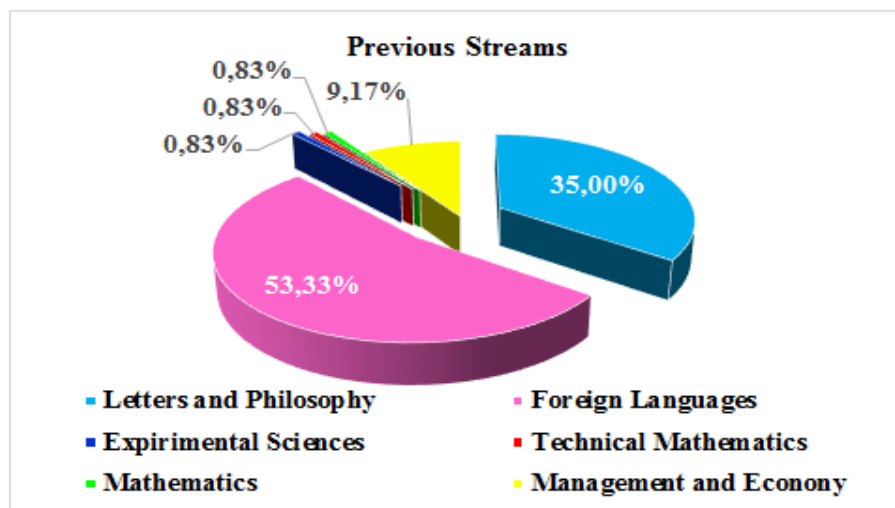
The Second Section

Question 5-6-7

The main objectives behind the researcher's questions 5,6, and 7 were to have an idea of how many years the students have been studying English, and whether they liked to study it as a foreign language within the LMD system or no. In addition, the

students were asked about their emotions and reasons for choosing to study English at university level.

Pie-Chart. 3.4. Duration of Studying English
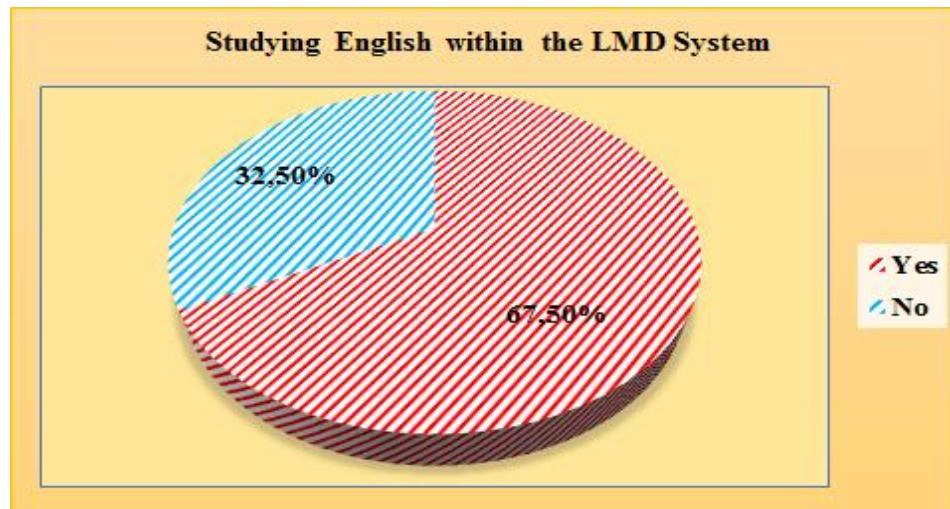
Bar-Graph.3. 2. Studying English at University within the LMD System
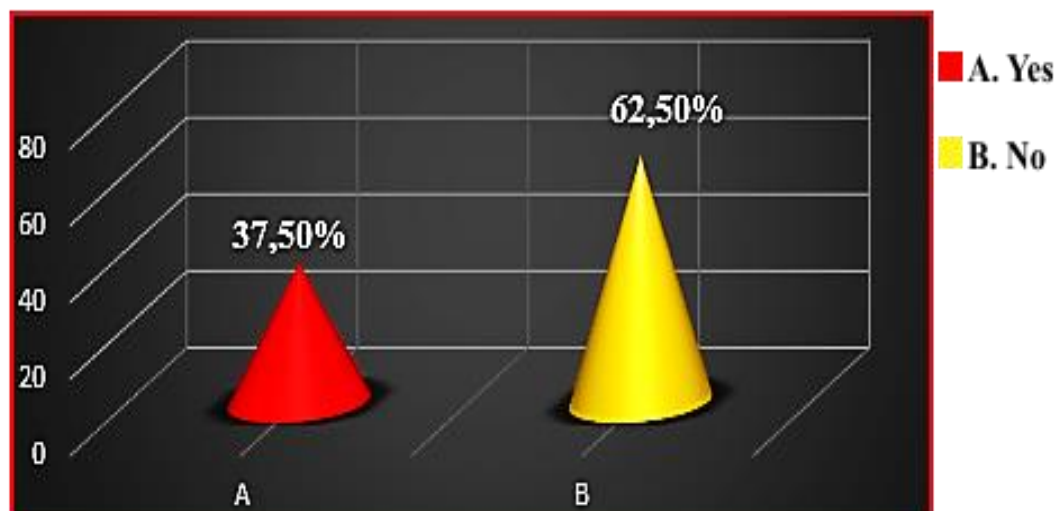
Bar-Graph. 3.3. Reasons of Studying English at University
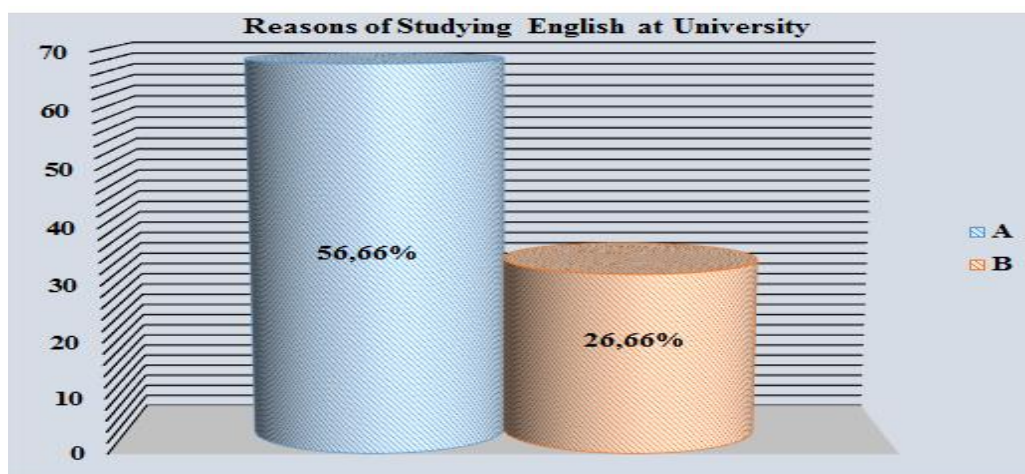
Question -8-9

In questions 8 and 9 the respondents were asked about their feelings when facing the English classroom within the LMD system for the first time, as well as if they were facing difficulties with this system when studying the English language.

Bar-Graph. 3.4. The LMD System for the 1st Time in the Classroom
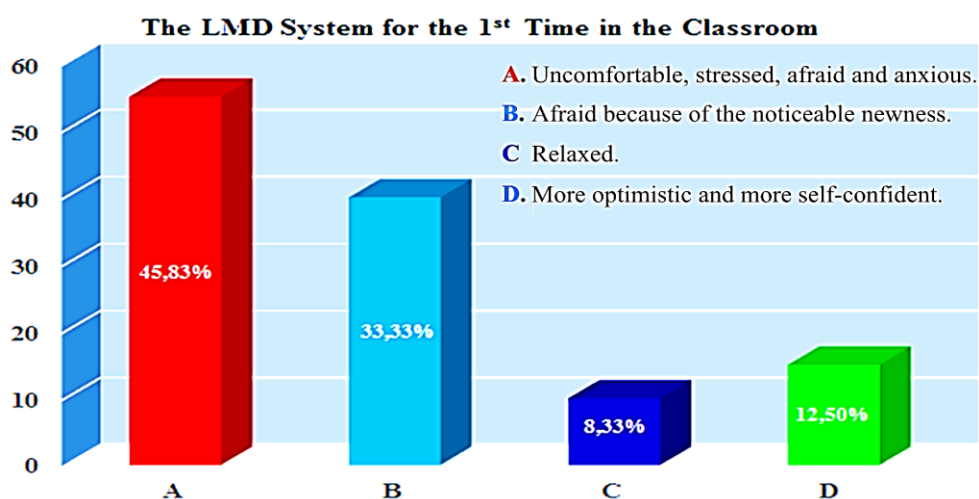
According to the Bar- Graph above, 45.83 % of the students answered that they felt uncomfortable, stressed, afraid and anxious, while 33.33 % of them said that they were afraid because of the noticeable newness, in addition to the 8.33 % who responded that they were relaxed, which was unlike to the 12.50 % who said that they were more optimistic and more self-confident.

Pie-Chart.3.5. Difficulties When Studying In English Language within the LMD System
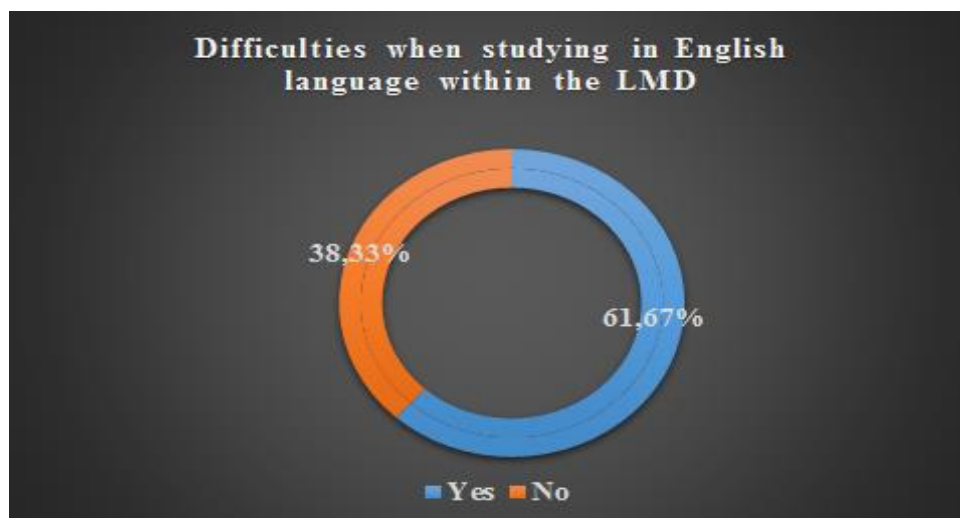
In accordance to these questions, 38. 33 % of the students said that they had no difficulties when studying the English language within the LMD system, however, 61.67 % of them responded that they faced difficulties when studying in English within the LMD system.

Question 10

The aim of this question was to shed light on the kinds of students' linguistic obstacles which they encounter while studying the English language. 50 % of them answered that the obstacle lies on the lack of vocabulary, 3.33 % said that they have reading problems, 22.50 % said understanding grammar rules is the obstacle, however 5.83 % responded that they face problems in listening skill , 10.83 % said that they are confronting writing problems, unlike the 7.50 % of the students who answered that it is speaking skill.

Bar-Graph. 3.5. English and the Linguistic Obstacles
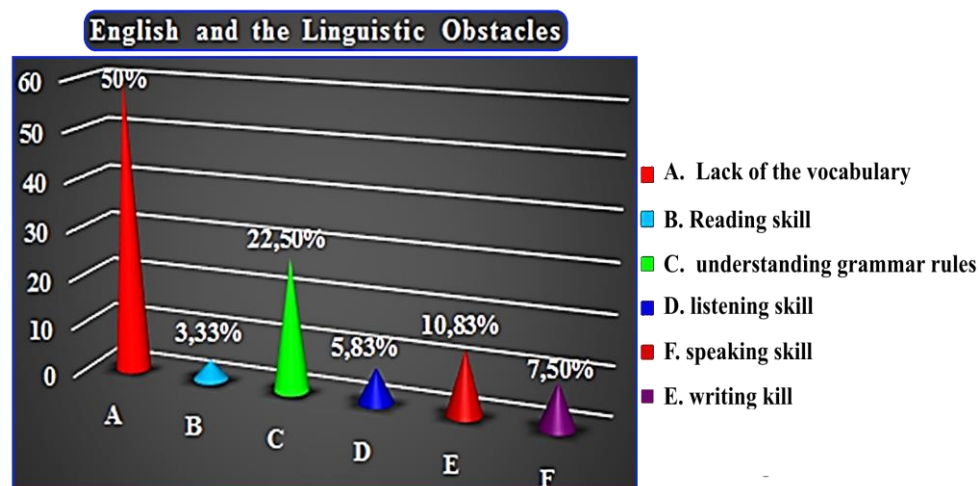
Question 11 and 12

We want to shed light on whether the students' level of interest was the same before and after they came to university or not, especially after learning under the LMD system. Besides, we want to know if these university students possess a library card or not.

Bar-Graph. 3.6. Level of Interest
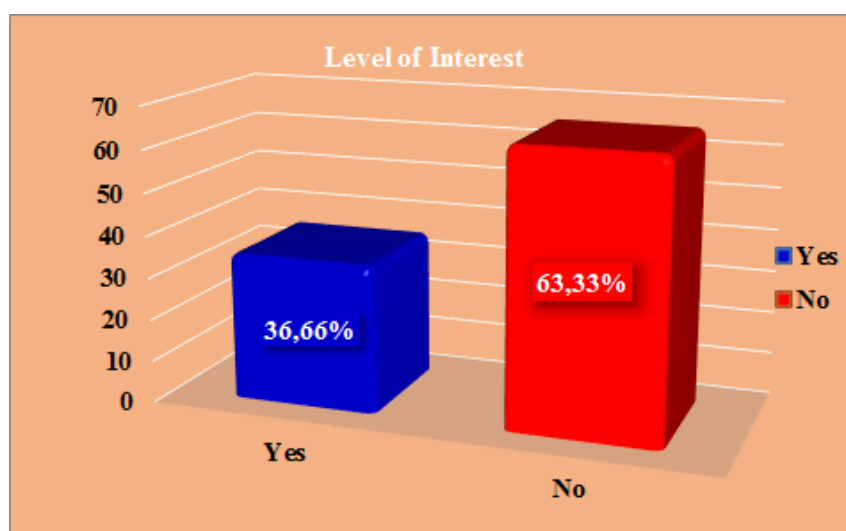
In accordance to the Bar- Graph above, the statistics show us that 63.33 % of the students have no change in their level of interest, unlike the 36. 66% who answered that their level of interest have changed.

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Bar-Graph .3.7. Possession of the Library Card

Possession of the Library Card
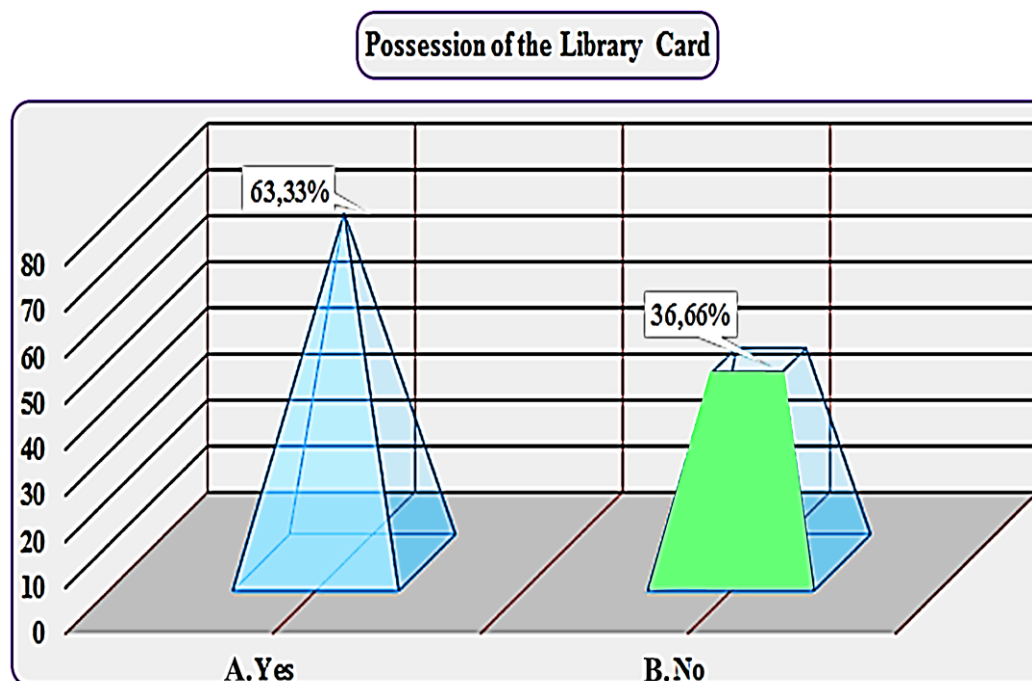
Concerning question twelve (12), there are 63.33 % of students who said that they possess a library card, meanwhile 36.66 % answered that they don't have a library card.

Question 13

This was a fundamental question to the subjects to answer because it aimed at finding out whether they were really motivated to read in Arabic, French or English. 50% of the students answered that enjoy reading in English, and 30. 83% of them responded that they prefer reading in French unlike the 19. 16 % who confessed that they enjoyed reading in Arabic language. Therefore, the majority seemed to find pleasure and satisfaction in reading materials written in English.

Bar-Graph .3.8. Pleasure of Reading
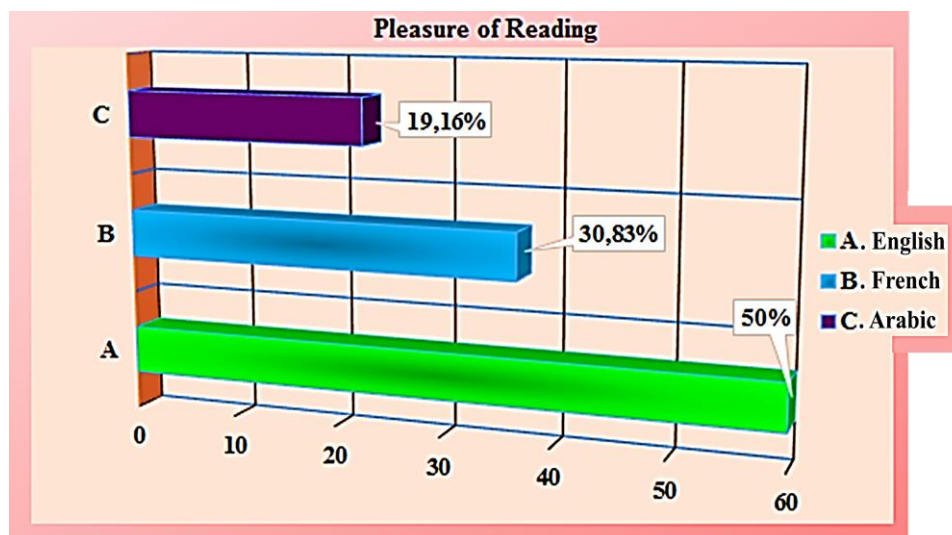
Question 14-15

In these two questions the researcher aimed at shedding the light on the various reading materials that the students are interested in. 55.83% of respondents stated that they enjoy reading different national daily and weekly newspapers, meanwhile 49.16% of them preferred reading books. Other respondents who represent 33.33% expressed their enjoyment in reading magazines. In addition to 37.50% of students who contended that articles are their preferable reading materials. However, 58. 33% of the respondents had an interest in scientific topics, unlike the 69.16% of them who preferred reading social topics. Besides to the rest of the group, who represented 40%

members of the students, stated that they would rather choose literary topics (poems, short stories …).

Bar-Graph .3.9. Kind of Readings
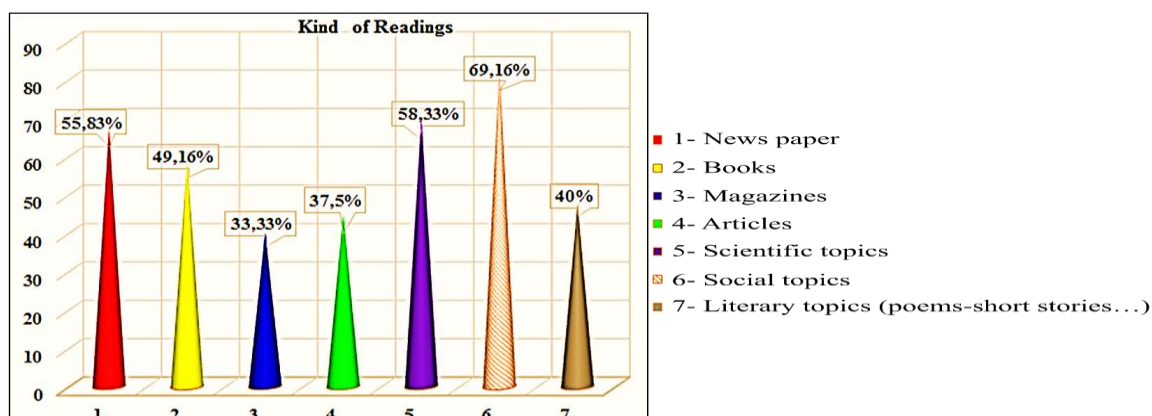
In addition to this, the researcher wanted to know how often these students read outside the university mainly in English, French, and Arabic. 32. 50 % of the students said that they sometimes read English outside university, yet 48. 33% other students stated that they often read English outside university; meanwhile 19.16% of the students confessed that they rarely read in the same language.

As for the French language, the majority of the students 67.50% stated that they often read French outside university; in the meantime 20.83 % students said that they sometimes read the French language outside university where only 08.33% of them responded that they rarely read French.

However, for the Arabic language, there are 71.66% respondents, who represented the majority, stated that they sometimes read Arabic outside university; where 15.83% others said that they often read Arabic, unlike other 12.50 %students said that they rarely read in their first language.

Bar-Graph .3.10. Reading Outside University
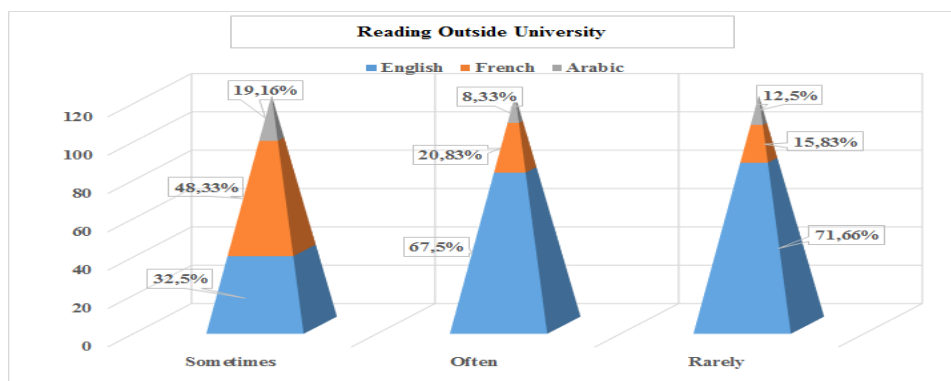
Question 16

The main objective behind this question was to have an idea about the way the majority of students spend their free time. Therefore, according to the Bar- Graph below, we can notice that 15 % of the respondents contented that they usually spend their leisure time in preparing their courses, yet 13.33 % used to spend their time in revising their courses. While 16.67 % admitted that watching TV is their preferable hobby; 22.50% like spending their free time in listening to music, in addition to 32.50% who declared that they spend their free time in chatting on the net.

Pie-Chart.3.6. Spending of Free Time
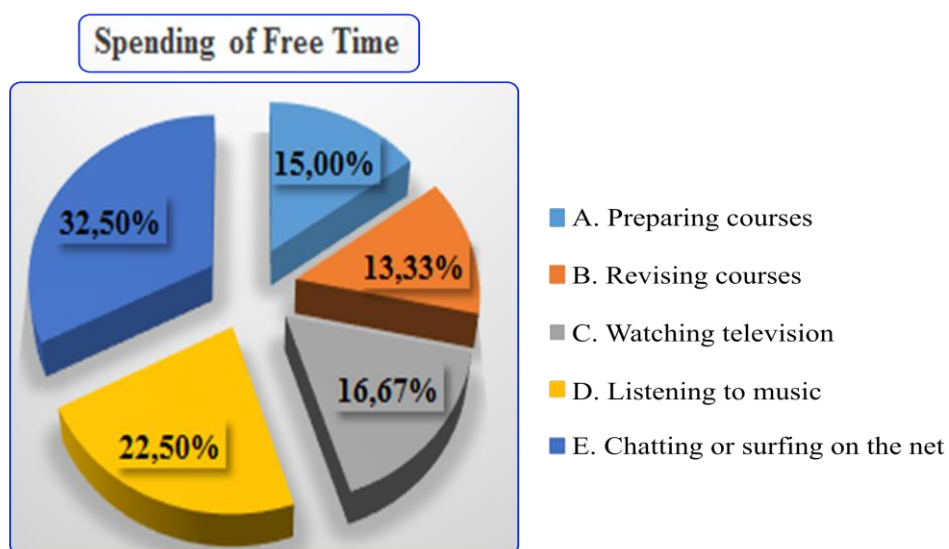
Question 17

This question is a vital one where it is possible to identify whether the students understand the new terms or no. 65 % of the respondents seemed to do not understand the new terms and have difficulties in grasping their meaning, yet 35 % admitted that they understand the new terms, in which they do not encountered difficulties in comprehending their meaning.

Bar-Graph .3. 11. Understanding the New Terms
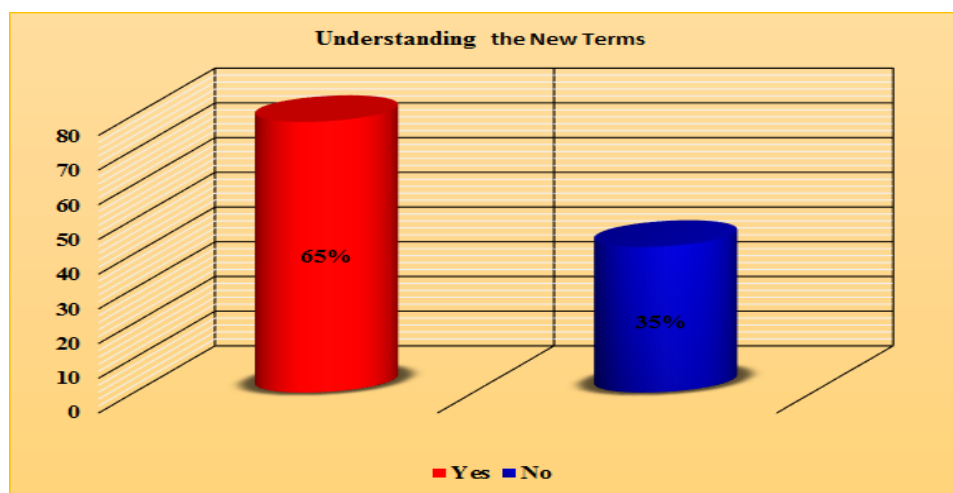
Question 18

Through this question students were asked whether they are familiar or not with the English language .Indeed, half of the respondents 62.50 % are familiar with the English language. However, 37.50 % confessed that they are not familiar with English as a foreign language.

Pie-Chart 3.7. Familiarity with the English Language
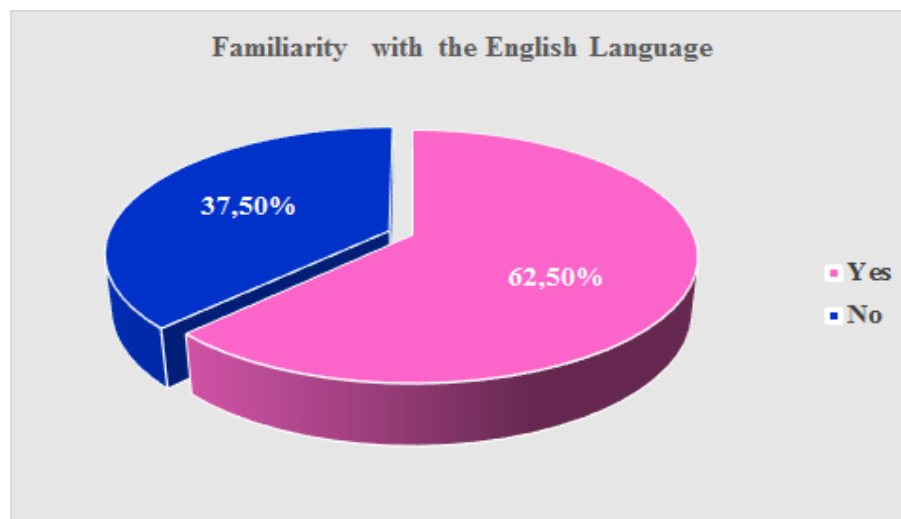
Question 19

This question was an attempt to know the reasons that led to the students' lack of motivation to work in classroom. 26. 66% of them admitted that the reason lies on the group they were integrated in, other 39.16% students stated that the teacher is considered to be the direct reason of their demotivation, and 34.16% responded that the system is the factor behind their lack of motivation to work.

Bar-Graph .3.12. Reasons of Demotivation
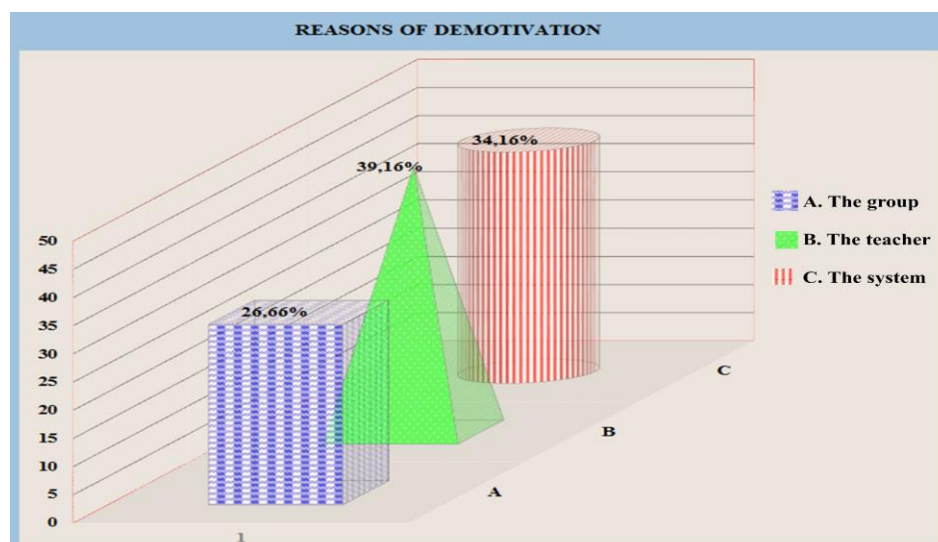
Question 20

The major intention behind this question was to know students' learning habits during the lectures. 21.67 % of the students preferred to learn individually which resembles the percentage of the students who preferred learning in pairs. However, 56.67 % of the respondents seemed to like working in small groups.

Pie-Chart. 3.8. Learning Habits in Class
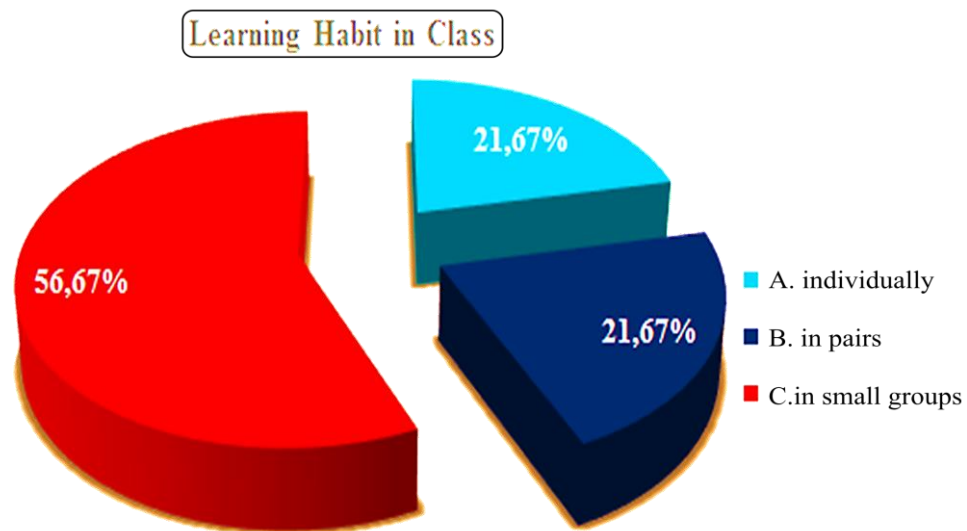
Question 21 and 22

These two questions were intended to investigate about classroom interaction, as well as making sure if the students laugh at others when they make mistakes at the level of language. The statistics below show us that 40% students preferred to share their ideas with their classmates, and other 46.66% students wanted to seek explanation from classmates, while only 13.33% students stated that they prefer to compare their answers to others.

Bar-Graph .3.13. Classroom Interaction
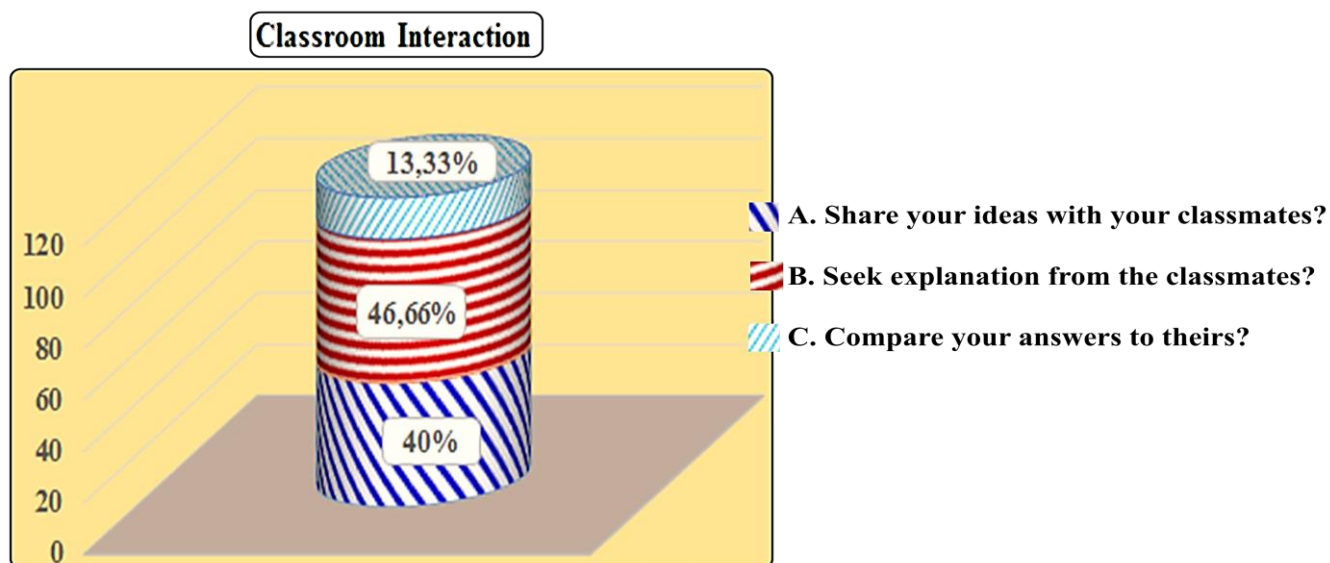
As for the second question, 44.17 % of the respondents answered that they experienced the situation where others laughed at them when they commit mistakes at the level of language, yet 55.83% did not.

Pie-Chart.3.9. Laughing About Language Mistakes
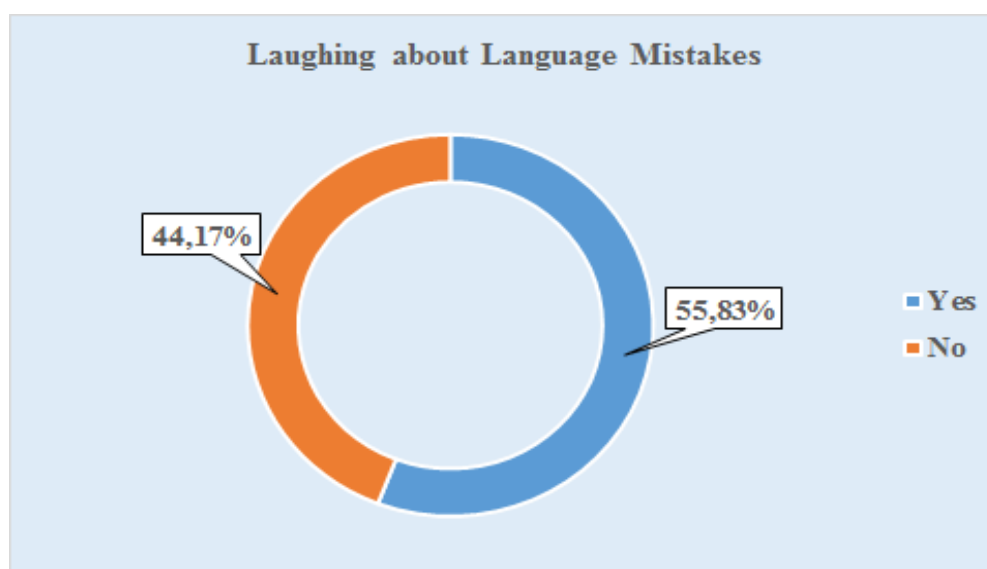
Question 23

In relation to experiencing the situation of being laughed at, the students were given another question which deals with the possible ways they could react in such case. 32.50 % of the students answered that they would stop participating in the classroom; 36.67 % stated that they would try to avoid committing the same mistakes; and 22.50 % stated that they do not care and feel indifferent, yet 8.33 % responded that they would be ready to take risks again.

Bar-Graph .3.14. Student's Reaction
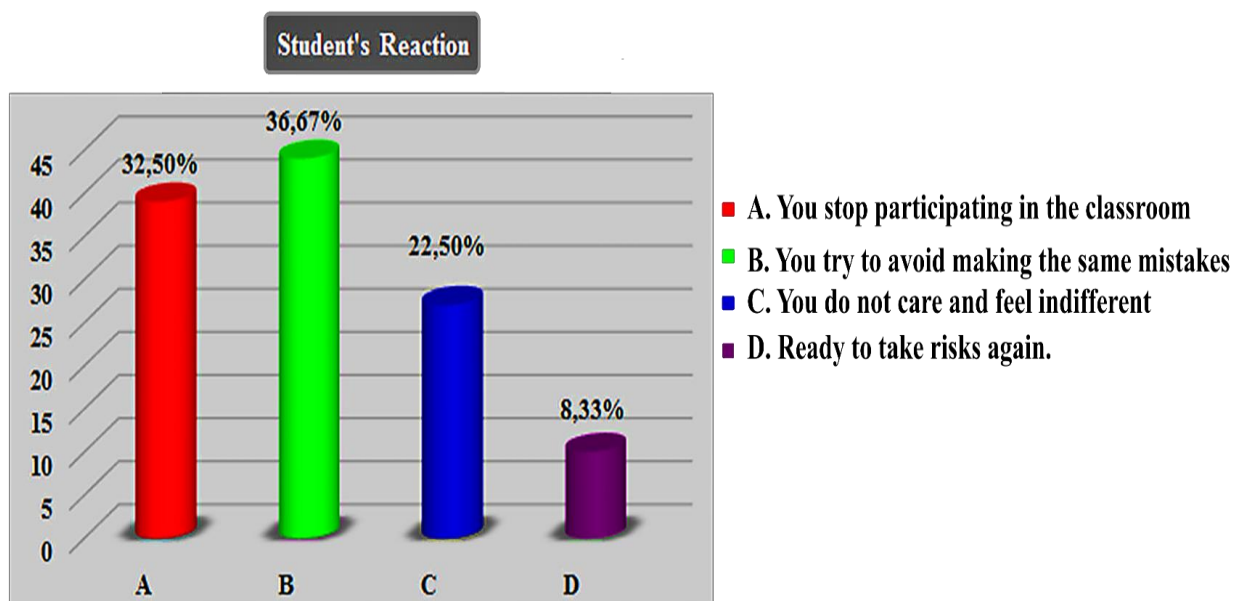
Question 24

This question was an attempt to figure out if the students prefer their teacher to use either English or French language while explaining the lecture. 63.33 % of the students preferred that their teacher would use the English language, while 36.67 % seemed to prefer the French language to be used by their instructor.

Bar-Graph .3.15. The Preferable Language
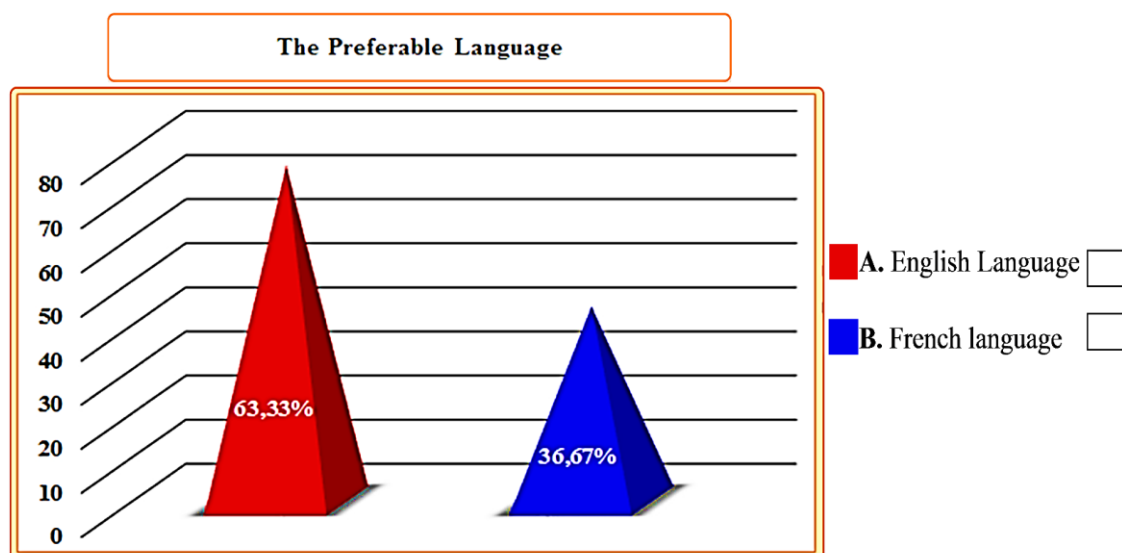
Question 25

The researcher intended by this question to distinguish how often students seek explanation from their teacher, therefore the statistics in the Bar- Graph below show us that 69.17 % of the students always demand their teacher's explanation; 10 % stated that they sometime seek the teacher's explanation, other 08.33 % answered that they rarely ask for the teacher's explanation; meantime 12.50 % never did so.

Pie-Chart. 3. 10. The Teacher's Explanation
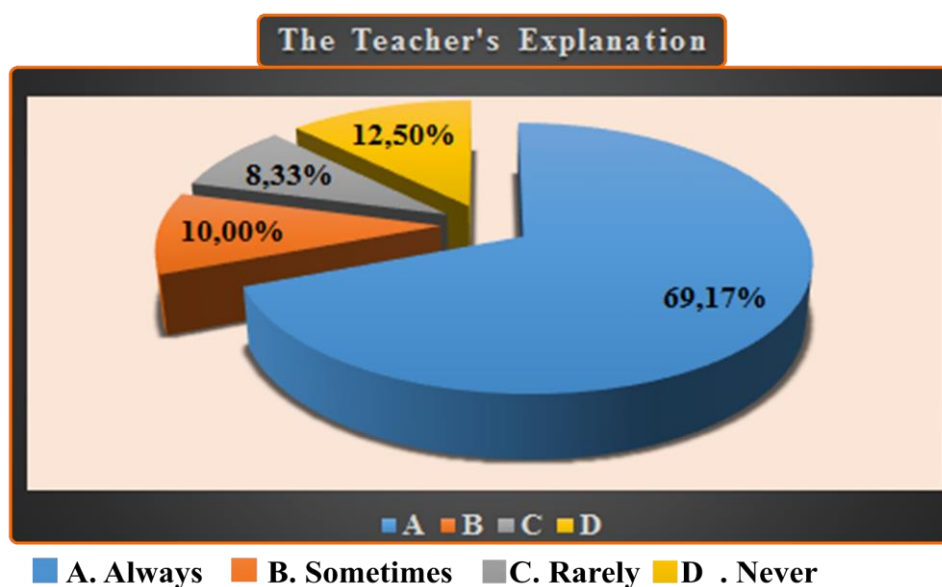
Question 26

As an attempt to discover how did the students prefer their teacher to behave like in the classroom, thus the students were provided with this question to diagnose their preferences. 77.50 % wished that their teacher would be friendly and understanding, 13.33 % preferred their teacher to be just a guide and explain the lessons, however, 9.17 % suggested other preferences among them was equality in which they wanted their teacher to treat them in equal ways and not to differentiate between them.

Pie-Chart 3. 11. The Teacher Behavior
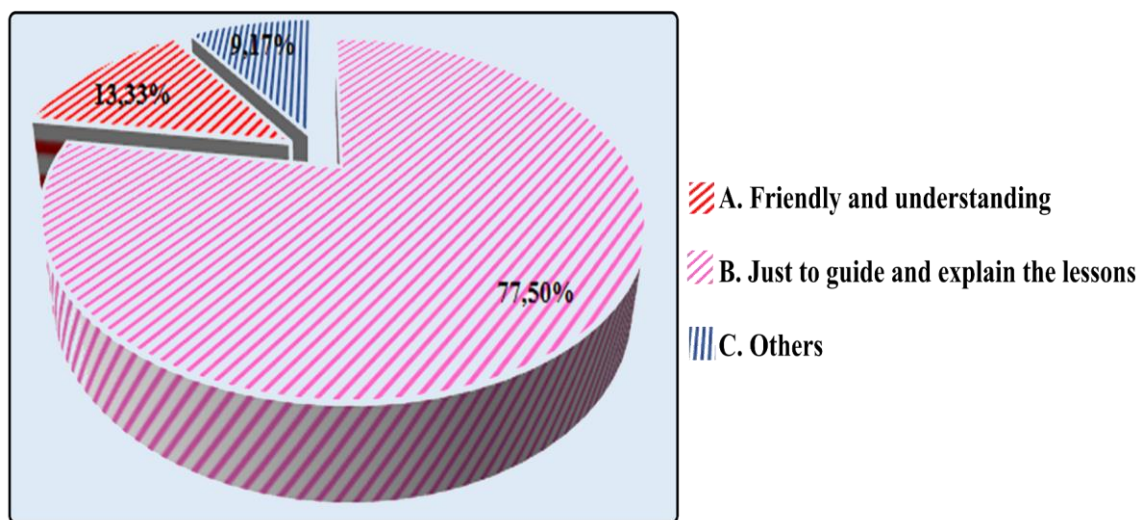
Question 27

This final question was intended to have an idea about the students' opinion about the LMD system in the Algerian university. First-year students argued that the LMD system was suitable for them either in terms of the years of studying or in terms of curriculum, however, graduated students answered that the classic system is used to be better than the new one, since the latter proved, according to them, to be under the suspected level. They also added that this system has damaged the level of the students especially for those who will graduate as teachers; they saw, therefore that 3 years for "license" degree are not enough to be a competent teacher. In addition, these pro-

classic system students stated that in terms of priority in acquiring jobs, classic system graduated students are given this privilege.

3.3.2. Interpretation and Discussion

As it was previously known, the questionnaire is one of the crucial instruments in any scientific investigation. For such sake, we tried to give enough importance to the informants' responses and their viewpoints gathered from the search tools we have administered during our research process. In addition to this, the researcher wanted to captivate the readers' attention toward the requirement of conducting such investigation on the new LMD system in the Algerian university taking into account first-year EFL learners as a case study with the purpose to recognize their linguistics problems and the different kinds of difficulties they are facing them while studying English within this new system to avoid them in future cases.

The main targets from this questionnaire which was addressed to the EFL learners was to highlight the most important strategies and approaches LMD students are in need to put limits to some common linguistics problems they are faced . Taking into account the four skills that of reading, student' reading habits, kind of reading listening comprehension problems, the perception of new vocabulary, the understanding of the new terms, the speaking obstacles, mental process for organizing ideas and the complications of writing. Furthered more, the researcher wanted to get informed about the students' interests toward learning under the LMD system at university as well as their motivation to work individually, in pairs or in groups. The EFL first-year LMD are viewed as the main basis of knowledge for the content of the lectures' sequences that take profit from.

The common intention from this process is to have the ability to analyse the EFL learners needs with their personal objectives on one hand and have the capacity to deliberate some of the useful parameters for new LMD English course design such as the evaluation of the students, the language tasks they need, the different kinds of linguistics problems they face as well as the most themes to be cooperated on the other hand. In general, what

could gather from the given questionnaire is that most of the interesting results showed that the EFL students were not really pleased with the English language as a choice of branch at university despite many different reasons. A likely negative description of this situation is that the kind of the lectures in literature, grammar, phonetics, linguistics and civilization did not neither meet their personal interests, nor respond to their prospect.

Another finding detail from the results we have gathered from the questionnaire also is that the first-year LMD students supports preceding investigation with the purpose of linking motivation, the attitudes of the students and the noticeable low language competence as well. It is for this reason, the four skills that the EFL learners need to be developed have direct effects on their learning habits. At this level, the informant are supposed to be familiar and well-informed in their chosen branch of studies, and this is what can ameliorate their inspiration in comprehension and deliberate deep specialized knowledge particularly that of the English language.

Nevertheless, in this particular situation, while the first-year LMD English students feel that the English language is not their native language, the problem of the perfect use of the English language by them is viewed as the major linguistics hindrance to show interest to the variety of lectures in all the modules in general and to make a kind of transfer of their mother tongue background language and knowledge to the second language that of English. This main finding from the found results approves the views of Kennedy and Bolitho who said that:

> The balance which has been maintained between the linguistic and the conceptual level of the learners is perhaps more evident is ESP programmes than in general English. The learner may… be able to operate within his field in his own language but not in English.
>
> (1984: 14)

One of the vital conclusions from this present research is that any successful English tutoring at the universty level, EFL students attentiveness, curiosity, motivation and even the main important bjectives in language learning should have a great value.

This is what was validated as a princple in learning by Kennedy and and Balitho who suggested in 1984 that *"if it is possible to find out the student's motivation for learning English and match the content of the course to this motivation, the chances for successful language learning are increased"*

Additionally, most of the EFL English teachers from the different local universities showed their interest and awarness of organizing the language teaching around their needs in different modules as they have taken also the initiative to recommend some additional planned courses with an objective to make English more appreciated by the majority of the EFL learners. In this manner, they admitted that the fact of providing them with the adequate resources and pedagogical equipments is going to give enough important values to teaching as they may attract also their attention. In 1987 this result supports Hutchinson and Waters point of view about the common aims of each good and appropriate materials:

> Good materials, therefore, contain:
>> - Interesting texts; enjoyable activities which engage the learners" thinking capacities;
>> -Opportunities for the learners to use their existing knowledge and skills;
>> -Content which both learners and teachers can cope with.

Most of the participants in this present investigation agreed in general that all the language skills are very important to deal with. To say it differently, each of the skills has the role to accomplish the other in any foreign language due to their linguistics values as well as the obligation to implement them in the academic context. Indeed, the majority of the informants declared that well selected literary texts in the modules of literature for instance help them a lot to enlarge their way of thinking and analyzing some short stories and poems. Other category of students declared that they face many linguistics obstacles like misunderstanding the hidden meaning of some literary passages. Furthermore, the limited amount of vocabulary is one of the major

problems to acquire the language clearly. So, these linguistics obstacles constraint the perception of the new things and the advance of the ideas.

3.3.3. The Teachers' Interview Results

This current   interview was undertaken inside the Faculties of Letters, Languages   and Arts at the university of Djilali Liabes of Sidi-Bel-Abbes university. It was conducted with seven practitioners (07) seven English teachers as it was previously mentioned: (02) from Djilali Liabès University of Sidi-Bel-Abbès, (02) from 20th August 1955 University of Skikda in the same Department, and (03) from Amar Telidji University of Laghouat. Its central goal is to plan out the current English modules instruction within the new LMD system as well as survey some significant elements of English course design.

The teachers' interview is characterized by its three main rubrics. The first one involved five general questions addressed to the English teachers to know about their ages, academic qualifications, how long have they been teaching English in cluding that year as well as how long have they been teaching English at the university within the LMD System. While the second group of seven substances wanted out the issue of English modules within the LMD system. The last third part of the teachers' interview asked the interviewee to propose some suggestions and recommendations.

The first Part: estimated at promoting beneficial details which are strongly correlated to the main general personal information about the English teachers who participated in this research. The questions were asked to know about their ages, academic qualifications as well as their personal experience in teaching English at university. All these questions were asked in the first section of the interview.

Question Three:

What qualifications (academic) do you hold?

All the interviewees said that they have the Magister degree. They are all preparing their Doctorate thesis in the same language (English).

Question Four:

How long have you been teaching English as a foreign language including this year?

Table 3.2. Period of teaching English

AGE	NUMBER OF TEACHERS
Between one and seven years	**03** teachers
Between seven and fourteen years	**02** teachers
Between fourteen years twenty one years	**02** teachers

From the above table, we notice that:

There are three teachers who have an experience of teaching English at university of between one and seven years. While two teachers have an experience of between seven and fourteen years dealing with the same language. The last two teachers declared that they have an experience of teaching English at university of between fourteen and twenty one years.

Question Five:

How long have you been teaching English at the Faculty of Letters, Languages and Arts within the LMD System?

This main question was asked to know about the number of years of teaching English within the new LMD system. There are three teachers who have an experience of six years of teaching English within the new LMD system at university. While two teachers have an experience of eight years dealing with the same new system. The last two teachers declared that they have an experience ten years of teaching English at university within the LMD system.

Question Six:

Did you choose your university studies with the purpose of becoming a teacher of English?

The main objectives behind the interviewee's question 6 would to have an idea if they chose their university studies with the purpose of becoming English university teachers and whether they liked to study it as a foreign language or no. In addition, the English teachers were asked about their reasons for choosing to study English at the university level. They all agreed commonly that they have chosen to study English as a foreign language for the purpose of becoming university teachers.

Question Seven:

To what amount do you like your profession as a teacher of English at university?

In question 7 the researcher wanted to get an idea about the English teacher's emotions. Thus, they were asked about their feelings on their professions as university English teachers. When asking this question all the teachers practically gave one same answer. They all said that they like it very much, except one of them declared that he felt it uncomfortable, stressed, afraid and anxious because of the noticeable newness. Consequently, he likes his profession as a university teacher just a little due to some other hidden reasons may be we didn't succeed to know.

Question Eight:

In your opinion, do you think society values the teaching occupation?

The aim of this question with the English teachers in this interview was to shed light on society values about teaching profession. All the interviewees stated that society has various ways to value   the teaching profession. Three of the teachers saw that society values teaching at the university level reasonably. Except one the teachers, saw that teaching or working as a university teacher is extremely valued by society. The three other teachers stated that teaching as a profession is very little valued by society.

Question Nine:

In your opinion, do you believe that your First-year LMD students value your work?

This question was asked with the objective to know the opinion of the English teachers if First-year LMD students value their work and efforts. This question was characterided by an idirect style is that the researcher wanted to get an idea about the relationship between the interviewees and their students. In other words, the researcher did also his best to distinguish whether the students were familiar with the English language within the new LMD system and their teachers or not. Four teachers agreed that First-year LMD students resonably valued the work which was done by them as leaders as well as one of the interviewees stated that First-year LMD students highly valued the efforts. Contrary, two teachers viewed that the value of teaching and working with the students is not appreciated at all.

Question Ten:

What are the most major structural changes since you started teaching within the new LMD system?

The question was very imperative stated the majority of teachers. They supposed that the problem at hand was that they ought to deal with the new LMD system. Generally, they should have been specialized in some modules and subjects so as to do a great job at university they added. Therefore, the shift from the classical to the new LMD system, is further in terms of specialization intensive instruction and training parts declared three of the English teachers. At the level of a good teaching quality, the majority of the interviewees witnessed that technology had a major and a key role to play in university. Accordingly, they maintained ICT as a new strategy to be implemented in all universities to cope with the new LMD system.

What concerned harmonization, all the teachers focused on the necessity of the same teaching units. This way of working could solve many problems and difficulties at the level of pedagogy in all the Algerian universities. As for the First-year LMD

students, it was a dissimilar approach of providing all the Algerian students identical opportunities in relationships of teaching resources as well as materials and assessment.

Question Eleven: Point out the challenges which you face as a University teacher of English within the LMD system:

The English teachers in this question were asked to point out the challenges they faced as university instructors within the LMD system. The teachers' responses are as follow:

- "LMD system, unlike the classical one, focuses on teaching units more precisely. It is an advanced teaching style in which new technologies can be used and applied"

- "Today, learners' competencies and abilities are highly important. Hence the relationship between teachers and their learners' relationship should be taken into consideration"

- "Teachers now have a new syllabus. It is not an easy task for teachers to teach new modules. However, it is helpful to familiarize with the new system of teaching proficiency and techniques".

- "Teachers and their learners should interact and cooperate with each other. Because, on one hand, teachers will benefit from unifying the courses and the given program, and on the other hand they will have some equal opportunities in modules and in the assignments provided by the teachers".

- "The new educational system I mean the LMD might be a great tool for university educational development if all teaching and learning materials are supplied for both teachers and learners".

- "This European system of education relies on contemporary and modern tools, by implying technology for educational purposes to help learning and teaching environment.

3.3.4. Interpretation and Discussion

Although LMD system advanced our educational system, it has drawbacks. It contains many difficulties that affect both learning -teaching environment especially in the university classrooms. As a new system, it lacks many things, among them: teachers and students' pedagogical training before they introduce this system to universities.

From this interview, we came also into conclusion that both old and new systems are distinct for teachers and learners. They differ in all aspects from assignments, tasks, tools, students' evaluations to teacher-learners environment. On the one hand, Classical system of education, teachers evaluate the students based on taking two exams per year, and two retake exams. In the new LMD system, students have two semesters per year. In these semesters teachers evaluate his students in three types of evaluation: daily evaluation RC or TD as it is called in Algeria and a TP in which students practice by themselves. At the end of the semester, students take exams. For those who did not succeed in the first trial, they have the chance in retaking exam each semester. Some modules did not witness a great change in comparison to the Classical system. Yet, the way of teaching and the syllabus changed. In LMD system modules are introduced smoothly, for example, in literature, freshmen students first study introduction to the basic terms in genres of literature. When they pass to the next year, they study literary analysis. This privilege didn't occur in the previous system.

In addition to the Classical system, teachers used to teach traditional grammar only to license students, however, in the new system students have a better access to learn grammar. They introduced another module which helps students acquire more information about grammar called 'Morph Syntax'. This module is divided into two branches: syntax and morphology. The later means the study of structure of words and sentences, and the former, is the set of rules, principles, and processes that govern the structure of sentences in a given language. In this respect, the committee in charge for supervising the development of the curriculum chose to include this module in Algerian universities to increase the value of teaching and learning grammar.

Therefore, in order to increase this value, for either LMD or Classical system students to develop their competence, we recommend better tools and materials. We can see the result if we include the Information and Communication Technologies (ICTs) to university classrooms with the integration of internet for educational purposes. This process is high specialized teaching method and will result high level of quality if we merge new technologies and teaching. With this system, the new modules are much more precise in which they serve the needs of English studies. The LMD system, according to some prominent teachers, should give much importance to learners' competencies and abilities, also taking into consideration the teacher-learner relationship. The LMD system of education is still considered new until now. Teachers in charge still face some difficulties dealing with this system. Preparing tutorials needs much coordination with both teachers and their students. The latter is very useful because, firstly, it allow teachers to unify their courses and the syllabus, secondly, students will gain years of education and will graduate younger than the classical system, as well as it will strengthen their capacities and progress more.

3.4. Classroom Observation Analysis

The process of observing EFL teachers and their first-year LMD students has established dynamic data sources for the researcher who was taking the role of an observer. It is for this reason, the researcher has decided to choose using a classroom observation checklist which has been principally modified as a model from (Timulsin, 2001) see (Appendix G) as one of the very imperative research instrument to collect the foremost data through "*real time observation*" was rudimentary resources to methodically achieve this current research work. Consequently, among the main intentions of the classroom observations were conducted to discover how the different English modules are taught by the EFL teachers in the classroom.

Furthermore, the researcher wanted to know whether the students are really motivated or not to learn about literary texts, civilization, some grammar activities, phonetics training sessions, reading of some passages, writing of some paragraphs,

oral speaking training processes and listening of some passages and the EFL teachers' views in the language classroom. In addition to that, the basic reason for the classroom observation was to find out if the available materials respect the norms with the teachers' and students' needs as well as views about English in the language classroom in general. For this purpose also, a specific checklist was created and used for the classroom observation so as to evaluate the subsequent aspects:

- The various kinds of activities and the procedures used in the classroom.
- The familiarity between the EFL teachers and their students while using some of the literary texts, grammar activities, civilization tasks or different classroom activities in general in the language classroom.

Accordingly, this performance leads to some extra details students' questionnaire and teachers' interview which, consequently, may strengthen and confirm an appropriate understanding of teaching the different English modules to the first-year students within the new LMD system as well. Continuing with the same procedure that of observation during a particular period of time, for the arbitrarily EFL teachers we have designated, it has given a clear image about the variety of problems which are facing the EFL teachers. Therefore, this kind of classroom surveillance procedure has been separated, fundamentally, into two core parts: the first part has deeply dealt with the manner the different courses have been lead, and the second part has been kept for the core of the content that has been delivered for the first-year LMD English students through a wide-ranging sequences of lessons.

The set of difficulties and problems

Through the classroom observation, a mixture of problems appear to face the group of EFL teachers in the Department of English under examination is frequently associated to: First, teachers notice that their students are not motivated at all. So, it is somehow hard to deal with this category. As a second reason, the utmost number of the EFL teachers are not really capable to use the new ICT easily; may be to the ineffectiveness use or the unawareness of these sophisticated equipment's which help them to make their performances better than they are as well as to make their learning

and teaching approaches more comfortable. As a third reason also, classroom observation as one of the effective instruments to collect more details and information, and due to the nature of human beings which may reflect the way of being experiential as a traumatic experience in life.

Thus, it could be very possible to have some teachers who may not accept to be assessed or observed in general. In other words, they viewed that as an undesirable experience for the majority of the EFL teachers. For getting some rationality and consistency a questionnaire for first-year LMD students and an interview for EFL teachers were also correspondingly intended to deep procedure analysis. Broadly speaking, observation as a process of a limited number of teachers throughout incomplete period of time may have a negative effect as it may not be seen as adequate to claim for setting the different answers in a very larger context. In addition to that, it does not mean that classroom observation as a research process did not help the researcher to get a great idea about the EFL teachers of different modules.

Main Classroom Observation Results

At this step the group of the LMD students were asked to make a kind of assessment of the main teaching materials as well as the most appropriate teaching strategy applied in the class. To a certain level of interest, it can be noticed that students' different answers enjoyed and disliked about the nature of lessons. The table below may statistically summarize the following aspects:

Table 3.3: Students' Overall Evaluation of the Delivery of Materials and the Teaching Approach Employed. Adopted from (Timulsin, 2001)

Lesson N °	1st	2nd	3rd	4th	5th	6th	7th
1- The nature of the chosen text is so interesting and encouraging to contribute to the discussion.	76,66%	70,83%	73,33%	59,16%	45,83%	39,16%	36,66%
2- I take some important notes.	91,66%	96,33%	80,83%	70,83%	66,66%	80%	50%
3. I guess that group work is a wonderful process.	85,83%	80%	72,50%	55,83%	50%	49,16%	50,83%
4- Learning English from different methodologies is helpful.	66,66%	39,16%	48,33%	52,50%	45,83%	50,83%	39,16%

Approaching the nature of the chosen text which is so interesting and encouraging to contribute to the discussion from the present perspective. 57.37 % of students declared that from this process they can know and learn more about the new English terms and they can take parts in different discussions 76.61% students said

that the chosen texts were also very stimulating. 63.45% of students agree that group work is one of the well-studied strategies to acquire the language easily. 48.92% of students declared that they get the occasion to express themselves freely. The results we have gathered show big differences in students' answers during the data of collection process. Even though, the given time was somehow limited as well as the main instruments are really not enough to increase a complete mindfulness about this main issue, it has been a great pleasure for the current investigation to enrich the students' knowledge about the English language. Furthermore, the different manners the new words were presented have given to the students certain confidence and what is possible to do by the given words. At this level, students appeared to appreciate the identical wonder.

3.4.1. Interpretation and Discussion

What can be noticed from the different findings we could gather is that, various teaching strategies could appear from the data we could gather. Still, the most which was practical and helpful to the group of students was the one which used a kind of amalgamation of approaches and trying to include the students' background knowledge and culture in class debates. The teacher at this stage is using this strategy so as to value his learners as culturally beings with some of the legal involvements, experiences and the various perspectives on life. Implementing culture in some modules like literature, civilization, social sciences, some reading, listening passages and some oral debates pushes the students to become really motivated inside and even outside the class when they are asked to prepare something of the same purpose with the teacher who prefers to apply this process of teaching. Related interpretations of the LMD students and their EFL teachers about the variety of literary passages as a vital teaching language sources:

- Very interesting learning/teaching vocabulary resource

- Ameliorate all the four skills of the English language: speaking, reading, listening and writing.

- Very interesting for group work.

- An entranceway to other foreign cultures.

- Difficulty of language level.

- Teachers' emphasis on the appropriate choice of the literary texts for instance and some good activities is going to make the level of the students better than it is so as to know more about the English language in particular.

- All teachers approved that each one of the skills accomplish the other.

Therefore, the integration of the four skills in the EFL classroom has the possibility to help the students make their language skills more developed.

Likewise, the various data we could gather from the students' questionnaire have demonstrated that the implementations of general literature, civilization and even general linguistics in the university have its positive aspects. An instance of this, indorsing the use of English literature in the language classroom via some discussions and tasks which are strongly correlated to the literary texts; encouraging cultural enhancement; creating certain habits among students to read more so as to know more; and to motivate particularly young language learners' consciousness.

To conclude, the different strategies applied by EFL teachers have shown that there is a kind of interest by first-year LMD students. It seems also that some approaches are really useful and helpful so as to encourage the students' consciousness about English and studies at university. Firstly, any English text is viewed as a powerful cultural piece, by which is possible to get new vocabulary for instance; secondly, the English text is the incentive for daily personal vocabulary memorization as well as different kinds of activities evolution; third and last, text is a literary instrument which is used for the objective to emphasis for organizational and grammatical study to get more knowledge about the English language which is our case.

Moreover, what have been found during this current investigation is that each of the three scientific research instruments has played its specific role in this study as it has accomplished each other. The process and the method of triangulation in methodology have given to the researcher certain strength to cluster the main findings,

analysis, conclusions and having the capacity to do a kind of description about the adequate contribution of the different approaches in developing students' awareness and language performance in English which is the target language.

3.5. General Discussion of the Main Findings

In correspondence to English LMD students' motivation towards the English language, it was detected that in general first-year English university students have a very close relationship with English language in studies, even though it was difficult to draw a conclusive result about. In addition 37.50 % of the respondents are not familiar with it, since they confront difficulties in comprehending the new terms taught in English as well as to the lack of vocabulary which is appropriate to their linguistic level.

In the common objective which is shedding light on the main findings and conclusions gathered from the main different sources which were used in this investigation, results exposed negative effects on first-year LMD students such as low performance in English modules classes. The preliminary question of this research work was to shed light on the attitudes and opinions of first-year LMD students towards the contribution of the LMD system to studying English as a foreign language in Algerian universities, in particular, at Djillali Liabès University of Sidi-Bel-Abbès on one hand and to determine which kinds of difficulties and hitches are facing them while studying English modules on the other hand. The researcher was also curious to define whether the language course and the instructional resources at the faculty are useful and appropriate with the need of First-year LMD Learners or not.

Through what we could gather as responses from the questionnaire addressed to First-year EFL Learners' in this investigation is that LMD English students are in need of great important measures to be taken into consideration to solve many linguistic obstacles that have may be some negative impacts on the students' successes while dealing with English within the new LMD system at university for the first time.

Concerning the interview with some English teachers. There were many interpretations about the implementation of the new LMD system in the Algerian

university as they confirm through the responses during the interview. They were facing many struggles in the beginning, as they did not get any idea about this new educational system among them, the modules attributions, the nature of modules as well as the how to evaluate students.

Some of the LMD respondents claimed that they are not really able to master the four skills easily. In other terms, some of them showed that they were in need of some suitable strategies to put limits to the linguistic problems which are facing them while studying the English modules as they were ignorant of the most effective approaches also, their deficiencies and prospects were not thoughtfully taken into consideration. The second research question envisioned to survey whether first-year LMD English University Students' are facing some ambiguities in the English modules and what might be the main causes of first-year LMD English University Students' difficulties in modules and which teaching strategies can be implemented with first-year LMD students to cope with modules so as to capable to study the English language. Furthermore, we wanted to know if students would put limits to the linguistic gaps with English.

Findings of dissimilar devices; students' questionnaire, teachers' interview and the classroom observation showed that the popular of the informants' performances show some negative attitudes and highly interested when impending English from various viewpoints and this is what actually confirm the main hypothesis of the present study that First-year LMD Students' difficulties in modules might be attributed to their insufficient linguistic competence in English, their limited and ineffective stock of vocabulary strategies, their lack of writing, speaking, reading, listening. First-year LMD students' low performance in English is caused by some affective hindering factors like less motivation. English teachers can help LMD students overcome the problem of the new words by using some affective teaching strategies like facilitation and explicit ways of the new presented words through some activities. Additionally, the different branches students come from (for some years now, the department of English is open to any student regardless of the branch —scientific or literary —they have followed during the high-school classes; scientific pupils are given a smaller

amount of learning English and thus less exposed to English than the literary or foreign languages pupils, and yet these students seem to succeed better than the literary students.

The main students' questionnaire results and discussions we could gather have shown that First- year LMD English students are living many kinds of linguistic complications as it was previously mentioned such as in Reading, Writing, Speaking and Listening. Half of the informants 60 answered that the obstacle lies on the lack of vocabulary, 4 said that they have reading problems, 27 said understanding grammar rules is the obstacle. But, 07 responded that they face problems in listening skill, 13 said that they are confronting writing problems when they are to write in English, unlike the 09 of the students who answered that speaking skill is one of their major linguistic problems. For reading we have noticed that the informants whether they were really motivated to read in Arabic, French or English. 60 of the students answered that they enjoy reading in English, and 37 of them responded that they prefer reading in French unlike the 23 who confessed that they enjoyed reading in the Arabic language. Therefore, the majority seemed to find pleasure and satisfaction in reading materials written in English.

For the various reading materials that the students are interested in. 67 respondents stated that they enjoy reading different national daily and weekly newspapers, meanwhile 59 of them preferred reading books. Other 40 respondents expressed their enjoyment in reading magazines, in addition to other 40 students also who contended that articles are their preferable reading materials. However, 70 respondents had an interest in scientific topics, unlike the 83 of them who preferred reading social topics. The rest of the group, who represented 48 members of the students, stated that they would rather choose literary topics (poems, short stories …). In addition to this, the researcher wanted to know how often these students read outside the university mainly in English, French, and Arabic. 39 of the students said that they sometimes read English outside university, yet 58 other students stated that they often read English outside university; meanwhile 23 students confessed that they rarely read in the same language.

As for the French language, the majority of the students 81 stated that they often read French outside university; in the meantime 25 students said that they sometimes read the French language outside university where only 10 of them responded that they rarely read French. However, for the Arabic language, there are 86 respondents, who represented the majority, stated that they sometimes read Arabic outside university; where 19 others said that they often read Arabic, unlike other 15 students said that they rarely read in their first language. For the understanding of the new presented terms, this question is a vital one where it is possible to identify whether the students understand the new terms or no. 78 of the respondents seemed to do not understand the new terms and have difficulties in grasping their meaning, yet 42 admitted that they understand the new terms, in which they do not encountered difficulties in comprehending their meaning.

In addition to what was exposed, first-year LMD students showed deep interests to the English language despite of the common difficulties which were facing them when studying it. As a result, most EFL students showed that their slightest preferred talent is reading because they have an idea about this crucial skill and what is possible to do with reading, as well as what is likely to do with the different cognitive skills of planning as well as about the productive skills that of writing and speaking. Consequently, asking the students reading short stories, texts of movies and short poems is going to help them increasing the skills and the language aptitudes. Furthermore, first-year LMD English teachers stated in one of an indirect answer that if the main objectives of each of the modules are clear here the students are going to get an idea about everything. In other words, the well selected literary texts are going to help the students to cluster a clear idea about the different modules and their principles. So, it is so easy to make the students feeling more confident and secured in the learning environment. These previous findings appear to join to some extent the researcher's first hypothesis.

As far as the second research hypothesis is concerned, the results have demonstrated that the First-year LMD students' low performance in English is caused by some affective hindering factors like less motivation. The foremost target of this

hypothesis was to get a clear idea about the reasons that led the LMD students to be less motivated to work in classrooms. There are some of them who admitted that the reason lies on the group they were integrated in, other students stated that the teacher is considered to be the direct reason of their demotivation, and the others answered that the system is the factor behind their lack of motivation to study at university. In addition to that, some of the students did not assimilate what were taught as lectures during the first period of the semester.

Furthermore, if the well-structured strategies to motivate the students to be familiar with the English language literary texts and some short stories can be a valuable supply for enhancing students' response to texts and an integrative first-year LMD English students as well. Additionally, by implementing the elements of interest and some of the fun that characterize some of the literary texts in all purpose and specifically short stories. At this level of interest, first-year LMD English classes will have the ability to develop their writing as a productive skill on one hand and their way of viewing, analyzing things as well as their creative thinking capabilities on the other used to discover the target language structure and building. The results we could acquire from the present investigation, it is recommended that English teachers are in need of a selective literary programs. Formerly, the students have to be provided with some unlike activities samples with the purpose of making their interest and motivation better than it is. In addition, it should be stated that teachers' suppleness and flexibility will make these activities successful at this level and it will engage the students to know and learn more about the structure of the language. The main vital role of teaching with incorporating of different models as a strategy, is to permit students to know about generalization as well as connections. In addition to the knowledge transfer to a variety of problem-solving situations in their daily life at university.

As it helps the students also to take profits and know how to apply knowledge appropriately to a diversity of situations. More significantly, this present research points out that the well-structured teaching method has a positive role to apply and play on the students' attitudes toward literature in general as the case of the English

language. It is shown in this scientific research that teaching methods as well as approaches have great impacts and key roles to play. By the help and the guidance of the teacher, the students become capable to find the link between background information to reading as they can also build desired and background language, and direct students to aspects of the sources that make them taking profits from. Accordingly, students may not feel that they are uninterested in the class at this level. Temporarily, the typical ready tasks and activities should be supportive on the students' performance as independent and self-directed permanent readers and language construction. Moreover, based on the results obtained as usual reading as a receptive skill was clearly associated to the rest of the skills such as speaking and writing. Thus, it is possible to make from students good users of language as they can have the chance and capacity to practice as well as to make their English language structure more improved.

Last but not least, the main finding results from the present survey recommend that teaching English to the first-year LMD students is to show the different applied strategies that can be very useful to students since the formers have a little linguistic capacity. Thus, is up to the teachers to create an atmosphere where the students feel really motivated and secured to know more about English as a foreign language. As a major role also, teachers are asked to plan and simplify the class and make it comfortable by giving equal chances to each one of the students to express themselves and exchanging ideas and answers as well as to let them live the integrative approach strategy.

The results we could gather from the previous exposed research instruments in this investigation can be summarized as follows: As a first impression, we can say that most of the informants held a positive attitude toward the English language in general taking into account of the different productive and receptive skills. Most of first-year LMD English students showed their desire to use and to be good users of the English language despite they are facing some linguistic obstacles like the problem of understanding the new English terms, the mastery of grammar rules, the writing, the speaking, the reading and the listening. In addition to the lack of motivation

sometimes. As a second observation, we can notice that the majority of the first-year LMD informants showed the desire to learn the language using the new Information Communication Technology so as to cope with it inside the class.

By the implementation of some interesting elements and fun that characterize some of the literary texts as a third process, is going to help the EFL students to be more motivated than they were before and there will be certain curiosity to know more about the original version of the literary texts for instance. For the mastery of grammar, it is possible to reinforce them by a number of activities that help them a lot to practice different types of activities so as to be friendlier with grammar which is viewed as the most essential element to acquire as well as to understand the language easily. Consequently, first-year LMD English learners will have the possibility to obtain the strength to   make the four skills easier than the previous times as they put limits to the different linguistics obstacles so as to make also their level of interest growing up. For the understanding of the new terms, there are some effective techniques which aim to increase the students' autonomy in English courses. As it is systematically known, in any university studies and in different fields there are some basic principles to be respected and applied in a right manner. Among these basics is that each one of the students has to master how to use the dictionary, and how to take the habit to use it, and how to look for words that appear difficult because dictionary is among the best strategies to understand the language most of the time. The case of our informants shows us that they came to university across unknown vocabulary as they ought to search using the dictionary to find not only the meaning but more significantly the one meaning that is appropriate for the original context.

If certainly, the learner is bright to use the dictionary the latter will be considered as the facilitator and the guider to manage various steps; taking into consideration how to arrange for instance a list of words in alphabetically, understanding the different parts of speech, such as the articles, nouns, verbs, pronouns, adjectives, adverbs, auxiliaries, prepositions and conjunctions. Explaining the meaning of pronunciation guides, and discovering the most acceptable meaning of the words and expressions. English literary modules Teachers from their parts who

want to supply help in dictionary use, can introduce some techniques so that to make their first-year LMD students' be familiar with this kind of modules like preparing the students to take the tradition to look for the difficult words using the dictionary is going to be one of the foremost principles of their personal daily practices and habits. Furthermore, the teachers are invited to push the students to be as quick as possible to look for words by making for instance the guide words on the top of each page. What is beneficial also from this process is that the literary teachers can provide their learners by some lists of literary words to be checked using the dictionary and introducing that words in their personal sentences and examples for the purpose of storing them. This strategy is going to motivate the students a lot to deal with the new words easily without any difficulty and hesitation.

To conclude, the results we have obtained from the present research work show that pedagogical supports and materials have great impacts on first-year LMD students who are facing various linguistics challenges. Thus, it is really time to help this category to adapt with this competitive society, meaning that university needs to design English courses that can perfect prepare learners for future professional communication. English programs within the new LMD system would give enough importance on developing students' competence in a specific domain, such as teaching in general. Others would make first-year LMD students ready to work in specific fields such as in the industrious companies which are associated with the local and the external economy of the country. Some of the additional materials, for instance Information Communication Technology like the E-Books, the access to internet inside the classes and the preparation of the solid literary texts in general have many positive aspects on the level of the students. In circumstance, there is an availability and a variety of the sources on the Internet and on the teachers' market to discover many things in the English language. EFL teachers are invited also to find all kinds of assistances and supports they are in need and which unify the main teaching interests and strategies at the same time.

3.6. Conclusion

In accordance with the analysis of the data provided by students and the EFL teachers and through different research instruments the researcher came to draw some tentative concluding remarks concerning students' performance in English classes. This chapter has centralized on the analysis of data collected from each of the earlier procedures to get answers to the already main research questions and hypothesis of the current research work and described the findings through the students' questionnaire and the teachers' interview as well as the classroom observation. This analysis has, in fact, unveiled a poor English among many students, besides to their limited and ineffective stock of linguistic English strategies, as well as to their lack of writing, reading, listening and speaking skills in the target language. In the light of these results, some recommendations and suggestions aiming at more efficient teaching strategies while teaching the modules in English within the new LMD system will be proposed in the next chapter.

Notes to Chapter Three

(1) At this level, the researcher used note-taking to report English teachers comments to the interview's questions. It is to be distinguished that the interviews could not be tape-recorded since this would have impressed English teachers and even disturbed them. Conversely, hiding the type-recorder would have distorted the quality and the value of the sound.

(2) Dissimilar, the diagnostic rubric that gives separate scores for each principle, the all-inclusive rubric gives a single score for each summary.

CHAPTER FOUR

Suggestions and Recommendations

Suggestions and Recommendations

4.1. Introduction

The present chapter, which is devoted to some practical suggestions and recommendations, sheds light on the practice of English teaching from different angles. Thus, it seems that it is effort demanding and time consuming for new teachers to experiment the task of planning and designing an appropriate syllabus that best fits a specific group of learners. English teachers who lack the "savoir-faire" of designing courses that will tackle effectively the specific language needs of their students, are frequently faced with a range of complexities and problems, especially when analyzing the target needs of the first-year LMD students. Quality EC courses are of prime importance of the educational contexts. Unfortunately, often new teachers have not the necessary planning time before starting teaching specific groups of learners. In addition the lack of training of some teachers could be mentioned as a crucial handicap. The first section aims at exposing some affective consideration to language and teaching. Among the main goals of this section also is to foster the optimum affective conditions that may take part to raising first-year LMD students' learning achievement. A range of some selected activities can be implemented so to illustrate the importance of the first-year LMD students' awareness as a second point. Some teaching techniques and activities as well as the use of the dictionary will be exposed aiming particularly at increasing students' autonomy in English courses.

4.2. The LMD System: *Practising Competency-based Activities*

This revolutionary method is still a new horizon to explore for the Arab models in general and the Algerian one in particular. It resides in focusing on outcomes of learning (Prema Wardhena, 2011). With the new shift towards LMD implementation, students are being taught and assessed according to their performance and competence, which is a giant step in terms of the previous system. In this context, it is believed that CBA seems to be an adequate option for the Algerian learner. For that reason, it should be strongly suggested as a successful approach since it is a method that relies on helping learners achieving outcomes according to the acquired skill or competence. It also addresses what first-year LMD students are expected *to perform* rather than on what they are expected *to learn*. Richard and Rodgers in 2001 described **"***the*

movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours, students should possess at the end of a course of study".

Based on the western model, the digitization of education in Algeria has to include the competency based approach that will complement and support the integration of LMD system. The CBA is, indeed, a revolutionary teaching technique, since it deals with competence and fosters progression rather than conventional learning that requires months or years in University or college. Understanding CBA is an imperative condition prior to the adoption of the approach for the Algerian model. It can be summarized that its meaning in a perfect example that illustrates the following: CBA is a tailored system that meets the needs of learners. The process relies on doing a task; an activity or drill till the person reaches the mastery of the newly learnt skill or discipline.

In other words, it is similar to the car driving lessons. The candidate cannot jump to the following step or phrase unless the needed one is fulfilled. Hence, the approach is an outstanding one compared to the conventional teaching and/or learning. CBA offers a great support to those with certain skill deficiency. The approach rarely neglects the previous background. On the contrary, it ameliorates the learners' competence through the specific reinforcement instead of the general teaching technique. The outcome of such approach is evidently: gaining time for more knowledge.

The Algerian educational system differs from the Western one, but after the LMD implementation, the orientation of the educational stream complied more with the European model that has been, in its turn, influenced by the American one. The ministry of education and scientific research in Algeria favoured the online learning and the model platforms. Contents of textbooks started to be available on the database of the portal of the Universities and allow students to make revisions without too much bothering with old numerous and voluminous textbooks. The reason is the spreading of ICT and the accessibility of the means that has been democratized by the Algerian government in the 90's, to leverage the advanced technology for better management at

all levels. Achieving the digitization in Algerian Universities also necessitates the integration of pedagogical innovations and development in education. As part of the reform in this field, the measure consists of the installation of the infrastructure either hardware or software which resides in intranet and internet. Video conferencing system aid is one of the best solutions opening-up new horizons for the integration of the CBA, as far as teaching English is concerned. Accordingly, competency based education is viewed by Schenck as:

> Competency based education outcome is based on instruction and is adaptive to the changing needs of students, teachers, and the community. Competences describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBA is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations.
> (1978: 73)

He attempted to clarify the concept of this tailored approach and exemplified its effectiveness in our daily life. Moreover, it is functional to education since it enhances life skills and help for the accurate evaluation of mastery of those skills learnt or acquired which are noticeable through the learners' performance rather than the score or the grades which sometimes can be biased and even reflect a wrong evaluation. The implementation of competency Based Education CBE for the Algerian model has to be gradual and should be adopted first as an experimental phase that can be generalized further. One of the challenges to the implementation of CBA might be the Algerian students' level and specific need in terms of language acquisition. Hence, adopting the Western model blindly to the Algerian case is not the ultimate solution. It can be an alternative. We have to precise that for every reform, steps must be followed according to some conditions. One of the most important criteria to be considered is the outnumbering classes in the faculties where English is taught.

4.3. Performing Basic English Proficiency within the LMD System

As generally conceived, English as a foreign language is often designed for intermediate or advanced levels. Some basic knowledge system for these learners

before being involved into English is quite important. Hence, an English teacher would consider this parameter while dealing with the literary modules. A student could also be trained to use skills, capacities and proficiency that obviously are related to the area of General English before presenting the new literary vocabulary.

Therefore, Basic English language proficiency is recommended to the students so as to be really capable to fully understand the aimed contents of the English courses. Basic language proficiency in this situation refers to a prerequisite basic ability to use the LT. Even within the setting of English, teaching General English cannot be marginalized if suitable texts reveal students' gaps and weaknesses while dealing with the language. The gaps which are noticed within the first-year LMD students while dealing with the literary modules in English have to be filled before proceeding to high level English.

English teachers can avoid teaching General English in addition to more specific language. The whole objective is simply to ameliorate both oral communicational and written language ability; English teachers should bear in mind that although teaching English, they are principally teachers of a foreign language especially in a literary way. In this case the first-year LMD students are facing such difficulties in English it is crucial to help them teach General English which is considered as a part of FLT. That is for this reason, it is fundamental to keep a fair balance between General English (GE and ESP) English so as to maintain a harmony to give tensions away that may develop between conflicting needs.

4.4. Successful Learning through Motivational Strategies to 1st Year English LMD Students

Motivating strategies are varied and can rely on a wide range of techniques. Researches in this domain as Kaylani reported in 1996 that "*Assumptions found throughout the literature that the difference between successful and unsuccessful language learners is either a factor of the quantity, quality or combination of strategies that learners of each group use*".

As described in the previous chapter, motivation is the key strength in learning. When it comes to teaching, the instructor or teacher has to identify the most appealing vector that will create the best environment to achieve better. Language learning styles and strategies are among the most important factors that contribute to define to which extent the first-year LMD students learn a foreign language. In this situation, the foreign language is taught in a pattern that would allow communication instead of the full or total mastery. It necessitates linguistic immersion.

English is mostly presented as a vehicle of everyday communication. We have to remind that the way English language is taught in Algeria confirms the situation. Its position as a foreign language is a non-speaking environment prevents our sample from the daily practice. From this perspective, motivational strategies would be quite different from what is almost demonstrated in previous studies and researches that explain the major steps to be followed and the guideline to be adopted to get a concrete result that meet the Algerian model, as far as learning is concerned.

Among the most known studies that explored the fields of motivation, and the learning strategies, the works of Rebecca L. Oxford are, for our research, one of the most relevant references. She advocates for motivation explicitly. The concept is defined as learning and teaching approach relying on a tested model that is still used in western universities, thanks to its efficiency. We named the Competency Based Approach either in learning or teaching, this style is reliable, yet to which extent the style can be used? For Dunn and Griggs in 1988, "the learning style" is "*The biologically and developmentally imposed set of characteristics that makes the same teaching method wonderful for some and terrible for others*".

We enumerate major style dimensions relevant to foreign language learning among other style aspects proved to be very influential that have been split into direct and indirect strategies (Ehrman and Oxford, 1990). We can classify the strategy as follows: memory-oriented, cognitive and metacognitive, compensatory and affective and, finally, social.

4.5. Considering Some Fundamental Changes within the LMD System

The carried out studies, focusing on schools functioning according to the LMD system, concentrating on inquiring on school level processes, indicated that the implementation of ICT may profoundly transform the teaching profession (Granger, Morbey, Lotherington, Owston, &Wideman, 2002; Kozma, 2003a; 2003b; Venezky& Davis, 2001). Thus, ICT was deemed as a core characteristic of creating successful schools in the true sense. The latter's use works accordingly with a strong educational vision and experience in innovation and ICT use; that is to say, guarantying the reputation of being an innovative school which is in alignment with government education policy and priorities. In addition, other case studies highlight the fact that schools with an intensive ICT usage was credited for producing several community-directed strategies for solving the problems related to ICT usage, especially developments in terms of school organization. For instance, at some schools, there was a shift from a, somewhat, chaotic structures to more horizontal and stabilized ones; not to forget improvements in staff development through building the teachers' professional community (Venetzky & Davis, 2001). In order to take place effectively, professional development and formation of teachers must be given high importance by providing trainings in a wide and encompassing form integrating teachers' ICT competencies with their pedagogical knowledge and skills.

Plenty of reported findings (Dexter, Seashore, and Anderson, 2002) stated that a well-equipped professional teacher community and a well-designed instructional technology were in reciprocal and recursive interaction: teachers' crucial need to be equipped with some basic aspects of technology-related techniques, as to contribute to the development of the professional community, which certainly leads to creating a more integrated and focused uses of technology, the reforms of the school's layout and foundations, within the frame of the LMD system, and the gradual development of a better support system for technology use. It became quite inspirational, viewing the matter from a pedagogical angle, to use ICT; in that, teachers became more supportive of collaborative and communal function as they serve as a catalyst of change since many educational settings in which ICT is used become cross-disciplinary; they

involve large projects and process oriented activities, and demand specific forms of expertise from several teachers and educators. Teachers, like so, were transformed into team members instead of independent workers. One of the necessary prerequisites within the characteristics of successful schools functioning in favour ICT implementation was teachers' personal commitment and an appreciative, collaborative community with the support of the principals (Granger et al., 2002; Owston, 2003; Vosniadou & Loannides, 2004).

4.6. Consolidating School Change Problematic

ICT in schools was taught in order to change education and schools. The use of ICT is a difficult task. Even if there were ideas and expectations about the change, but the change has minor concern. Change passes through 3 stages according to Fullan (2001): there is initiation, implementation and continuation. Although ICT was and is regarded as important for school and there has been and still is a strong political commitment to it, no strategies and practical activities have existed for a sustainable change in every school, or even in the majority of schools. The policy discussion has been on a general level, and the practical implementation of ICT has been based on a few particular aspects, which have been regarded as key elements, such as improvement of literary resources or (Literary) teacher training.

In ordinary schools, ICT effectuation has often been a top-down process, in which schools or teachers cannot control the events in any fruitful way. The pressure to use ICT in teaching practices has been strongly characterized as coming from outside the school, as well as in the case of the implementation practices. This is contrary to the research results that for effective adoption and successful use of ICT a holistic approach is needed, and that in the change process the most important way is to have an inside process, with school as the centre of change and teachers as an intrinsic part of the change process. In the UK, the results showed that schools, in which ICT was successfully implemented, had a well taught-out approach of involving pupils as learners. Only after fundamental issues of pedagogy and learning were identified, the place of ICT was identified and established. In parallel, Erstad's (2007) results from Norwegian schools show that schools work systematically in different

areas, with an organized structure, flexible methods and focus on learning, succeeded best in the educational use of ICT. Likewise, many empirical studies examine the role of teachers in adopting ICT in school. Teachers are essential for a successful change process; they are the agents of change and the main means for change. Teachers need to be familiarized with the change process, which will involve them in examining and changing their own practice.

Teachers' collaboration is important, as it provides mutual support, as well as support to elaborate common agreements and practices concerning how and when to use computers, and to set shared goals for ICT. The teacher community should take part in deciding and designing the practical implementation of ICT, e.g. where the computers are located, for what purposes first-year LMD students are allowed to use them, or how the ICT-related pedagogical and technical support is organized. In a successful ICT implementation, the principal and the school board are also key actors; Nachmias et al. also emphasize the ICT coordinator's role. Problems of ICT execution are likely to emerge, if the computers are located in computer labs, if the teachers have low knowledge in ICT, if there is a need for teacher cooperation, and if the ICT controller does not have clearly specified duties and status. Mäkinen (2006) argues that that in the change process, the importance of reflecting not only on the means but also the ends in educational institutions learning results.

It is probable with good reasons to ask whether ICT implementation is a change, and, furthermore, what is *change*, and what is *progress*? Different paradigms explain the school change (in terms of ICT) differently, sometimes even contradictorily. Mäkinen (2006) calls these explanations "sociological beliefs", influencing how we see educational institutions, the relationship between them and society, and the role of teachers interacting with these social structures. Yrjö Engeström's version of the socio-cultural activity hypothesis represents for the authors a multi-levelled approach, which they view as a better device to analyse the change in terms of ICT. Both these two can be used; Cuban's approach has been the major theory both in research and in practical ICT implementation. This is understandable as ICT has been a major factor in society, at all levels and in almost all areas. In

education, this meant, unfortunately, the stress of technology over pedagogy. Currently ICT is common and accepted, a wider approach should be used, considering the phenomena from a number of perspectives and in terms of diverse factors with ICT as only one of the prominent elements. Cuban et al. (2001) suggest two different explanations for the transforming educational practices associated with ICT: the "slow revolution" [which seems to represent progress], in which small changes amass over time and generate a slow-motion change. This clarification is anchored in the concept of lag-time between the creation of a new technology, the implementation of innovations and the slow spread of its qualities through the general population. According to this explanation, the adoption of technology is an inevitable result which will come about anyway.

The second explanation tries to account for the sustaining of teacher-centred practices. The use of technology has continued routine instructional practices because of the contextual factors rather than individual factors. According to this clarification, history and context are necessary factors, implanted and complex. To attain transformation throughout technology, we should focus on major changes, such as how schools are structured how time is allocated, and how teachers are ready.

4.7. Moving from a Technological-based Skills classroom to an Integrated Digital Performance

Perhaps, the fundamental question that may be of crucial importance in discussing the benefits behind implementing various models of ICT, starting from ordinary schools, is: how well can be the visions and decisions of technology use fulfilled in the practice of ordinary schools? In-service training seems to be of primordial consideration as a way in which teachers typically should give practical support to achieve ICT skills, and it could be prosperous in more than one way, i.e., it should give the opportunity for teachers to use ICT outside the schools, as well; though, studies showed that the training sessions take time and lacks technical and social support, as well as good equipment and resources. Training that is provided by the school is proven to be most effective. It is also suggested that the training of teachers should concentrate on the explicit knowledge about ICT and its use in

teaching; some of them lack the understanding and the competence about the way of using it in the classroom. Therefore, ICT has to create teacher collaboration and a teacher community that solves the barriers of using ICT in an innovative way. In ordinary schools, unfortunately, it is still quite difficult because of the long taking-time ICT implementation to language teaching practices.

In other words, networking and pedagogical collaboration of teachers within their teaching community are not adequate. Investigators proposed that it is difficult to share and create professional knowledge among teachers at schools because of certain obstacles. It is difficult, first, because of the socio-spatial structures of working that are based on autonomous classrooms in which each teacher is working in isolation. The second obstacle is the difficulty of organizing innovative learning processes with ICT. Thus, teachers do not have time to share ideas with their colleges at school.

Despite the fact that ICT has been developed and implemented, it is still considered as a rare tool in most of our educational institutions; although teachers and students use it outside their classroom. Thus, the experiences and results are only applicable to increase proportionally the teaching practices with ICT in ordinary schools and classrooms. The activities used for promoting ICT in education have concentrated on the support within the existing educational system, and the aims to support the "knowledge society" have not spread to the basis of the educational system. The curriculum structure is still based on the division according to the domains of science, although the integration of ICT into all domains is an improvement.

The teacher's professional position and the number of lessons she/he teaches, while additional work is minimally compensated, joint teacher projects have to be designed and organized after lesson, like most in-service training which is usually limited to a few-days' course during one year. Furthermore, there are no extra technical staffs in schools to take on the task of maintaining the technological infrastructure. Moreover, structural conditions limit the changes; e.g. lessons usually last 45 minutes, the domains of subjects mainly change after each lesson (in secondary school), and one teacher is alone responsible for one class. Schools have very little

extra funding for buying material, for organizing study trips or for inviting visiting experts to teach occasionally. In summary, the new technology is mainly implemented within the existing traditional educational structures, practices and curriculum.

It is a crucial matter, especially for those in charge of policy making, developing first-year LMD students' ICT skills had been a set priority; as it is considered a beneficial means for guaranteeing the transition of the information as well as creating a knowledgeable society. The form and content of the integrated ICT skills had not been always non stable nor conventional, since it is defines Vis a Vis the different viewpoints and expected needs. Moreover, ICT implementation into educational contexts is controlled by time and the degree of complexity, and it is most evident that the content is still under development and constant monitoring. Several terms had been used interchangeably; for instance, computer skills were introduced in the 1980s-1990s when a computer was the main evolutionary breakthrough, as it was deemed crucial to be familiar with the correct way of its usage. Later on, information technology skills became broader to encompass the use of internet related skill, and it was inevitable to integrate teaching information technology with other disciplines. For example, in the Finnish national strategy for education and research (Ministry of Education, 1995), schools were expected to instruct students concerning the skills related to information acquiring, managing and communication necessary for creating an a more educated society, in terms of technological innovations. However, these basic skills were not fixed. It was also ordered that information technology was not to be taught as a separate subject but to be embedded in other disciplines and subject matters. Information and communication skills have further widened the concept towards the ability to use the increased number of different communication applications in the Internet; often information management skills are included in the broader definition of ICT.

Now it is would be fitting to speak of *digital skills*; which include the ability to use the wide variety of technology-related means. Some preliminary definitions for knowledge skills are accessible in Andersons and Plomp's draft plan for the SITES research project (Law et al., 2002); they defined the skills and abilities to manage

knowledge and to deal with information in the following way: *Retrieve and organize knowledge; solve complex problems; collaborate, exchange knowledge, work with experts; communicate, give persuasive presentations; construct knowledge products; integrate and critically evaluate knowledge; and identify and evaluate secondary effects.*

A less talk had been made about the teachers' ICT skills. On this regard, necessary ICT competencies and skills that teachers must possess were gathered in an interesting review made by Sabaliauskas, Bukantaitė, &Pukelis. They stressed seven competencies which are needed to integrate ICT into education:

> basic ICT competencies (however, not defined), technological ICT competencies, ICT policy competencies, competencies in the ethical area of ICT use, competencies of ICT integration into the teaching subject, competencies of didactical methods based on the use of ICT, and competencies of managing teaching/learning process working with ICT.
>
> (2006:142)

Lakkala and her colleagues (2005) found in their study that technology was not a barrier for teachers, but that they had an issue in terms of emerging students in open learning environments, which refer to missing competencies in didactic methods and in managing the teaching/learning process.

The effectuation of ICT was, first, investigated concentrating on the teacher's characteristics, i.e. the teacher's pedagogical idea or experienced problems. The next main concentration has been on school level: how the school should support teachers' implementation processes. Then, some researches were mainly based on external aspects. Societal level had little interest, i.e. how the educational system is formed and how does it support the effectuation of teaching practices.

4.8. Adapting Teaching Methods to the New Technology-based Classroom

Educational sociology has a major influence on the methods of teaching. The tutor has to follow a number of methods or ways to set up connection between the

objectives and the materials of instruction. The specialist in educational sociology and on the agreement of Payne, the success of teaching methods and technique is decided in the importance of three bases:

1- The skills learned in classrooms and reinterpreted by individuals show the effectiveness of the method of teaching.

2- The behavior outside the classroom is crucial to the method of teaching.

3- The method of teaching should look to make a practical use the social forces in the lifestyle so it would develop capacity for social movement.

Therefore, it is obvious that every part of education including goals, functions, materials of instructions, and methods of teaching is largely affected by social factors. Modern education focuses on the overall development. Here lies the need of sociological foundation of education.

At another level, the teacher is usually the one who takes decisions about the classroom practices. Teachers, thus, tend to choose tools that may support "a good learning", and tools that fit easily into the conception and organization of the classrooms. In a study on the instructional use of software (Niederhauser & Stoddart, 2001), the results indicated that teachers who used open-ended software had a strong learner-centred orientation and a weak computer-directed orientation, while teachers who used only skill-based software had the strongest computer-directed and lowest learner-centred orientations. The Age and gender of teachers constitute essential factors behind ICT use. A research, about a group of teachers differing in their age and gender, showed that the skills of male teachers are higher than female teachers. Reeves argue that there is a difference in generations in the *"knowledge worker"*.

4.9. Proposing Some Practical Guidelines to Syllabus Choice and Design

The teacher should clearly bear in mind the notion of curriculum which refers to the principles and the procedures for the planning, implementation, evaluation and management of an educational program. Curriculum study embraces syllabus design (selection and grading of content) and methodology (selection of learning tasks and activities).

A curriculum is an educational program which states.

1- The educational purpose of the programs (the ends).

2- The content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means).

3- Some means for assessing whether or not the educational ends have been achieved.

Curriculum design refers to the study and development of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development (also called syllabus design) includes:

a) The study of the purposes for which a learner needs a language (needs analysis)

b) The setting of objectives, and development of a syllabus, teaching methods, and materials.

c) The evaluation of the effects of these procedures on the learner's language ability.

On the whole, curriculum development refers to the range of planning and implementation processes involved in developing or renewing a curriculum. The approach, generally taken in curriculum development, places teachers and language teaching professionals at the centre of the planning and decision-making. The products of these decision-making processes include policy documents, syllabi, tests, teaching materials, teaching programs, textbooks, teaching and learning acts. The processes that lead to these decision-making processes are difficult to identify and analyze because they often reflect the contributions of a variety of people with different roles and goals. The different decision-making roles and products are represented in the table below:

Table 4.1. Stages, decision-making roles and products in curriculum development

Development stages:	Decision-making roles:	Products:
Curriculum planning	Policy makers.	policy document
Specification; **Ends - means**	Needs analyst	syllabus
	Methodologists	
Program implementation	Materials writers	Teaching materials
	Teacher trainers	Teacher-training program
Classroom implementation	Teacher	Teaching acts
	Learner	Learning acts

It is clear that no single type of content is appropriate for all teaching settings, and the needs and conditions of each setting are so idiosyncratic that specific recommendations for combination are not possible. As a complementary aspect, a syllabus may consist of an independent publication- a book or booklet- if it is intended to cover all the courses in a particular context regardless of the actual materials used: country's national syllabus for schools, for example, or the syllabus of a group of language colleges. The syllabus is a description of the contents of a course of instruction and the other in which they are to be taught.

In addition, the process of designing and implementing an actual syllabus warrants a separate volume. Several books are available that address the process of syllabus design and implementation both practically and theoretically (see For Further Reading section; the full-length monograph includes a 13-item annotated bibliography of basic works on syllabus design and a 67-item reference list). These books can help language course designers make decisions for their own programs. However, a set of guidelines for the process is provided below.

Ten steps in preparing a practical language teaching syllabus:

1. Determine, to the extent possible, what outcomes are desired for the students in the instructional program. That is, as exactly and realistically as possible, defines what the students should be able to do as a result of the instruction.

2. Rank the syllabus types presented here as to their likelihood of leading to the outcomes desired. Several rankings may be necessary if outcomes are complex.

3. Evaluate available resources in expertise (for teaching, needs analysis, materials choice and production, etc.), in materials, and in training for teachers.

4. Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement given available resources.

5. Compare the lists made under Nos. 2 and 4. Making as few adjustments to the earlier list as possible, produce a new ranking based on the resources' constraints.

6. Repeat the process, taking into account the constraints contributed by teacher and student factors described earlier.

7. Determine a final ranking, taking into account all the information produced by the earlier steps.

8. Designate one or two syllabus types as dominant and one or two as secondary.

9. Review the question of combination or integration of syllabus types and determine how combinations will be achieved and in what proportion.

10. Translate decisions into actual teaching units.

In making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teaching ability of a particular syllabus. By starting with an examination of each syllabus type, tailoring the choice and integration of the different types according to local needs, one may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design.

Figure 4.1. Classification of Syllabi according to Long & Crookes (1993)

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                          ┌─────────┐
                          │ Syllabi │
                          └─────────┘
            ┌─────────┐      ╱    ╲      ┌──────────┐
            │Synthetic│◄────        ────►│ Analytic │
            └─────────┘                  └──────────┘
                 │                             │
                 ▼                             ▼
```

-Structural	-Task-Based
-Functional-National	-Procedual
-Lexical	-Process
-Relational	-Content-Based
-Skilled-Based	-Learner Centered
	-Natural Approach
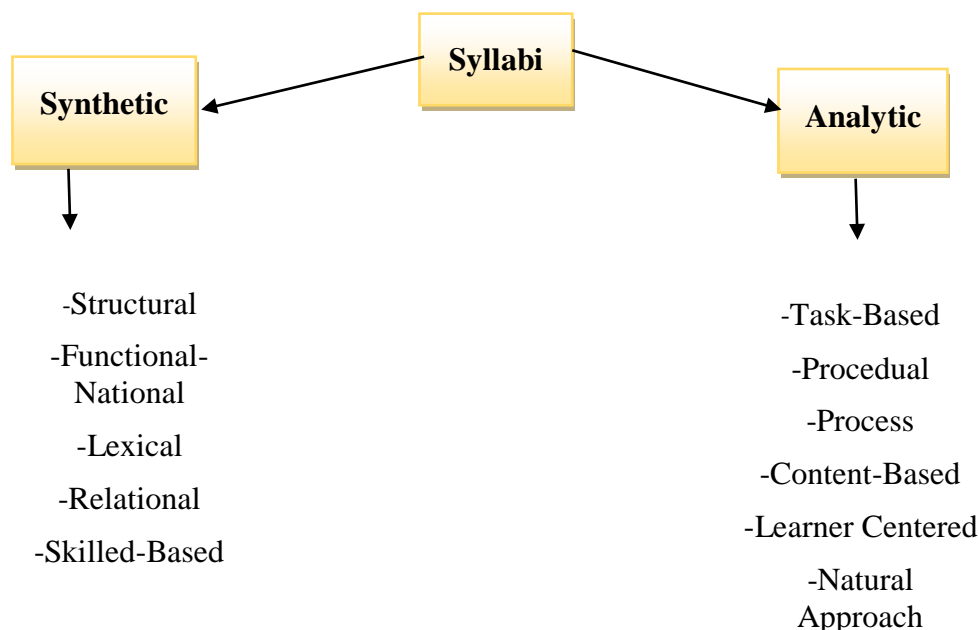
The previous drawing figure of Long & Crookes (1993) shows the most significant duties of appropriateness and effectiveness in syllabus design. A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choices of syllabi can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language. To design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the language teaching method will play a major role in determining what syllabus is adopted. Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning espoused by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on an acquisition theory of learning, however, would

emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate variety of discourse types.

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabi exist, and these different types may be implemented in various teaching situations.

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4.9.1. Some Suggested Syllabuses

From the questionnaire that was provided for the first-year LMD students at the Faculty of Letters, Languages and Arts was a great lack in terms of vocabulary which is related to their field of study especially when they study the literary modules in English like Civilisation, Literature, General Linguistics, Applied Linguistics, Grammar, Reading Comprehension, Listening Comprehension and ESP…ect as well as a clear weakness in oral communication. As an appropriate selection the researcher suggested some functional and notional syllabus around which some other types of syllabi may be added since teaching is supposed to be eclectic and adapted according to the students' needs. The process will take effect by selecting materials as well as tasks that work accordingly and to apply it for the LMD system.

Due to the several linguistic gaps noticed within the first-year LMD students through the questionnaire (See Appendix "A"), the researcher suggested that the teacher of the literary modules helps the first-year LMD students to develop their reading comprehension as a step. At this level reading comprehension as a skill is regarded as the most useful point for the students because they are likely to use dictionaries, texts, Grammar rules, and the other means to deeper their knowledge in their branch of study.

Easy texts and articles can also be useful for first-year LMD students to improve their level in English during two semesters would cover completely authentic reading materials so to create certain familiarity with the English language.

So, the researcher suggested two syllabuses which include two stages:

- Stage 1: Consolidating the learners' Basic English language proficiency.

- Stage 2: Introducing English literary texts and articles.

Concerning the first stage, it seems to be a crucial phase since it will not be a warming up step but it is viewed as well as a students' evaluation in terms of the amount of the target language acquired. Dealing with the second phase is also a fundamental step where six (06) English designed units will be included for first-year

LMD students. The units may be studied during the second semester. Each one of these units can be correlated with the students' specific field of study where texts for reading are available followed by some exercises that emphasis on ameliorating the linguistic capacity encompassed vocabulary lexical abilities and their mastery of the language.

The number of units is not looking at every detail. The teacher is not obliged to follow the number of units. He is free to add or to retrieve other units and this operation is depended on the level of the students and the availability of time.

The reading texts phases are divided into three main steps:

- Comprehension of a reading piece.

- Language practice.

- Development of discourse.

Concerning the first part (Comprehension of a reading piece) is designed to help the first-year LMD students to understand more the literary texts and keep as much as possible cognitive knowledge and lexis which can be useful while communicating during the post reading phase. This kind of stages can contain the following activities:

- Answering questions from the text which concern the comprehension phase.

- Looking for synonyms and antonyms.

- Introducing true, false and not mentioned activities.

- Matching the words with their appropriate expressions and definitions.

- Completing the gaps using the given words.

- Completing the tables with the appropriate words, adjectives, adverbs and verbs.

- Giving brief definitions to terms.

The second part which concerns mainly the language practice phase is aiming to help the first-year LMD students to recognize the functions and to deduce their meaning. The following instructions can be included in some activities:

- Choosing the best answers.

- Finding the error in each sentence and correct it.

- Completing the tables.

- Completing the questions with words by the given list.

- Rewriting the sentences in the passive and active voice.

- Transforming the direct and indirect sentences (Reported speech).

- Matching the words from the list to definitions.

- Matching the adjectives in the list to comments.

- Completing sentences with verbs from the list.

- Combining sentences with the right connector from the list.

- Putting time expressions in the right place.

- Correcting the verbs between brackets.

- Deriving nouns, adjectives and verbs from the given words.

- Reordering the scrambled words.

- Classifying the words in the table according to their pronunciation and sounds.

The final step of the reading text study which is the development of discourse is to make the first-year LMD students speaking skill more developed and suitable. There will be a kind of cooperation between the students and what they acquire like lexis and linguistic knowledge of the two previous stages (Comprehension reading piece and language practice) and the use of the purpose of communicating. The following activities can be used in this step of learning:

- Discussions.

- Role play.

- Interviewing.

- Completing the conversations with the appropriate literary terms given in the list.

- Creating debates on some typical English subjects which are related to the studied texts.

Table 4.2. A suggested English syllabus for first and second year LMD students.

	Kinds of Teaching Materials (1)	**Syntax (2)**	**Conceptual Apparatus (3)**	**Students' skill (4)**
Semester 1	Worksheets Handouts	Basic structure of English language -Grammar /Vocabulary		-Reading Formation of simple sentences introducing the new literary terms (written skill)
Semester 2	Simplified texts related to Literature and Civilisation (5)	Elaborated structure of language (part I) -Vocabulary related to Literature and Civilisation -Grammar	Common concepts in English language	-Reading -Formation of simple sentences introducing the literary terms (written and oral skills) -Comprehension of Literature and Civilisation texts (6)
Semester 3	Modified texts (7)	Elaborated structure of language(part II)	Sophisticated terminology related to Literature and Civilisation part I	-Paragraph writing -Discussions
Semester 4	Authentic texts (8)	Elaborated structure of language (part III)	Sophisticated terminology related to Literature and Civilisation part II	-Essay writing skill - Writing essays on Literature and Civilisation

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(1) The teaching materials are documents used by the teacher as teaching supports; they include Literature and Civilisation texts, handouts, and worksheets simplified, modified or authentic.

(2) All the language and the grammar to deal during the English tutorial.

(3) The new terms and concepts related to the first-year LMD students.

(4) The four skills reading, writing, speaking and listening.

(5) Simple sentences structure and lexis represent the foundation of the Literature and Civilisation texts to be dealt with.

(6) Translation considered as the fifth skill is dealt with to check the first-year LMD students' comprehension ability.

(7) Modified versions of authentic texts may be used to enrich the first first-year year LMD students' vocabulary by using a wider terminology.

(8) The Literature and Civilisation texts are original version.

4.9.2. Six Types of Syllabi

Although six different types of language teaching syllabi are treated here as though each occurred "purely," in practice, these types rarely occur independently of each other. Almost all actual language teaching syllabi are combinations of two or more of the types defined here. For a given course, one type of syllabus usually dominates, while other types of content may be combined with it. Furthermore, the six types of syllabi are not entirely distinct from each other. For example, the distinction between skill-based and task-based syllabi may be minimal. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. The characteristics, differences, strengths, and weaknesses of individual syllabi are defined as follows:

a) **"A structural (formal) syllabus.**" The content of language teaching is a collection of the forms and structures, usually grammatical, of the language

being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

b) **"A notional/functional syllabus."** The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on.

c) **"A situational syllabus."** The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on.

d) **"A skill-based syllabus."** The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. While situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

e) **"A task-based syllabus."** The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the

language they are learning. The tasks are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability. Language learning is subordinate to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use. Task-based teaching differs from situation-based teaching in that while situational teaching has the goal of teaching the specific language content that occurs in the situation (a predefined product), task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process). The students draw on a variety of language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples include: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

a) **"A content-based-syllabus."** The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

In general, the six types of syllabi or instructional content are presented beginning with the one based most on structure, and ending with the one based most on language use. Language is a relationship between form and meaning, and most instruction emphasizes one or the other side of this relationship.

4.9.3. Choosing and Integrating Syllabi

Although the six types of syllabus content are defined here in isolated contexts, it is rare for one type of syllabus or content to be used exclusively in actual teaching settings. Syllabi or content types are usually combined in more or less integrated ways, with one type as the organizing basis around which the others are arranged and related. In discussing syllabus choice and design, it should be kept in mind that the issue is not which type to choose but which types, and how to relate them to each other.

A syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school program): it is therefore comprehensive (wide-ranging, all-inclusive). The actual components of the list may be either content items (words, structures, topics), or process ones (tasks, methods). The former is the more common. The items are ordered, usually having components that are considered easier or more essential earlier, and more difficult and less important ones later. This ordering may be fairly detailed and rigid, or general and flexible. The syllabus generally has **explicit objectives**, usually declared at the beginning of the document, on the basis of which the components of the list are selected and ordered.

Another characteristic of the syllabus is that it is a public document. It is available for examination and analysis not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers), by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers or textbook writers).

There are other, optional features, displayed by some syllabi and not others. A time schedule is one: some syllabi delimit the time framework of their components, prescribing, for example, that these items should be dealt with in the first month. A particular preferred approach or methodology to be used may also be defined. It may list recommended materials – course books, visual materials or supplementary materials.

It consists of a comprehensive list of content items (to explain words [vocabulary], structures [grammar], topics [pollution, family, etc]) and process items (tasks and methods).

a) It is order either from simple to complex or from more essential to less essential.

b) Explicit objectives.

c) It is a public document.

d) It may indicate a time schedule.

e) Preferred methodology/approach.

f) It may recommend materials (e.g. a tape).

4.10. Building up a Learning Classroom Community among 1ˢᵗ Year LMD Students

Among the main strategies which can help the first-year LMD students to do well in their studies in general as it was previously mentioned is the motivation factor where the teacher is considered as the first element that encourages the student to be ready to learn. This situation can be realizable with the students' attitudes or the practice phase can be enough. Thus, motivation can be considered as a complement which cooperates in building a learning community. In other words if learners' are to draw a maximum benefit from the motivational strategies offered by their teacher, a kind of a learning community needs to build up in the classroom where cooperation between the students and teacher takes place. The teacher is in a position of selecting the adequate curriculum which meets the actuality of the students' needs and expectation for permitting successful learning enhancement.

The purpose of establishing this kind of learning community in the classroom the teachers are directed to follow some instructions:

- Try to attract as much as possible students through an easy way of explaining and presenting the courses since the formers are facing difficulties with the literary modules which are taught in English.

- Showing the importance of working individually and in groups.

- Drawing the learning targets and tracing the way to realize them.

- Presenting to the students the items which can help them to recognize their value.

4.10.1. Supporting First-year English LMD Students' Self-Confidence

Self-confidence is considered as the factor which facilitates determining if the student is following successfully or weakly. As far as performance and achievement in the language classroom are concerned, a great deal of intention is to be cast on supporting and encouraging learners' positive beliefs about their own abilities. In order to achieve and ensure this, teachers can have recourse to Brophy's (2004) "causal attributions" principles. Researchers showed those learners' perceptions of the very factors that took part to their past success or failure will, to a large extent influence their performance. Therefore, students' self-confidence can be raised and reinforced by teachers as well as the motivational factor by making the students attributing their success in typical areas to sufficient ability and efforts.

For discouraged students, in 1998 Brophy proposed "attribution retaining" process which directs teachers to help students to:

- Giving much importance on the learning tasks rather than becoming unable to pay intention by failure.

- Respond to frustration by redrawing their steps to find mistakes.

- Attribute their failures to insufficient effort, lack of data or reliance on ineffective learning strategies rather than to lack of capability.

4.10.2. Creating an Enjoyable Classroom Atmosphere with 1st-Year

LMD Students

Since the first-year LMD students are confronting some difficulties which are considered as the linguistic barriers while dealing with the English which is taught in the literary modules, another element can help students to put limits to these linguistics struggles which is the classroom climate. The latter is relating to students' willingness to engage in classroom participation. Being more explicit, a good teaching practice can be shown clearly in all the teachers' role from controller to assessor so to build a

perfect classroom environment especially when English is regarded as the linguistic obstacle for the first-year LMD students.

In the objective of building up an encouraging and a motivating climate in the language classroom Brown (2000) suggests the "rapport" is characterized by the solid friendly relationships between the teachers and their students based on "Trust and Respect». The latter principle is logically enhancing students' ability and creativity. The establishment of these correlation ships can be fruitful unless teachers:

- Giving importance to each student as an individual.

- Receiving principles, ideas and feelings in an open way.

- Trying to create a joking atmosphere if possible.

- Respecting students' interventions and responses.

- Valuing students' answers respectively.

- Advising students in everything done.

- Take part within students' grouping work.

- Congratulating students when they are doing well in their studies.

Table 4.3. Effective Praise versus Ineffective Praise (Brown, 2000:203)

Effective Praise	**Ineffective Praise**
-Shows genuine pleasure and concern.	-Is impersonal, mechanical, and robotic.
-Shows verbal and non-verbal variety.	-Shows blanc uniformity.
-Specifies the particulars of an accomplishment, so students know exactly what was performed well.	-Is restricted to global comments, so students are not sure what was performed well.
-Is offered in recognition of noteworthy efforts on difficult tasks.	-Is offered equally strongly for easy and difficult tasks.
-Attributes success to effort, implying that similar success can be accepted in the future.	-Attributes success to ability, luck, or other external factors.
-Fosters intrinsic motivation to continue to pursue goals.	-Fosters extrinsic motivation to perform only to receive more praise.
-Is delivered without disrupting the communicative flow of ongoing interaction.	-Disrupts the communicative flow of ongoing interaction.

There is also a positive aspect that pushes to the creation of a perfect learning environment, which is "teachers' positive talk to students". Yet, praise alone is not sufficient. Teacher's constructive criticism is accepted and taken profit of it by students. Thus, praise and criticism need to be carefully established as suggested by Brown (2000).this principle can be drawn into a table which shows the difference between effective praises and ineffective ones according to Brown (2000).

To realize any performance in the classroom the teacher has to play an important role in the learning environment. One vital condition that leads to such performance is the teachers' consciousness of the very fact that students' affectivity is to be on the top on their teaching planning. While being able to play these roles in general the students' performance can take place as well as it can also be noticed there are some quite differences on the teaching behaviors which may affect the students' environment in the learning process.

Figure 4.2. Teaching Practices, Affectivity and Students' Performance
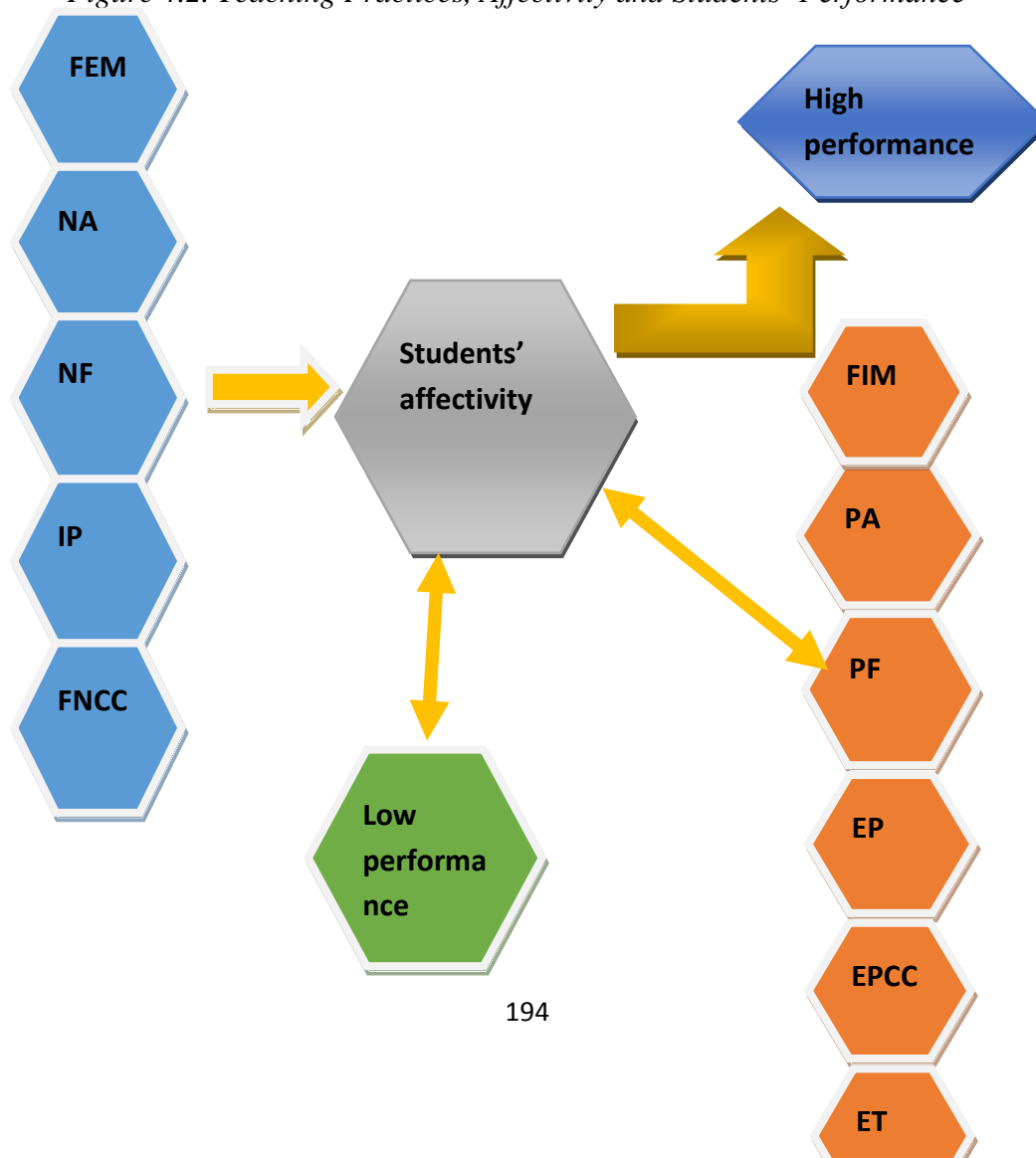
- FIM: Fostering Intrinsic Motivation   - NF: Negative Feedback

- EP: Effective Praise   - IP: Ineffective Praise

- FPCC: Fostering Positive Classroom Climate   -ET: Eliminating Threats

- FNCC: Fostering Negative Classroom Climate   -PA: Positive Attribution

- FEM: Fostering Extrinsic Motivation   -NA: Negative Attribution

- PF: Positive Feedback

4.10.3. Encouraging 1st Year English LMD Students' Reflection

Finding a way to motivate learners always concerns teachers. If we succeed in raising first-year LMD students' level of curiosity to get more knowledge, students will achieve success better. Among the best techniques that extend the time allocated for learning, encouraging students' reflection is the best way to help them be more autonomous, since relying only on the materials provided by facilitators during lectures is not enough.

Nowadays learning strategies   are in favour of the learner-centred rather than teacher-centred approaches. Thanks to the democratization of the use of the latest technologies,teachers found a new wayto encourage their students through the selectio n of the most relevant solutions in terms of courses and lessons delivery. Hence, adopting a novel teaching method that combines education and entertainment is becoming a solution. For instance, integrating appealing programs and applications is enhancing and ameliorating successful learning.

4.10.4. Benefiting from Current Results of Innovative Projects

Plentiful innovative projects in different countries have provided fruitful research evidence about the possible usages and advantages that ICT may offer in the field of education. It had been proved that there are evidences of significant changes, incorporated used of technology that played a substantial application of the different academic practices. Same set of evidences also highlighted the positive students' feedback, sustainability and transferability, as well. Worthy of mentioning, there are

two extensive research projects, which have special importance for research about school and classroom academic practices; primarily, a study by the Center for Educational Research and Innovation (OECD/CERI) about ICT as the core of creating innovative schools (Venezky & Davis, 2001), and case studies in the Second International Technology in Education Study (SITES) research project, in which classroom level innovative practices using technology were investigated (Kozma, 2003a; 2003b). These studies, as well as more others, tend to provide insights about, for instance, pedagogical practices, teachers' and students' roles and activities, classroom atmosphere, and also teacher and school communities, with the use of technology.

4.11. Conclusion

This chapter has been concerned with finding out some solutions to reduce first-year LMD students' difficulties while studying the modules in English because gaining proficiency in the modules is widely recognized as an ultimate instrument for the students who face complications with English. Recommendations and submissions outline in this chapter may be helpful for English teachers who wish to make their students, competent and able to face the hitches while studying English on one hand and independent students who look for more suitable technique and methods on the other hand.

GENERAL

CONCLUSION

General Conclusion

The need for a new approach to FLT is felt vital due to the international interest in English as the most important means for acquiring access to the world's intellectual and technical resources, its established status as the instrument of science, technology and international trade, as well as a contact language between nations. To communicate effectively in English language first-year LMD students need to be prepared at the university level through specific courses which are based on a specific syllabus that outline the sequence and content of a specific language programme, the syllabus must represent the general and specific objectives language learning course.

As the domain of foreign language teaching and learning has observed a great deal of excitement and activity during the few past decades, and as the twentieth century has seen the rise and fall of many approaches to language teaching, learning a foreign language through the grammar translation approach was replaced by the audio-lingual approach which has been completed and replaced by other methods and approaches comprising the well-known and widely used Communicative Language Teaching Approach as well as the newly Competency Based Approach principally suggested for the LMD system.

While few respondents claim competence in French and Arabic as well as English, but the majority of them claim good competence in Arabic and much lower competence in English; the failure rate away and difficulty of adaptation and integration among first-year LMD students, as questioned and hypothesized in the onset of the study, was believed to be due to the lack of preparedness of students of Arabised high schools.

The main objective of this study is that the researcher wanted to emphasize the importance of the syllabus and to show clearly its significance as a principle pedagogical tool. The syllabus seems to be considerably crucial in language teaching as well as in English for Specific Purpose context. Its non-availability may affect the quality of teaching and make learning with no apparent result too. Furthermore, the

idea behind GE and ESP programmes is that the content of the course is determined by the learners' specific needs as it is the case with the first-year LMD students.

It seems through the research that the availability or not of a syllabus as a guide for both teachers and students at the Department of English is not the only reason to justify the successes or the failure of language learning since other factors such as students' motivation and attitudes towards the literary modules which are taught in English. As a result, ESP learning like FLL is also affected by the teacher's behaviour, his/her linguistic competence and his/her knowledge about the field taught as well as the learners' attitudes. Throughout this observation a question can be asked as follows: are the English teachers giving enough specialized language to their students so that they are capable to carry out which ever language task it is? And if yes how could the teachers judge their students? These questions open the area to the researcher for further investigations at a doctorate level, because of time constraints.

As far as the suggestions are concerned, the researcher proposes the selection and training of English for Specific Purpose teachers at the Department of English. Training courses and seminars would be taken for teachers who have no initial training courses. If possible, teachers will have the occasion to receive initial training as well as further training. An extra suggested point is that summer schools for examples can be organized every year to provide further training for all English for Specific Purpose practitioners so as to make the English for Specific Purpose conditions better in Algerian universities. Further training can be proposed to teachers at appropriate intervals in their carriers. In this way, teachers can update their pedagogy with new ideas and methods, and be directed to the future, and in a large measure give an impetus to ESP courses in Algerian universities.

According to the researcher, a particular teacher-training course perspective would include three crucial components:

1. The theoretical component which will provide the trainee with some basic theory to understand the natural of ESP teaching and learning.

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2. The skills component whose aim is to ameliorate the teacher's command of ESP, and this ability to teach it.

3. The pedagogical component which deals specifically with the methodology of ESP teaching.

For instance, linguistics will make the trainee understand the nature of a specific language; psychology will help her/him understand the language- learning process and sociolinguistics will provide her/him with insights into the ways language can be used in social as well as professional context.

A few recommendations can be put forwarded to this end:

- Cooperation and coordination between secondary and higher education to provide for the needs of the students and to produce outstanding teachers is very important at this level.
- Students would benefit free short-term visit to some schools, factories and companies where English is used very much.
- Theory and practice would be given equal and same importance.
- The teachers would have a good command of English as well as real devotion to the teaching profession.
- More ESP and GE courses would be implemented to increase the students' mastery of specific and General English.

However, as an opened window to further future researches, one would say that if all these conditions cannot be efficient, how could the challenges of teaching specialization be improved by teachers who are not able to teach such modules in English? How could teachers prepare and motivate students to succeed not only in exams, but also in their future professional careers? With the establishment of the new L.M.D reform, it seems helpful to teach culture within ESP and GE context, especially to students who study English, Computing Sciences, Business and other domains.

What is significant is that different researches both at Magister and Doctorate levels try to describe and analyse FFL learners' needs in ESP context, the result might

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be only representative for the corpus concerned with the present research. Serious and very important questions remain:

- Would the Algerian Ministry of Higher Education and Scientific Research devote additional fundings to implement and update the new technologies in FLT in faculties such as: the Faculty of Letters Languages and Arts, the Faculty of Sciences, and the Faculty of Engineering? If yes
- How could the new technologies such as the internet be used to enhance ESP and GE learning?
- What are the best instruments to assess GE and ESP students' language proficiency?
- Could the teachers deal with and develop the GE and ESP learners' needs?
- Or must she/he stick on teaching related vocabulary and English specific reading text to develop the ESP and GE students' oral communicative skill and for which context?
- With the establishment of the new LMD system how could we move the focus from teaching and thus train GE and ESP learners to become more autonomous? And finally.
- Is it necessary, to teach ESP learners about LLS?

Hence, such questions are taught to open new opportunities for research which could be undertaken for a doctorate thesis, including specific areas of comparison and involving collaboration between specialists in deferent disciplines.

To conclude, it is vigorous to refer to the limitation of this research work. All these findings of this study are limited to a small selected group of first-year LMD English University students enrolled for the licence degree in English at the same Department at Djillali Liabès University of (Sidi-Bel-Abbès), and since a sample is not a whole population; there will always be a margin of error. To express it simply, the real patterns in the population are unlikely to be exactly the same as those in the sample. As such the findings would not be applicable to all learners who study English through Algeria. In order to examine the situation more thoroughly future research

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could be conducted by taking samples from a wider population, and for a longer period.

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ACCOMPANYING

APPENDICES

APPENDIX "A"

APPENDIX "A"   **First- Year English LMD Students' Questionnaire**

The Questionnaire Designed for Students (the English Version)

Dear Students:

1-General information

1-Sex:

Male   ☐   Female   ☐

2-Age:

Less than 19 years old   ☐

19 years old   ☐   20 years old   ☐   21 years old   ☐

22 years old   ☐   23 years old   ☐   More than 23   ☐
years old

3-Region:

North   ☐   South   ☐   East   ☐   West   ☐

4-Previous stream:

Letters and Philosophy Foreign Languages   ☐   Experimental Sciences   ☐

Technical Mathematics   ☐   Mathematics   ☐   Management and Economy   ☐

2- English Learning Background

5-How long have you been studying English?   …….Years.

6-Do you like to study English as a foreign language within the LMD system?

A. Yes   ☐

B. No   ☐

7-Do you study it at university level because…

A. You like English as a language (interesting)?

B. Learning English would guarantee a good job/career in the future?

8-How did you feel when you faced the English classroom within the LMD system for the first time? (*You can stick more than one option).*

A. Uncomfortable, stressed, afraid and anxious

B. Afraid because of the noticeable newness

C. Relaxed

D. More optimistic and more self-confident

9-Do you face difficulties when studying in English language within the LMD system?

   A.   ☐   Yes   **B.** ☐   No

10-What limits hinder you in English language within the LMD system?

A. Lack of the vocabulary ☐   **C.** understanding grammar rules ☐   **E.** writing kill   ☐

B. Reading skill   ☐   **D.** listening skill   ☐   **F.** speaking skill ☐

11-Do you think that your level of interest is the same before you come to university and now after learning under the LMD system?

A. Yes   **B.** No

3-The Students Linguistic Competence

12- Do you have a library card?

   A.   Yes ☐   **B.** No   ☐

13- Do you enjoy reading in?

A. English ☐   **B.** French ☐   **C.** Arabic ☐

14- What kind of reading?

	EL	FL	CA	OL
News paper				
Books				
Magazines				
Articles				
Scientific topics				
Social topics				
Literary topics (poems- short stories…)				

15- How often do you read outside the university in?

A. English ☐   sometimes ☐   often ☐   rarely ☐

B. French ☐   sometimes ☐   often ☐   rarely ☐

C. Arabic ☐   sometimes ☐   often ☐   rarely ☐

16- How do you spend the majority of your free time?

A. Preparing courses   ☐

B. Revising courses   ☐

C. Watching television   ☐

D. Listening to music ☐

E. Chatting or surfing on the net ☐

17- Do you understand the new terms?

   A.   Yes ☐   **B.** No ☐

18- Are you familiar with the English language?

   A.   Yes ☐   **B.** No ☐

Please, explain why……………………………………………………….

4-Student-Student Interaction

19- If it happens that you are not motivated to work, is it because of: (*You can stick more than one option).*

A. The group?

B. The teacher?

C. The system?

20- In class, do you like learning…?
A. individually ☐
B. in pairs ☐
C.in small groups ☐

21- Once in the classroom, do you prefer to: (*You can stick more than one option).*
A. Share your ideas with your classmates? ☐
B. Seek explanation from the classmates? ☐
C. Compare your answers to theirs? ☐

22- Do students laugh at you when you make language mistakes?
A. Yes ☐
B. No ☐

23- In such a case, how do you often react?
☐

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A. You stop participating in the classroom

B. You try to avoid making the same mistakes ☐

C. You do not care and feel indifferent ☐

D. Ready to take risks again. ☐

5- **Student-Teacher Interaction**

24-Do you like your teacher to use…………very often while presenting the course?

A. English Language ☐

B. French language ☐

25- How often do you seek explanation from the teacher?

A. Always ☐

B. Sometimes ☐

C. Rarely ☐

D. Never ☐

26- Do you prefer your teacher to be?

A. Friendly and understanding? ☐

B. Just to guide and explain the lessons? ☐

C. Others? ☐

27- What do you think of the LMD system in the Algerian university?

....

…………………………………………………………………………………………

Thank you for your cooperation and understanding.

Mr. Nabil Aziz HAMADI

APPENDIX "B"

Dear Students;

We invite you to take part in a Doctorate study under the title: The LMD System within The Algerian Higher Education. This questionnaire is considered as a vital part of this scientific research.

We would be highly honoured if you could answer sincerely and frankly the following questions behind which we aim at getting some information about your feelings as new learners of English enrolled in the LMD system, when facing the classroom for the first time.

In addition, your cooperation in accomplishing this work is of great importance. Thus, suggestions from your personal experiences on the system are welcome for your viewpoint may be very useful to the problems to avoid when applying this system in the future may be very useful to understand better foreign language learners' positions and attitudes.

 Be sure that all the information that you are going to give is anonymous and will be secretly kept. Information and data will not serve any other function than the one stated bellow.

Excerpts from your answers may be included, as arguments and illustrations in the final dissertation.

Please do not write your name on the questionnaire.

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

Thank you very much for your considerable cooperation

Mr. Nabil Aziz HAMADI

APPENDIX "C"

1. Gender Male Female

2. Age (In years)…………. ☐ ☐

3. What qualifications (academic) do you hold?

4. How long have you been teaching English as a foreign language including this year?

Years...............

5. How long have you been teaching English at the Faculty of Letters, Languages and Arts within the LMD System?

Years.................

6. Did you choose your university studies with the purpose of becoming a teacher of English?

☐ Yes ☐ No

7. To what amount do you like your profession as a teacher of English at university?

☐ Very much ☐ A little ☐ not at all

8. In your opinion, do you think society values the teaching occupation?

☐ Not at all ☐ Very little ☐ Reasonably ☐ Extremely

9. In your opinion, do you believe that your 1st year English LMD students value your work?

☐ Not at all ☐ Very little ☐ Reasonably ☐ Extremely

10. What are the most major structural changes since you started teaching within the new LMD system?

11. Point out the challenges which you face as a University teacher of English within the LMD system.

THANK YOU VERY MUCH FOR YOUR CONSIDERABLE COOPORATION.
Mr. Nabil Aziz HAMADI

APPENDIX "D"

Guide pratique de mise en œuvre et de suivi du LMD – juin 2011

Guide du LMD
Le LMD à la portée de tous
Activités du début du semestre
Activités au courant du semestre
Activités de fin de semestre
Evaluation des aptitudes
Progression
Admission en Master
Classements des lauréats en L et en M
Classement en vue d'admission en Doctorat
Elaboration d'un parcours de formation
Le Doctorat

Annexe descriptive au diplôme
Enseigner et évaluer autrement
Ecrivez-le Prouvez ce que vous
faites
Dites ce que Faites ce que vous Améliorer ce
vous faites avez écrit que vous faites
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
Table des matières

3.3 Le planning des examens de fin de semestre

Activités au début du semestre
Activités au courant du semestre
Le LMD à la portée de tous

3.4 Supports pédagogiques – contrôles continus
3.5 Examens de fin de semestre
3.6 Affichage des notes – recours
3.7 La contre correction
3.8 L'assiduité aux TD et TP
3.9 Suivi des mémoires de fin d'études
3.10 Les jurys de fin de semestre
3.11 La charge pédagogique du prochain semestre
Risques
Indicateurs
4.1 Saisie et affichage des notes
4.2 Les jurys de délibérations
4.3 Les jurys de recours
4.4 Les jurys de soutenances
4.5 Commission « classement et orientation »
4.6 Etablir les attestations de diplômes
4.7 Etablir les bulletins de notes
Risques
Indicateurs
5.1 Candidats issus du LMD
5.2 Candidats issus du système classique
6.1 Le contrôle continu
6.2 L'examen de fin de semestre / rattrapage
6.3 Session de rattrapage
6.4 Organisation du rattrapage de l'année en cours.
7.1 Passage du L1 au L2
Evaluation des aptitudes
Progression dans les études
Admission en Master
Activités de fin de semestre

7.2 Passage du L2 au L3
7.3 Passage du M1 au M2
8.1 Classement des lauréats
9.1 Classement des lauréats en Master en vue du 3ème cycle
9.1.1 Constituer le comité de 3ème cycle
9.1.2 Etablir la liste des Masters ouvrant droit au
concours d'accès
9.1.3 Composition du dossier de candidature
9.1.4 Recevabilité et étude des dossiers
9.1.5 Proclamation des résultats et inscription
9.2 Formation
9.3 Sujet de thèse
9.4 Elaboration de la thèse

□□Contrat de tuteur
□□Référence des textes réglementaires
Encadrés
□□Le textbook ?
□□Différences entre note et crédit ?
Préambule
La mise en place du LMD en 2004 a conduit à une variété de pratiques pédagogiques nouvelles, nécessitant aujourd'hui un travail d'harmonisation afin d'assurer plus de clarté au fonctionnement du système. Le présent guide est élaboré aux fins de la production d'un outil adapté au quotidien du gestionnaire du LMD. Il se veut très pratique et fixe clairement les tâches périodiques à accomplir en se référant aux textes réglementaires en vigueur.

Qui du gestionnaire pédagogique ou de l'enseignant n'a pas souhaité disposer d'un guide ou aide mémoire pour réaliser sans étourderie ses tâches quotidiennes ? Ce document se propose de remplir cette fonction d'aide dans l'immensité des tâches à accomplir par le Gestionnaire pendant et durant chaque période de l'année universitaire.

En outre, certains chapitres de ce guide sont suivis d'une liste d'items sur des risques encourus et des indicateurs de mesure des tâches prescrites. Les risques mentionnés permettront l'anticipation pour éviter les difficultés recensées ; les indicateurs situeront le degré de réalisation des tâches accomplies.
Les auteurs, juin 2011
Guide pratique de mise en oeuvre et de suivi du LMD
Le LMD est un système de fo
□□Une architecture des études en 3
□□des contenus structurés en types et des parcours individualisés.
□□Une organisation des formations en semestres et en UE
d'Enseignement
Toute offre de formation comporte en général quatre grandes catégories d'UE agencées de manière pédagogique
□□**Les UE fondamentales (UEF):** que tous les étudiants doivent suivre et valider.
□□**Les UE méthodologique (UEM) :** d'acquérir l'autonomie dans le travail.
□□**Les UE découverte (UED)::** l'orientation, les passerelle
□□**Les UE transversales (UET) :** des outils aux étudiants: langue, informatique,...

• 6 semestres d'études
Le LMD à la portée de tous
Définissons le LMD

Les différents types d'UE

– juin 2011
formation supérieure préconisant:
grades
domaines comportant des parcours capitalisables) cohérente : correspondant aux enseignements **:** permettant à l'étudiant permettant l'approfondissement, passerelles, la professionnalisation ... **:** enseignements destinés à donner

• 4 semestres d'études

• 6 semestres (études et recherche)

(Unités
s,
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
Le semestre est la durée périodique de l'enseignement.
□□Chaque semestre comporte un nombre fixe de semaines consacrées à l'enseignement et aux évaluations. Une moyenne de 14 à 16 semaines par semestre est raisonnable *(source: CNH).*
□□L'UE et la/les matières qui la composent sont mesurées en **crédits**. Un crédit correspond à la charge de travail (cours, stages, mémoire, travail personnel) requise pour que l'étudiant atteigne les objectifs de l'UE ou de la matière *(Art 7 de l'arrêté N° 137 du 20 juin 2009).*
□□Un crédit est équivalent à un volume horaire de **20** à **25** heures par semestre englobant les heures d'enseignement dispensées à l'étudiant par toutes les formes d'enseignement et les heures de travail personnel de l'étudiant *(Art 7 de l'arrêté N° 137 du 20 juin 2009).*
□□Chaque semestre comporte 30 crédits. Chaque diplôme correspond à la capitalisation de:
o**180 crédits pour la Licence**
o**120 crédits supplémentaires pour le Master**
o Le Doctorat s'obtient après 6 semestres d'études et de recherche.
□□*Les crédits sont capitalisables* signifie que toute validation d'UE ou matière entraîne l'acquisition définitive des crédits correspondants.
□□*Les crédits sont transférables* signifie que l'étudiant qui en dispose peut les faire valoir dans un autre parcours de formation (sous réserve d'acceptation par l'équipe de formation d'accueil).
La semestrialisation

Qu'est ce qu'un crédit

Caractéristiques d'un crédit

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
□□Une année académique correspond à 60 crédits répartis comme
suit:
□□36 à 40 crédits sanctionnent des enseignements présentiels et
travail personnel demandé.
□□24 à 20 crédits restants sanctionnent les projets, les mémoires, les
stages…..*Ces crédits seront consacrés à l'enseignement présentiel et travail personnel de l'étudiant si l'année considérée ne prévoit pas de projets, stages, mémoires,...*
□□Une année académique comprend un volume horaire approximatif réparti comme suit:
o 730 à 810 heures pour le travail présentiel
o 80 à 90 heures pour le travail personnel. Les consultations avec l'enseignant prennent environ 3 heures par semaine (**source:** *Titre II du décret exécutif N• 08-130 du 03 mai 2008 portant statut particulier de l'enseignant chercheur.*
o 450 à 540 heures pour les projets de stages et mémoires.
Il y a deux types de parcours:
□□Le parcours type est une combinaison cohérente d'UE constituant un cursus d'étude défini par l'équipe de formation et présenté dans l'offre de formation. Il est organisé de manière à permettre à l'étudiant d'élaborer progressivement son projet de formation.(*Art 8*

de l'arrêté N° 137 du 20 juin 2009).

☐☐Le parcours individualisé: chaque étudiant peut construire un parcours « individualisé » avec l'aide et le suivi d'une ou plusieurs équipes de formation au sein d'un ou plusieurs établissements d'enseignement supérieur.*(Art 8 de l'arrêté N° 137 du 20 juin 2009).*

Les deux parcours académique et professionnel devront s'adosser sur un même socle commun en première année. Ils se différencient à partir du S3 où le schéma organisation générale des enseignements en **Licence** (voir ci-dessous) le montre clairement.

L'année académique

Les parcours de formation

Parcours académique ou professionnel ?
1.7.1
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
La différence entre Licence académique et Licence professionnelle se trouve dans la finalité de chacun de ces deux grades. Tous les deux peuvent être représentés par un cône où:

☐☐Le cône de la Licence professionnelle est achevé. Il permet donc une orientation vers la vie active.

☐☐Le cône de la Licence académique n'est pas encore achevé, ce qui
ouvre la voie vers des études de Master.

Les schémas d'organisation de la Licence D'une manière générale, la formation en vue de l'obtention du diplôme de licence comprend trois étapes *(Source: CNH)*.

Les schémas d'organisation du master D'une manière générale, la formation en vue de l'obtention du diplôme

Quelle différence y a-t-il entre crédits et
notes ?
Les crédits et les notes ne doivent pas être confondus. Les crédits expriment le volume de travail qui incombe à l'étudiant, tandis que les notes attestent de la qualité des résultats obtenus par l'étudiant. L'étudiant obtient les crédits d'une UE ou d'une matière uniquement lorsqu'il satisfait aux modalités d'évaluation de cette UE.

Organisation des parcours de formation
1.7.2
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011   de master comprend deux étapes *(Source: CNH)*. Les diplômes de Licence et Master sont délivrés par le ministre chargé de l'enseignement supérieur aux étudiants ayant satisfait à l'ensemble des conditions de scolarité et de progression pédagogique dans le parcours de formation suivi et justifiant de l'acquisition de 180 crédits pour la Licence et de 120 crédits pour le Master.

Selon les objectifs de la formation, le poids des unités d'enseignement d'un parcours de formation doit suivre globalement les indications suivantes*(source: CNH)***:** L'Algérie comme tous les autres pays s'est vue confronter au défi du mouvement de la mondialisation du système de formation universitaire, mouvement ayant privilégié le LMD. Quelle réponse fallait-il donner à ce défi ? Fallait-il adopter ce système ou rester à l'écart de ce mouvement mondialisé ? La rénovation en profondeur de nos enseignements, l'introduction de pratiques nouvelles, la maximisation des opportunités et l'ouverture à l'internationale ont été les motifs essentiels du choix du LMD. L'articulation des pratiques nouvelles du LMD, concourant à la réussite des étudiants, peut être vue à travers le cycle suivant :

Le poids des U.E

Le LMD, un choix raisonnable

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
Voici le cheminement des différentes activités à réaliser tout au début du semestre. La première activité « organiser l'accueil des nouveaux bacheliers » concerne le 1er semestre.
Concevoir et afficher le plan des infrastructures universitaires (amphi, blocs pédagogiques, salles de TP,…). Utiliser autant que possible des couleurs et des caractères gras sur des affiches de format A3.
Afficher par département les noms des responsables et des enseignants et du personnel technico administratif en charge de la scolarité, des laboratoires et tout autre local dédié à la pédagogie.
concevoir des affiches et prospectus à l'attention des nouveaux bacheliers.
expositions sur les différents parcours, le règlement des études, …animées par des enseignants. Ces expositions devront être annoncées par voie d'affichage.
Organiser des conférences – débats assurés par des enseignants et les responsables de pédagogie (explication des domaines de organiser l'accueil des nouveaux bacheliers
Affichage des emplois de temps Affichage des listes des groupes d'étudiants Etablir et afficher la liste des UEF indispensables Réunions des départements
Constitution des différentes équipes et comité Etablir et afficher le tableau des pondérations et des modes d'évaluation Risques

Activités au début du semestre
Organiser l'accueil des nouveaux bacheliers

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011 formation, des parcours de formation, des principes du LMD).
Distribuer à l'étudiant d'un extrait de règlement des études, et toute information utile pour sa compréhension des études universitaires.
Nb : Certaines de ces activités devant être réalisés avant la rentrée universitaire. Distribuer aux enseignants les emplois de temps du semestre.
Nb : Il faut éviter autant que faire se peut les multiples changements de séances affectées, réclamés par des enseignants ou des groupes d'étudiants. On recourra à ce procédé qu'à titre exceptionnel.
Nb : cette activité est assuré par le service de planification des enseignements.
Constituer les groupes d'étudiants.
Etablir la liste d'étudiants qui sera complétée si besoin est par la
suite.
Distribuer la liste des étudiants mêmes incomplètes aux départements et enseignants.
Procéder à la constitution des équipes suivantes :
Une **équipe pédagogique,** constituée de l'ensemble des enseignants (cours, TD et TP) d'une UE. Le président est élu/désigné parmi les enseignants de l'UE. Cette équipe constituera le jury de délibération de l'UE. *(Art 44 de l'arrêté N°*
136 du 20 juin 2009).
Une **équipe de formation,** constituée des présidents des équipes pédagogiques. Le président est élu/désigné parmi les enseignants de l'équipe. Cette équipe constituera le jury de délibérations du semestre. *(Art 46 de l'arrêté N° 136 du 20 juin 2009).*
Affichage de la **composition** des équipes de formation et des
Les emplois de temps

Groupes et listes nominatives des étudiants

Constitution des équipes

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011 équipes pédagogiques.
Nb : Ces activités sont réalisées sous la responsabilité du vice doyen des études.
☐☐Organiser les élections/désignations des **responsables de Groupes** d'étudiants à raison de deux par groupe (membre permanent et suppléant) qui assisteront aux comités pédagogiques.
Il peut être opéré par désignation en choisissant les deux meilleurs étudiants du groupe.
☐☐Constitution des **comités pédagogiques**. Ce comité peut être organisé par groupe ou section. Il comprend les représentants des étudiants élus/désignés, les enseignants de cours, TD et TP du groupe. Le comité est présidé par **le responsable de la filière de Formation** ou du **responsable de spécialité**.
☐☐Affichage de la **composition** des comités pédagogiques.
Nb : Ces activités sont réalisées sous la responsabilité du vice doyen des études.
☐☐Réunir les responsables de **filières** et de **spécialités**. L'ordre du
jour étant de tracer la **feuille de route** du semestre:
o calendrier des réunions avec les étudiants,
o calendrier de réunions des équipes de formation,
o calendrier de réunions des équipes pédagogiques,
o calendrier de réunions des comités pédagogiques.
☐☐Afficher les différents calendriers avec copies aux enseignants et responsables de groupes
Nb : Cette activité est réalisée sous la responsabilité du chef de département.
Réunir les responsables de filières et de spécialités pour :
☐☐Dresser le tableau N° 1 contenant la liste des **UEF** à valider pour le
Constitution des comités pédagogiques
Réunions des départements
Etablir les listes et tableaux des pondérations
Guide pratique de mise en oeuvre et de suivi du LMD passage en année supérieure (L2 au L3 et M1 au M2).
☐☐Dresser le tableau N° 2 contenant pour chaque matière
o l'UE d'appartenance,
o le coefficient,
o les crédits,
o le nombre de contrôles continus
o les pondérations entre les contrôles continus et les examens,
o le mode d'évaluation (examen, contrôles continus, exposés,…).
Nb : Cette activité est assurée sous la responsabilité du domaine
formation, de la filière, de la spécialité et du chef de département.
(Arrêté N° 167 du 31 mai 2010)
☐☐Création (si elle ne
(A.Q).
☐☐Etablir des liens de travail avec la commission nationale A.Q
☐☐Faire ou réviser et appliquer le référentiel qualité Le tutorat est organisé au profit des
(Art 3 du décret exécutif N° 09
☐☐Affichage d'une note de recrutement de tuteurs avec les conditions arrêtées dans le **décret exécutif N° 09**
modalités de mise en oeuvre du tutorat, notamment les articles N° 2, 4, 5, 6, 8 et 10. (voir le modèle de fiche de candidature en annexe).
☐☐Le recrutement s'opère sur les effectifs des enseignants, et des étudiants en master et en Doctorat (

09-03 du 09/01/2009).

☐☐Le cheminement de désignation des tuteurs se fait comme suit

•le responsable du domaine propose la liste des tuteurs au chef du département pour avis (**Art 5 du décret exécutif N**

•Le chef du département soumet la liste au doyen ou au directeur d'institut pour   approbation (**Art 5 du décret exécutif N**

•Etablir le contrat de tuteur (voir modèle en annexe).
La cellule assurance qualité

Organisation du tutorat

– juin 2011 continus, , l'est déjà) de la cellule assurance
viser qualité. étudiants de 1ère année du 1
-03 du 09/01/2009).
-03 du 09/01.2009
Art 3 du décret exécutif N°
N° 09-03 du 09/01/2009).
N° 09-03 du 09/01/2009).:
De – qualité 1er cycle fixant les:
Guide pratique de mise en oeuvre et de suivi du LMD
☐☐Constitution des quatre équipes de tutorat comme ci
2 du décret exécutif N° 09
« Accueil, orientation et médiation en charge de l'information et de l'orientation. Il faut procéder à :
☐☐Constitution de « de l'établissement (**09/01.2009** fixant les modalités de mise en oeuvre du tutorat). Cette commission est présidée par le responsable de l'établissement. Elle établit un rapport annuel.
Nb : cette activité est assurée par le chef de l'établissement en relation avec les doyens ou les directeurs de l'institut.
Accompagnement organisation du travail personnel aide à la construction du parcours de formation initiation aux méthodes de travail universitaire autonomie dans le
Les indicateurs
A l'issue de cette phase :
1. Les équipes et comités sont visibles et prêts à fonctionnaliser.
2. Les modes d'évaluation de chaque matière sont visibles, ainsi que les caractéristiques LMD de chacune d'elle (crédits,
3. Les listes des UEF indispensables à la poursuite des études en spécialité sont établies.
4. Les emplois de temps et les listes d'étudiants sont distribués.
5. Les premières réunions des départements sont tenues.
6. Le tutorat en première année du pre
7. La commission tutorat est
Les risques
1. Retard à la rentrée universitaire
2. Les effectifs sont mal maitrisés
3. Les textes ne sont pas disponibles
4. Les emplois de temps subissent plusieurs modifications
5. Manque d'adhésion d

6. Manque d'adhésion du personnel technico administratif
7. Les chefs de groupes ne sont pas désignés
8. Panne des équipements informatiques
9. Non application des textes réglementair
La « commission tutorat

– juin 2011**-03 du 09/01/2009)**. Le 5» est organisé par la structure la commission du tutorat » présidée par **Art N° 9 du décret exécutif N° 09** travail technique conseils pour l'utilisation des outils/supports pédagogiques Professionnel aide à l'élaboration professionnel contacts avec le professionnel **:** coefficient,…) premier cycle est organisé. constituée   **:** du personnel d'encadrement réglementaires **»**
ci-dessous (**Art**. 5ème tutorat le chef **-03 du** du projet faciliter les milieu
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
Voici le cheminement des différentes activités à réaliser durant le semestre. S'assurer du respect du planning des réunions établi au début du semestre et du bon déroulement des différentes réunions des :
 Equipes de formation
 Equipes pédagogiques
 Comités pédagogiques (une réunion précédant chaque examen ou contrôle est capital).
 Etudiants par filière ou par spécialité
Nb : Cette activité est assurée sous la responsabilité du vice doyen aux études et des chefs de département. Il s'agit de l'organisation des rattrapages des dettes antérieures pour les étudiants en L2, L3, M2 :
 Réunir les responsables de domaines, de filières et de spécialités par départements pour convenir d'un planning.
Les différentes réunions Le rattrapage des dettes antérieures organisation des examens de fin de semestre mesure de l'assiduité la contre correction affichage des nots et
Recours les jurys d'étape la charge pédagogique et EDT du semestre prochain
Risques et indicateurs
Activités au courant   du semestre
Les différentes réunions tutorat »
Les dettes antérieures
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
 Affichage du planning des examens de rattrapage des dettes antérieures.
 Au fur et à mesure que les corrections des épreuves s'effectuent, veiller à la transmission des notes par le département au service de scolarité, et à la saisie de ces notes.
 Avant la fin du semestre, organiser les responsables de domaines, de filières et de spécialités valideront les saisies effectuées.
Une organisation de ces rattrapages peut être la suivante en rappelant que ces rattrapages concernent les étudiants qui ont bénéficié d'une admission en année supérieure sans avoir validé tous les crédits, c'està- dire les étudiants inscrits en L2, L3 et M2. Leur organisation est laissée à l'appréciation des établissements universitaires. Toutefois, il est recommandé de:
 Dégager une journée par semaine (ex: samedi) pour organiser ces rattrapages durant tout le semestre.
 Faire une programmation à raison d'une ou deux matières par journée dégagée et par spécialité /filière/domaine.
Le tableau suivant trace une possibilité d'organisation de ces rattrapages:
Etudiants inscrits en S1 (année en cours) S2 (année en cours) Matin Après-midi Matin Après-midi S3 et S4 (année L2)

Rattrapage du S1 (année L1)
Rattrapage du S2 (année L1)
S5 et S6 (année L3)
Rattrapage du S1 (année L1)
Rattrapage du S2 année (L1)
Rattrapage du S3 (année L2)
Rattrapage du S4 (année L2)
S3 et S4 année M2
Examens du S1 (année M1)
Examens du S2 (année M1)
☐☐S'assurer du bon déroulement des rattrapages.
☐☐Saisir au fur et à mesure de leur arrivés des départements les
Notes de rattrapages des dettes antérieures.
Nb : Cette activité est assurée sous la responsabilité du vice doyen des études.
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
☐☐Etablir les plannings des examens de fin de semestre en s'assurant de la disponibilité des infrastructures et des surveillants.
☐☐Distribuer le planning des examens aux départements pour y mettre et compléter avec les noms des surveillants dans le cas où l'établissement ne dispose conséquemment d'un logiciel dédié à cet effet. Dans le cas contraire, une fiche de voeux des surveillants est indispensable.
☐☐Le nombre de séances par semaine est équivalent à la charge pédagogique hebdomadaire de l'enseignant.
☐☐Une fois le planning établi, faire : o Etablir les convocations par enseignant (journées, séances, salle, matières, groupes).
o Distribuer les convocations aux surveillants.
o Afficher les plannings des examens pour les étudiants.
Nb : Cette activité est assurée sous la responsabilité du vice doyen des études et des responsables d'équipes de formation.
☐☐S'assurer de la réalisation des contrôles continus :
o Un contrôle continu est réalisé en séance de TD. Il a une durée de 30 mn maximum.
o La correction de l'épreuve est assurée la semaine qui suit le contrôle,
o Les notes sont fournies à l'étudiant au plus tard deux
semaines suivant le contrôle,
o Les notes finalisées sont transmises au département au plus tard deux semaines suivant le contrôle.
☐☐Ramassage et saisie des notes de contrôles continus au fur et à mesure que ces derniers sont effectués.
☐☐S'assurer de le distribution des supports de cours, des séries d'exercices et du text book s'il y a lieu.
Nb : Cette activité est assurée sous la responsabilité du vice doyen des études et des responsables d'équipes de formation.
Le planning des examens de fin de semestre
Supports pédagogiques – contrôles continus
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
☐☐S'assurer de la bonne organisation des examens de fin de semestre :
o L'absence justifiée à un examen final donne droit au rattrapage *(Art 29 de l'arrêté N° 136 du 20 juin 2009)*
o L'absence non justifiée à un examen final est sanctionnée par la note 00/20 et l'étudiant n'ouvre pas droit au rattrapage de la matière concernée.

☐☐Collecte et saisie des notes des examens au fur et à mesure que ceux-ci sont effectués. On veillera que ces notes soient consignées dans la fiche donnée en annexe.

☐☐Tirage des états pédagogiques de notes pour les jurys.

☐☐S'assurer de la mise à jour du site (ou de la page) Web s'il y a lieu.

☐☐Transmission par l'enseignant de toutes les notes et les copies d'examen au chef de département (voir modèle de fiche en annexe).

☐☐Le chef de département transmet les fiches de notes au service de scolarité.

Nb : Cette activité est assurée sous la responsabilité du vice doyen des études, des chefs de départements et des responsables d'équipes de formation.

☐☐Après chaque examen, les notes sont affichées ainsi que le corrigé et le barème détaillé, et ce avant les délibérations *(Art 35 et 36 de l'arrêté N° 136 du 20 juin 2009).* Il faut préciser à l'étudiant que les demandes de recours sont recevables 2 jours ouvrables après l'affichage des notes *(Art 38 et 36 de l'arrêté N° 136 du 20 juin*

Le text book :

Le text book est un document établi par l'enseignant qui a pour rôle de contribuer à finaliser les programmes d'études. Un textbook comprend :

☐☐*une fiche de lecture périodique, destinée à faciliter l'exploitation du document par l'étudiant.*

☐☐*un support de cours qui indique les parties à faire par l'étudiant, et mentionne les exercices à traiter par chapitre ou paragraphe.*

Examens de fin de semestre

Affichage des notes - recours

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011 *2009).*

☐☐L'étudiant a droit à la consultation de ses copies sauf celles des rattrapages *(Art 37 de l'arrêté N° 136 du 20 juin 2009).*

☐☐Une demande de recours peut entraîner une contre correction *(Art 38 de l'arrêté N° 136 du 20 juin 2009)*

Nb : Cette activité est assurée sous la responsabilité du vice doyen des études et des chefs de départements.

☐☐La demande de contre correction est envoyée par l'étudiant au chef de département après que l'étudiant ait consulté ses copies *(Art 38 de l'arrêté N° 136 du 20 juin 2009).*

☐☐Le chef de département désigne un contre correcteur sous le saut de l'anonymat de rang supérieur et identique à celui du correcteur, et de même spécialité.

☐☐Soit Mav et Map la note initiale et la note après contre correction. Ainsi *(Art 40 de l'arrêté N° 136 du 20 juin 2009).*

< 3 points

>= 3 points

Non Oui

☐☐A l'issue de la contre correction, l'étudiant n'a pas le droit à la consultation de sa copie d'examen *(Art 41 de l'arrêté N° 136 du 20 juin 2009)*

Mav - Map

Mav>=

Map

Note de l'examen =

(Mav+Map) / 2

Note de l'examen =

Maximum (Mav, Map)

Note de l'examen =

Minimum (Mav, Map)

**Traduction de l'étudiant
devant le conseil de
discipline**
La contre correction
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011
Nb : Cette activité est assurée sous la responsabilité du chef de département.
☐☐Les TD et les TP sont obligatoires *(Art 24 de l'arrêté N° 136 du 20 juin 2009)*.
☐☐Un total de 3 absences à une matière ou 5 absences même justifiées entraînent l'exclusion de la matière concernée *(Art 25 de l'arrêté N° 136 du 20 juin 2009)*.
☐☐L'absence justifiée à un TP donne droit au rattrapage de ce TP *(Art*
27 de l'arrêté N° 136 du 20 juin 2009).
☐☐L'absence non justifiée à un TP entraîne la note de 00/20 à ce TP, et l'étudiant n'a pas le droit au rattrapage de ce TP *(Art 27 de l'arrêté N° 136 du 20 juin 2009)*.
☐☐Les absences non justifiées à plus du 1/3 des séances de TP d'une matière entraînent l'exclusion de la matière concernée au titre du semestre en cours *(Art 27 de l'arrêté N° 136 du 20 juin 2009)*.
Nb : Cette activité est assurée sous la responsabilité des enseignants et des responsables des équipes de formation.
En début de L3 pour la licence ou M2 pour le master, un sujet est proposé à l'étudiant. Sous forme de mémoire de fin d'études ou d'un rapport de stage, ce projet personnel est affecté d'un certain nombre de crédits et mentionné dès l'élaboration de l'offre de formation. Le sujet doit être en relation avec la spécialité et doit être confectionné en collaboration avec l'étudiant. Le sujet peut être aussi suggéré par une entreprise du secteur socio économique (licence ou master professionnels).
Dans tous les cas de figure, le dernier semestre d'enseignement est allégé, de telle façon à permettre à l'étudiant de se rendre sur son lieu de stage et réaliser le travail demandé. Le projet personnel est encadré obligatoirement par un enseignant et éventuellement suivi sur le terrain par un co-promoteur de l'entreprise d'accueil. *(source : CNH)*
Nb : Cette activité est assurée sous la responsabilité du chef de département et des responsables de spécialités.
L'assiduité aux TD et aux TP
Suivi des mémoires de fin d'études
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011   Tenir les jurys de délibérations par UE (équipes pédagogiques) pour :
☐☐Valider les notes de rattrapages des dettes antérieures.
☐☐Apprécier les notes des examens du semestre.
☐☐Constater l'assiduité des étudiants.
☐☐Mettre à jour les effectifs.
Nb : Cette activité est assurée sous la responsabilité du chef de département.
☐☐Demander aux départements de réunir les responsables de domaines, de filières et de spécialités pour établir la charge pédagogique de chaque enseignant du semestre prochain.
☐☐Etablir l'emploi de temps du semestre prochain sur la base des charges pédagogiques validées.
☐☐Le volume horaire hebdomadaire de l'enseignant est décrit **à**
l'article 6 du **décret exécutif N° 08-130 du 03 mai 2008 portant**
statut particulier de l'enseignant chercheur. Ce qu'il faut comprendre de cet article :
☐☐Le nombre de semaines d'enseignement de référence est de 32 par année universitaire, non compris toute autre forme d'activité pédagogique.
☐☐Le nombre d'heures par année est de 192 de cours correspondant à 288 de TD ou 384 heures de TP, soit 6 heures, 9 heures ou 12 heures de cours, de TD ou de TP respectivement.

☐☐La pondération utilisée est de 1 heure de cours correspondant à 1h30 de TD et 2 heures de TP.

☐☐Le volume horaire est fonction du nombre de semaines d'enseignement arrêté par année. Si ce nombre est inférieur à 32, ce volume est révisé en augmentation.

Nb : Cette activité est assurée sous la responsabilité

1. vice doyen des études
2. du chef de département
3. des responsables de filières
4. des responsables de spécialités
5. de président du Comité scientifique du département.

Les jurys de fin de semestre
La charge pédagogique du prochain semestre
– contrôles continus
Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011

Risques :
1. Les réunions programmées n'ont pas eu lieu
2. Les supports de cours, et séries d'exercices ne sont pas distribuées
3. Le rattrapage s'effectue mal
4. Les notes ne parviennent pas à la scolarité
5. Panne des moyens de traitement
6. Le planning des examens n'est pas établi
7. Les contrôles continus des TD ne se réalisent pas
8. Les examens subissent des perturbations
9. L'affichage des notes et la consultation des copies ne se réalisent pas
10. Panne des équipements informatiques
11. Le recours est mal pris en charge
12. Les jurys d'étape n'ont pas eu lieu
13. La charge pédagogique enregistre un retard
14. Non application des textes réglementaires

Indicateurs :
1. Les rattrapages des dettes antérieures sont réalisés
2. Le suivi des enseignements est réalisé
3. Le semestre est réalisé
4. Le planning des examens est visible et affiché
5. Les contrôles continus sont réalisés
6. Les examens de fin de semestre sont réalisés
7. L'étudiant est satisfait
8. L'assiduité est mesurée et entre en ligne de compte dans la scolarité
9. Les jurys sont réalisés
10. La charge pédagogique des semestres prochains est traitée et les EDT établis.

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011

Ces activités concernent la clôture du semestre ou de l'année universitaire.

☐☐S'assurer que toutes les notes sont saisies.

☐☐Tirage des états de notes par groupe et par filière ou spécialité.

☐☐Affichage des états de notes et leur distribution aux départements.

Nb : Cette activité est assurée sous la responsabilité du vice doyen des études ou du directeur de scolarité.

Convocation des jurys par les chefs de départements. Ces jurys

délibèrent conformément aux articles des arrêtés **N° 136 et 137 du 20 juin 2009.**

☐☐*Tenue des jurys des 1ers semestres de l'année en cours:*

o Ces jurys (**Article 44 de *l'arrêté N°136 du 20 juin 2009***) sont organisés par UE (équipe pédagogique). Ils permettent de faire une évaluation d'étape.

Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011

Les textes réglementaires

1. Extrait de la loi d'orientation de l'Enseignement Supérieur modifié et complété par la loi 08-06 du 23 février 2008 J O R A D P n° 10 du 27 février 2008, page 33 -37.

2. Décret exécutif n° 08-265 du 17 Chaâbane 1 429 correspondant au 19 août 2008 portant régime des études en vue de l'obtention du diplôme de licence, du diplôme de master et du diplôme de Doctorat.

3. Décret exécutif n°09-03 du 06 Moharram 1430 correspondant au 03 janvier 2009 précisant la mission de tutorat et fixant les modalités de sa mise en oeuvre.

4. Décret n°08-130 du 27 RabieEthani correspondant au 03 mai 2008 portant statut particulier de l'enseignant chercheur.

5. Décret exécutif N° 10-252 du 12 Dhou El kaada 14 31 correspondant au 20 octobre 2010 instituant le régime indemnitaire de l'enseignant chercheur.

6. Décret exécutif n° 10-231 du 23 Chaoual 1431 correspondant au 2 octobre 2010 portant statut du doctorant (J.O.R.A.D.P Année 2010, N°57, page 12 et 13).

7. Ordonnance N° 06 – 03 du 19 JoumadaEthania 1427 correspondant au 15 juillet 2006 portant statut général de la fonction publique.

8. Arrêté n°136 du 20 juin 2009 fixant les règles d 'organisation et de gestion pédagogiques communes aux études conduisant aux diplômes de Licence et de Master.

9. Arrêté n°137 du 20 juin 2009 fixant portant moda lités d'évaluation, de progression et d'orientation dans les cycles d'études contrôle des connaissances et des aptitudes conduisant aux diplômes de Licence et de Master.

10. Arrêté N° 250 du 28 juillet 2009 fixant l'organisation de la formation de troisième cycle en vue de l'obtention du diplôme de doctorat.

11. Arrêté N° 167 du 31 mai 2010 portant Commission Nationale d'Implémentation d'un Système d'Assurance Qualité Guide pratique de mise en oeuvre et de suivi du LMD – juin 2011 dans le secteur de l'enseignement supérieur et la recherche scientifique.

12. Correspondance DFSG/MESRS N° 183 du 02 décembre 2006 portant classement des étudiants.

13. Circulaire N° 1 du 17 mai 2010 précisant les cr itères d'accès au 3ème cycle LMD.

14. Circulaire N°6 du 11 octobre 2010 relative à l' inscription aux études de Master au titre de l'année universitaire 2010 – 2011.

15. Recommandations de la CNH (Commission Nationale d'Habilitation) du MESRS.

APPENDIX "E"

CONSTITUTION
DE LA REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

بسم الله الرحمن الرحيم

PREAMBULE

Le peuple algérien est un peuple libre, décidé à le demeurer.

Son histoire est une longue chaîne de luttes qui ont fait de l'Algérie de toujours une terre de liberté et de dignité.

Placée au coeur des grands moments qu'a connus la Méditerranée au cours de son histoire, l'Algérie a su trouver dans ses fils, depuis le royaume numide et l'épopée de l'Islam jusqu'aux guerres coloniales, les hérauts de la liberté, de l'unité et du progrès en même temps que les bâtisseurs d'Etats démocratiques et prospères dans les périodes de grandeur et de paix.

Le 1er Novembre 1954 aura été un des sommets de son destin. Aboutissement d'une longue résistance aux agressions menées contre sa culture, ses valeurs et les composantes fondamentales de son identité que sont l'Islam, l'Arabité et l'Amazighité, le 1er Novembre aura solidement ancré les luttes présentes dans le passé glorieux de la Nation.

Réuni dans le mouvement national puis au sein du Front de Libération Nationale, le peuple a versé son sang pour assumer son destin collectif dans la liberté et l'identité culturelle nationale renouvelées et se doter d'institutions authentiquement populaires.

Couronnant la guerre populaire par une indépendance payée du sacrifice des meilleurs de ses enfants, le Front de Libération Nationale, restaure enfin, dans toute sa plénitude, un Etat moderne et souverain.

Sa foi dans les choix collectifs a permis au peuple de remporter des victoires décisives, marquées par la récupération des richesses nationales et la construction d'un Etat à son service exclusif, exerçant ses pouvoirs en toute indépendance et à l'abri de toute pression extérieure.

Ayant toujours milité pour la liberté et la démocratie, le peuple entend, par cette Constitution, se doter d'institutions fondées sur la participation des citoyens à la gestion des affaires publiques et qui réalisent la justice sociale, l'égalité et la liberté de chacun et de tous.

En approuvant cette Constitution, oeuvre de son génie propre, reflet de ses aspirations, fruit de sa détermination et produit de mutations sociales profondes, le peuple entend ainsi consacrer plus solennellement que jamais la primauté du droit.

La Constitution est au-dessus de tous, elle est la loi fondamentale qui garantit les droits et libertés individuels et collectifs, protège la règle du libre choix du peuple et confère la légitimité à l'exercice des pouvoirs. Elle permet d'assurer la protection juridique et le contrôle de l'action des pouvoirs publics dans une société où règnent la légalité et l'épanouissement de l'homme dans toutes ses dimensions.

Fort de ses valeurs spirituelles, profondément enracinées, et de ses traditions de solidarité et de justice, le peuple est confiant dans ses capacités à oeuvrer pleinement au progrès culturel, social et économique du monde d'aujourd'hui et de demain.

L'Algérie, terre d'Islam, partie intégrante du Grand Maghreb, pays arabe, méditerranéen et africain, s'honore du rayonnement de sa Révolution du 1er Novembre et du respect que le pays a su acquérir et conserver en raison de son engagement pour toutes les causes justes dans le monde.

La fierté du peuple, ses sacrifices, son sens des responsabilités, son attachement ancestral à la liberté et à la justice sociale sont les meilleurs garants du respect des principes de cette Constitution qu'il adopte et transmet aux générations futures, dignes héritières des pionniers et des bâtisseurs d'une société libre.

TITRE PREMIER
DES PRINCIPES GENERAUX
REGISSANT LA SOCIETE ALGERIENNE

Chapitre I
De l'Algérie

Article 1er. — L'Algérie est une République Démocratique et Populaire.

Elle est une et indivisible.

Art. 2. — L'Islam est la religion de l'Etat.

Art. 3. — L'Arabe est la langue nationale et officielle.

Art. 4. — La capitale de la République est ALGER.

Art. 5. — L'emblème national, le sceau de l'Etat et l'hymne national sont définis par la loi.

Chapitre II
Du Peuple

Art. 6. — Le peuple est la source de tout pouvoir.

La souveraineté nationale appartient exclusivement au peuple.

Art. 7. — Le pouvoir constituant appartient au peuple.

Le peuple exerce sa souveraineté par l'intermédiaire des institutions qu'il se donne.

Le peuple l'exerce par voie de référendum et par l'intermédiaire de ses représentants élus.

Le Président de la République peut directement recourir à l'expression de la volonté du peuple.

Art. 8. — Le peuple se donne des institutions ayant pour finalité:

— la sauvegarde et la consolidation de l'indépendance nationale,

— la sauvegarde et la consolidation de l'identité et de l'unité nationales,

— la protection des libertés fondamentales du citoyen et l'épanouissement social et culturel de la Nation,

— la suppression de l'exploitation de l'homme par l'homme,

— la protection de l'économie nationale contre toute forme de malversation ou de détournement, d'accaparement ou de confiscation illégitime.

Art. 9. — Les institutions s'interdisent:

— les pratiques féodales, régionalistes et népotiques,

— l'établissement de rapports d'exploitation et de liens de dépendance,

— les pratiques contraires à la morale islamique et aux valeurs de la Révolution de Novembre.

Art. 10. — Le peuple choisit librement ses représentants.

APPENDIX "F"

BACCALAUREATE OF SECONDARY EDUCATION			
Year	**Examination candidates**	**Examination Passes**	**Pass Rate (%)**
1968/69	3260	1988	61
1969/70	4890	2787	57
1970/71	8150	3667	45
1971/72	11736	5281	45
1972/73	14344	5163	45
1973/74	17930	7172	36
1974/75	20538	6572	32
1975/76	25754	11331	44
1976/77	29992	5398	18
1977/78	39597	9458	24
1978/79	51945	12617	24
1979/80	75964	17197	23
1980/81	78517	16653	21
1981/82	76777	18586	24
1982/83	84767	17911	21
1983/84	104853	20963	20
1984/85	117060	29627	25
1985/86	125693	36874	29
1986/87	148220	34597	23
1987/88	183038	44870	25
1988/89	209801	44953	21
1989/90	250000	52000	21

1990/91	335836	63988	19.05
1991/92	226013	51609	22.83
1992/93	317073	35085	11.07
1993/94	261946	43321	16.54
1994/95	252501	51114	20.24
1995/96	296313	71324	24.07
1996/97	293989	80916	27.52
1997/98	299340	71830	24.00
1998/99	309457	76520	24.73
1999/00	306968	99089	32.28
2000/01	506739	123496	24.37

APPENDIX "G"

Evaluation of the Delivery of Materials and the Teaching Approach Employed. Adopted from (Timulsin, 2001)

Lesson N °	1st	2nd	3rd	4th	5th	6th	7th
1- The nature of the chosen text is so interesting and encouraging to contribute to the discussion.							
2- I take some important notes.							
3. I guess that group work is a wonderful process.							
4- Learning English from different methodologies is helpful.							

Résumé en français

Pour se positionner par rapport à l'harmonisation de l'enseignement supérieur en Europe et dans le système mondialisé, le Ministère de l'enseignement supérieur et de la recherche scientifique (MESRS) a opté pour une réforme et l'adoption du système d'enseignement Licence-Master-Doctorat (LMD). Après dix ans d'implémentation, nous avons choisi de mener une recherche pour faire un bilan et évaluer son application dans l'enseignement supérieur algérien. Pour cela nous avons interrogé des étudiants de première année en licence d'anglais de la faculté des Lettres, des Langues et des Arts de l'université Djillali Liabès de Sidi-Bel-Abbès et interviewé des enseignants de différentes universités. Cette recherche se répartit en quatre chapitres: le premier définit le système éducatif algérien, le second rend compte des besoins des étudiants à travers le questionnaire, le troisième présente l'analyse des résultats et le quatrième propose quelques suggestions pour répondre aux questionnements soulevés par l'instauration du système LMD. Notre objectif est de proposer un processus qui implique à la fois le travail de l'enseignant en tant qu'agent de la réforme et celui de l'étudiant en tant qu'acteur central de ce changement.

Mots clés: LMD (Licence, Master, Doctorat), système éducatif algérien, enseignement supérieur, réforme.

ملخص

لقد شرعت الحكومة الجزائرية في السنوات الأخيرة في إصلاح شامل للتعليم العالي في الجامعات بعد عشر سنوات من تطبيق نظام (ل.م.د) تلبية للمعطيات الجديدة التي أفرزتها التحولات الاجتماعية والاقتصادية الراهنة في البلاد. فضلا على المتطلبات العلمية التي أملاها التقدم الحاصل على مستوى مختلف العلوم. وقد وقع اختيار بحثنا على نظام (ل.م.د) باعتباره نظاما جديدا محليا على الأقل. حيث اعتمدنا استبيانا من 28 سؤالا موجه خصيصا لطلبة سنة أولى ليسانس تخصص لغة أنجليزية على مستوى كلية الآداب واللغات الأجنبية والفنون بجامعة جيلالي اليابس بسيدي بلعباس. وبعد تحليل شامل للإستبيان ودراسة نتائجه تبين لنا، أن هناك ضعفا لغويا يعاني منه الطلبة المتمدرسين يتعلق بجملة من الصعوبات وأوجه القصور المرتبطة ارتباطا وثيقا بهذا النظام (ل.م.د).

الكلمات المفتاحية (ل.م.د) ليسانس ماستر دكتوراه. المتطلبات العلمية على مستوى مختلف العلوم