LMD New System in the Algerian University

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Abstract

The issues addressed in this work concern primarily the understanding of the licence/bachelor, master, doctorate (LMD) system as a new reform, which has been recently introduced to basic higher education in Algerian universities and its influence on teaching English as a foreign language. Through this paper, we look at to what extent the LMD system influences our understanding and learning. This will contribute to the improvement of the way of studying the process of learning and teaching English, the development of new curriculum, and the understanding of language in use pragmatically.

Keywords: LMD system; Teaching EFL, university education, higher education reform

1.Introduction

Last decades witnessed an immense quantitative evolution of higher education in Algeria. There was an important growth in terms of its infrastructure – be it material or human; this growth was followed by a succession of problems and issues that led to a gradual decadence of the teaching and learning quality at university level. Besides, there was a serious disagreement between social demands, market demands and what the university produced. This fact proved the malfunctioning of the old system implemented in the Algerian universities since the independence of this country.

The classical (old) system, i.e., four years bachelor, two years magister - four years doctorate system, did not respond to main challenges imposed by the changing situation of economy, of politics and of the society in Algeria, an important shareholder of many European countries. The changing situation led the government and education policy makers to re-think the educational system in Algeria and to integrate a new system that can correspond and respond to socio-economic mutations contributing to a significant evolution of this country. As matter of fact, a decision was made to implement the European educational system known as LMD – Licence - Master - Doctorate in 2004. (See "Réformes de enseignements supérieurs", Juin 2007, the Ministry of Higher Education)

The implementation of the licence/bachelor, master, doctorate (LMD) system in the Algerian university has been examined by many Algerian researchers in terms of its evaluation and assessment. However, in this paper, we are interested in its novelty and reliability, as a new reform, and its impact on teaching English as a foreign language (EFL). Although some studies specifically deal with LMD and its implementation in the Algerian context, this study was designed to investigate the Algerian EFL students and teachers' understanding of teaching and learning English, mainly, the difficulties and challenges they faced and are still facing during the implementation of LMD brought into Algerian universities.

Nowadays, education policy makers emphasise the betterment of EFL students' levels to get much knowledge in order to secure their jobs through acknowledged degrees and high levels of employment because the spread of joblessness, in Algeria, has upset both the government and the stakeholders. From the various opinions of learners, even longer studies are not an end in themselves, and every learner now understands that schools are the funnel one must inevitably go through in order to realize one's ambitions. Aiming to obtain higher degrees is simply a means to access better jobs likely to lead to higher social status (profession, security, wage, etc.). Thus, English language becomes, for EFL students, a dominant subject, an international language and a means to get access to good jobs. Coleman (2010) addresses a similar question by reviewing the functions of English as a foreign language in development. He refers to four areas where English has often been given a role to play: for employability, for international mobility, for unlocking development opportunities, and accessing information as an impartial language.

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

USA and they attached little importance to English that was taught in the middle and high schools. Our EFL students had been studying English from the eight grade in the middle school to the third grade of the secondary school up to 2005. English language teaching and learning too, at that time, was catastrophic because of the lack of interest and many other factors such as economic, political, religious, educational, and so on.

According to some older generation teachers, the majority of pupils were not interested in learning English and even French because they focus their studies on mathematics, physics, life sciences and nature and other fields but not languages, i.e., their world was closed or limited to their social life. Moreover, the majority of teachers were not at all interested in the syllabus presented to them and they found it meaningless and boring. About the reasons behind the failure of these teachers, Bouhadiba (2002) states that under the old time-based teaching program, the learner were supposed to learn at the pace "imposed" by the teacher, the text-book, or the course itself. Yet, we know now that not all learners learn at the same pace, nor is the teacher's output necessarily the same as the learner's input (Krashen, 1995). Bouhadiba also argues that the failure of a time-based teaching program, no matter where it is implemented (developing or more advanced societies), lies in the way the teacher that he moves on to the next lesson or the next unit to be within the limits of the scheduled teaching program unlike the competency-based approach.

Hence, "The 1990s brought about many changes: English was introduced as an optional second language as of 1992 and, in 1999, an increased awareness of the importance of education led to 6% of the country's expenditure being devoted to education (http://www.onlinetefl.com/tefl-chalkboard/travel-guides/147-Teach-English-in-Algeria). It can be argued that the process of teaching and learning English as a foreign language has taken many steps to improve the way of acquiring and mastering this means for communication to become closer to joining the worldwide community. The question to be answered was how to make it efficient.

Because English has become the most dominant and useful language among many European languages, many governments have adopted various policies that promote ELT and Algeria is no exception. At present, English is considered as a foreign language that is offered as a required subject at all levels of university education. In order to understand and recognize that the efficiency of English language development in the Algerian educational system paves the way for learners to take part in the globalization, our government has made a huge effort to change the ELT policy and some changes were made in the 1990s.

For instance, at university level, recently the LMD system that is applied as a new approach is based on the Communicative Approach that has been implemented in the Algerian university almost in all subjects and specialties. This "international" system was introduced into our universities by August 2003. The LMD system, as the latest new reform applied in the Algerian universities, aims at bringing the Algerian diploma to the universality and the Algerian student to a higher level of learning on the one hand and to the business world on the other.

The introduction of LMD into the Algerian universities should be accompanied by these new ideas for innovative teaching practices to improve the performance of the university system but also lead to greater employability of graduates. Although the text of regulations in the LMD system brings some innovations in assessment and the roles of teachers and students in the

teaching and learning process, it does not offer any solutions to the employment of graduates. Bringing a certain kind of flexibility in assessment of learning, the new article 18 of Decree No. 137 dated 20/06/2009 states that the assessment of skills and knowledge acquisition is based either on 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, the evaluation of students leans now on a set of procedures meant to measure the results of their learning in terms of the grasped knowledge, the deduced comprehension and the acquired competence. In the same way, within the framework of new procedures in the LMD system that the teacher has to be able to pass logic of knowledge controlling to a process of evaluation seems rather feasible.

Another aspect that the LMD system brings into the universities is the new roles of teachers and students in the teaching and learning process. In this respect, the recent pedagogical procedures that were born out of many reflections tend to transform the student, the docile "object" and the passive agent into a principal active agent as the learner in the learning process. Consequently, the role of teachers has been modified for the reason that it suits the freedom given and prescribed for the learner. Thus, teachers have to accept now their role as a mediator, a facilitator of the knowing and the learning processes. Teachers, therefore, are no more the only, exclusive omnipotent of knowledge. They are called to master not only the discipline they teach but also the methodological competencies that allow them to clearly define the objectives of the learning process as well as the referential of the competence on which the control of the learning process is based.

What is more disturbing is the reaction of teachers for whom a considerable effort is displayed to construct offers of innovative formation, but who barely worry about the questions related to the pedagogic practices and in particular those related to the evaluation of students. Despite that, even if the necessity to renovate the contents of formation is not deniable, the demand of a new vision of the pedagogical act is essential and indispensable. This vision has to integrate the actual realities into the considerable increasing of knowledge. Moving from an annual system to a semi-annual system that tolerates the passing to the following year with debts is often conflicting and it imposes an individualized management of students. Moreover, the temporary co-habitation between the two systems until a full disappearance of the classical system renders the organization of teachers and more particularly the evaluation of students more difficult and those that result in the progression and the orientation in the LMD system. We will observe these in the light of our short experience in Mostaganem University.

To investigate how the LMD system functions in the Algerian university and in English departments in particular, this research study discusses some key issues related to the LMD system and how, whether positively or negatively, it would influence ELT. Our research explores aftermaths of LMD implementation in Mostaganem University in particular. It also considers the impact of LMD benefits related to students.

As for the evaluation of this reform as successful or unsuccessful, we believe that we are not yet at the stage of assessing the LMD system in our universities. This work is, then, about an analytical, optimistic and a future perspective regarding the quality of learning that this system may bring to our learners without ignoring or denying its drawbacks and the obstacles that the Algerian university may face to make it successful.

2. Method

Our research work is a tentative attempt to investigate the attitudes of teachers and students towards the implementation of LMD system and its success or failure. This study focuses on mainly the following questions:

1. What are the attitudes of the English teachers towards the implementation of the LMD system in Algerian universities, in particular, Mostaganem University?

2. What are the attitudes of students towards the implementation of the LMD system in Algerian universities, in particular, Mostaganem University?

3. What are the teachers and students' opinions about the contribution of the LMD system to teaching English as a foreign language (EFL) in Algerian universities, in particular, Mostaganem University?

4. What are the difficulties and challenges that Algerian teachers of English face in implementing LMD and the integration of information and communication technologies (ICTs) in their English classrooms?

The present study is a cross-sectional survey under qualitative paradigm. In survey research, according to Fraenkel and Wallen, "Researchers are often interested in the opinions of a large group of people about a particular topic or issue. They ask a number of questions, all related to the issue, to find answers" (2010, p. 390). Considering the purpose of the study, in order to collect necessary data, an in-depth interviewing technique is adopted. This technique is also known as unstructured interviewing; it is a type of interview researchers use to elicit information in order to achieve a holistic understanding of the interviewees' point of view or situation. It can also be used to explore interesting areas for further investigation. This type of interview is a face-to-face interviewing that involves asking informants open-ended questions, and probing wherever it is necessary to obtain data deemed useful by the researchers. As in-depth interviewing often involves qualitative data, it is also called qualitative interviewing.

It was decided to use in-depth interviewing as the main method to collect data for this study since an interpretative approach (qualitative in nature) was adopted for the investigation. The central concern of the interpretative research is to understand human experiences at a holistic level. Because of the nature of this type of research, investigations are often connected with methods such as in-depth interviewing, participant observation and the collection of relevant documents. Maykut and Morehouse (1994, p. 46) state that:

> The data of qualitative inquiry is most often people's words and actions, and thus requires methods that allow the researcher to capture language and behaviour. The most useful ways of gathering these forms of data are participant observation, in-depth interviews, group interviews, and the collection of relevant documents. Observation and interview data is collected by the researcher in the form of field notes and audio-taped interviews, which are later transcribed for use in data analysis.

> There is also some qualitative research being done with photographs and video-taped observations as primary sources of data.

Accordingly, in this project, only using audio-taped interviews was preferred for it was not necessary to film or photograph our informants as the focus of the study does not require this necessity. Our informants were given, orally, a series of questionnaires, and then given time to answer them. Their answers were analyzed considering their linguistic level arising from their points of views as well as their observations towards the new reforms and the integration of the ICT too in the classroom such as the Internet use. What was observed at a linguistic and didactic level in our data analysis is that teaching and learning English as a foreign language in university, in terms of English development came out of not only the new changes and reforms brought to the educational setting but also other means of communication, notably the Internet use and other means of communication widely used among students and teachers too. Hence, our data would be classified according to the number of students (interviewees) selected and their learning level: first year licence LMD, second year licence LMD, first year master and second year master grade.

2.1. Context

The research study took place in Mostaganem; it has been followed and supervised since the LMD new reform was implemented in Mostaganem University in 2005. This location, Mostaganem city, was selected because Mostaganem University is among the pioneering universities to adopt LMD, thus it could provide us with a sample of students and teachers whose characteristics are appropriate for the research study, and as a teacher at Mostaganem University who witnessed the implementation of LMD new reform, we could have this opportunity to do this investigation.

2.2. Participants

For this study, our participants were thirty Mostaganem University English LMD students from L1, L2, M1 and M2 and 10 EFL teachers at Abdelhamid University. To reinforce our work, we have also interviewed 10 English classical or licence students from the second, third and fourth years.

The age range of the informants was between 18 and 22; 70% of these students are acquainted with ICTs but not so familiar with the LMD system because of its newness. The informants, male and female, were chosen purposefully from different levels according to the conditions mentioned before. The reason for their participation in this survey was to check whether the LMD system affects them either positively or negatively and why in both cases. The sampling method used in this study was purposive sampling as considered appropriate in qualitative research. According to Fraenkel and Wallen (2010, p. 431), "Researchers who engage in some form of qualitative research are likely to select a purposive sample, that is, they select a sample they feel will yield the best understanding of what they are studying".

2.3. Data collection instruments

The data collection instruments used in this research study are a semi-structured audio-taped interview guide that contained 10 items and a questionnaire given to the students mentioned before for the purpose of getting some analysis of their experience as the first generation who welcomes this reform. The aim of the audio-taped interview guide was to collect several responses from different informants; the interviewees' responses were noted down by the

interviewer. The audio-taped interviews helped us analyze students and teachers' views, i.e., to analyze the depth of the psychological effects the LMD and the integration of ICTs use have on learners.

2.4. Data Collection Procedure

This research study was conducted in two phases that took about one year of observation and analyses to follow the process of learning and teaching advancement. It took a considerable time to get accurate results without any subjective judgment. During the first period, we first selected our sample group of students' level whom we intended to work with, and then started observing them to collect as many views as we could via audio-taped interviews that took the form of questionnaires (See Appendix A, Appendix B, and Appendix C for questionnaires).

3. Data Analysis

After having collected the responses of the students via the audio-taped interviews and their teachers via the questionnaire, we began working on the classification of their positive and negative responses and then display them via bar graphs, attempting to analyze the EFL teachers' and LMD/Licence EFL students' positive responses towards the LMD system. We extracted the students' positive opinions regarding the LMD system. The views of the teachers collected through our questionnaire were used as a tool of argumentation and analysis at the same time to affirm the aim of this study regarding the psychological dimension of the accepted reform imposed on them without any kind of awareness or pedagogical training supplied by higher educational system.

3.1. Teachers' responses

From the teachers' comments about the LMD system, in relation to the questionnaire, we have taken into consideration some significant comments. They are as follows:

"The transit, the shift from classical to LMD system, is more in terms of specialization focused teaching units. It is also at the level of high quality teaching that could be reached through the integration of new technologies, i.e., ICT as teaching materials."

"Now, most teachers probably must give more importance to the students' capacities and learning abilities, and thus more focus is on the teacher vs. learner partnership rapport."

"Some colleagues were given new modules to teach. It is indeed a difficult task for the teacher, yet it helps most teachers to improve their knowledge, teaching materials and professional capacities."

"Coordination is necessary for both teachers of the same teaching unit and the students alike. It is useful for teachers as it allows more cooperation and unified courses and syllabi. As for the students, it is a way of providing all students same chances in terms of teaching materials and assessment."

"LMD intrusion might be more a progress rather than a retreat if all conditions and more technological and teaching materials are provided to the teachers and the students."

"LMD as a European educational system is based on using new-tech. ICTs help the students, and the teachers, adopt more autonomy in learning and/or teaching."

3.2. Students' responses (Licence and LMD)

From the students' comments about the LMD system, in relation to the questionnaire, we have taken into consideration some significant comments. They are as follows:

"We are said that studying English under the LMD system gives the students more job opportunities and more specialized training."

"The main difference between classical and LMD system is in terms of the disciplines taught to both- for the LMD they are more focused, and the many chances of passing years for LMD students."

"Learning English under the LMD system is more specialized and focused."

"A good learning of EFL depends on the student's linguistic capacity, and not on the system itself. However, an LMD student is obliged to do more efforts than a classical student because of the nature of the system."

4. Results and Discussion

The results show that EFL teachers observe and detect many difficulties in implementing LMD in university particularly in their classrooms. These difficulties influenced teachers, students and the educational system. The results suggest that despite the newness of the LMD as a new reform and the lack of supplying more pedagogical training for teachers and students in university before LMD implementation, Algerian teachers are optimistic about the complete adoption of the LMD system, and thus expect that they can face all sorts of problems in overcoming the difficulties and establishing and mastering the use of ICTS in their classrooms. Therefore, some teachers and learners' views are positive as well as the LMD system can pave the way for them to cross the globe.

From the teachers' questionnaire, we have analyzed that the two systems, Classical and LMD system, are quite different for teachers and students. The modules, the scoring, the assessment, the teaching materials and above all the teacher-learner rapport all are distinct in the LMD than in the classical system. Such as (1) the scoring: Classical system or licence students have two terms of exams and two makeup-exams a year while English LMD students have two semesters each one is composed of three kinds of evaluation: everyday control what is called regular control (RC or CC as it is known in Algerian universities, TD, i.e., everyday tasks and TP own or personal work) as well as the final exam and each semester is followed by makeup exam), (2) Some teaching units are similar to those already been taught under the classical system; however, the materials, the pedagogy and at times the program change. For instance, literature as a module must provide the students first basic technical terms in "literary genres", then as a second year, the students are to be familiar with literary analysis.; this did not exist in the classical system.

Moreover, the licence students have been taught traditional grammar only while the LMD students have more chance in learning grammar, they have another module called "morph syntax" which is divided into two sub disciplines the first is syntax and the second is morphology. Morph syntax made so as to better teaching grammar and then provide the LMD students with more information and techniques in teaching/learning English grammar. The latter reflects what grammar means in convention between morphology, which is the scientific study of the structure and form of words and phrases, and syntax, which is the grammatical arrangement of words in sentences. For that reason, the organizing committee that is responsible for updating

the curriculum development decided to add an extra module called "morph syntax" to reinforce teaching and learning English grammar.

Nowadays, to qualify for teaching students, either LMD or licence students, we require perfect teaching materials in order to develop the individuals' capacity; for instance, the integration of the use of information and communication technologies (ICTs) in the classroom and mainly the use of the Internet is more in terms of specialization-focused teaching units as well the integration of ICTs in the current system, the LMD system, is also at the level of high quality teaching that could be reached through the integration of new technologies as teaching materials. These disciplines are so current and so focused, thus they are important as new teaching units that meet the needs of English studies under the LMD system.

According to most teachers probably the LMD system purpose must give more importance to the students' capacities and learning abilities, and thus more focus is on the teacher vs. learner partnership rapport. The LMD new reform might be new up to now; assessing in the LMD system might be seen as complicated for most teachers mainly those in charge of tutorials. The latter requires much coordination which is necessary for both teachers of the same teaching unit and the students. It is useful for teachers as it allows more cooperation and unified courses and syllabi. As for the students, it might be more a progress rather than reducing and condensing years of graduation and post-graduation. The next sections are devoted to show the readers the variable rates of LMD students' positive responses, licence students' positive responses and EFL teachers' positive responses.

4.1 M2 and M1, L3, L2 and L1 students' positive responses to the new reform

Figure1 represents the variable rates of LMD students' positive responses. Involved students from L1, L2, L3, M1 and M2 respectively stand for the transitory period of LMD implementation in English studies department of Mostaganem university. The blue sky colour indicates how, from 2009 to 2010, the percentage of LMD students' positive responses was, the brown colour indicates how, from 2010 to 2011, the percentage of LMD students' positive responses has become and the green colour indicates how, from 2011 to 2012, the percentage of LMD students' positive responses become (See Figure 1).
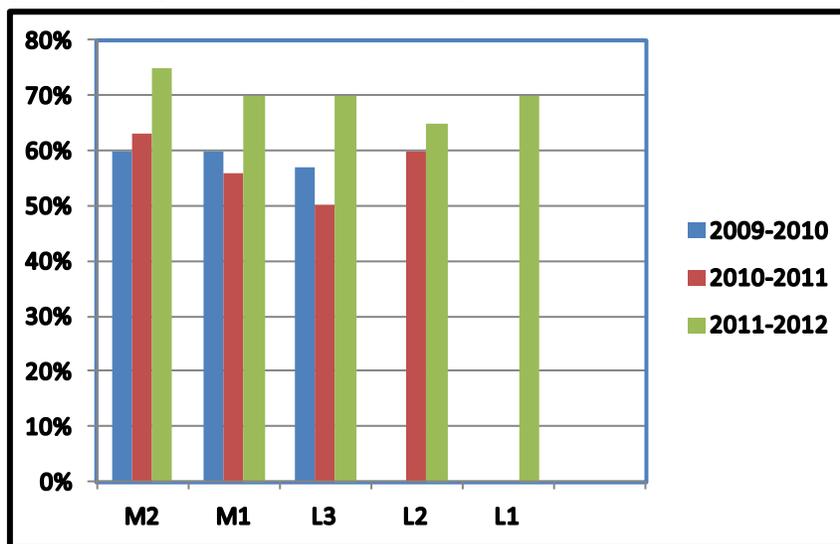
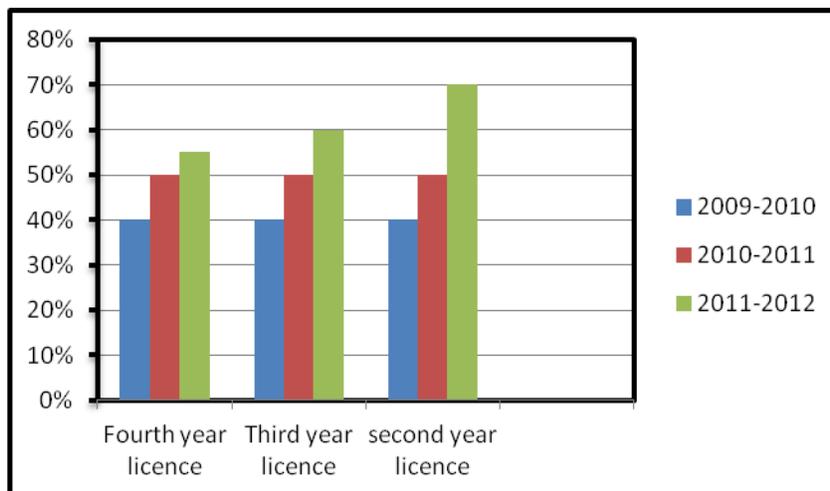**Figure 1.** *LMD students' positive responses*

4.1.1. Interpretation of Figure 1

Figure 1 shows the variable rates of LMD students' positive responses. We read through the graph changing positiveness in students' comprehension and conception of LMD.

- For M2, which is the first LMD promotion in this department, their positive responses over the LMD have increased from 60% in the year 2009-2010, to 63% in the year 2010-2011, to a higher rate of 75% in 2011-2012. This rising of M2 positive responses regarding the LMD implementation may be interpreted as a successful first promotion for which important consideration in pedagogical materials and technological means was provided.

- For M1, however, the rate of positiveness over LMD decreases from 60% in 2009-2010 to 56% in 2010-2011, and then a re-increasing to 70% in 2011-2012. The reasons behind the decreasing positive attitude towards LMD go back to a series of events as well as strikes. The academic year 2010-2011 was a year of long term strikes led first by LMD students, and then by students of classical system. The strikes came at a critical moment to shake the students' trust and beliefs vis-à-vis the viability and credibility of LMD in further contexts, mainly the professional arena. Most students were calling for the official integration of MA graduate students in the status of secondary school teachers, professional grade of 13 and 14. The re-increasing of positive responses goes back to official decisions responding positively to the above quests and re-assuring as such LMD students that this system is a best choice. A same interpretation is given to L3. L2 and L1 are those students who believed in the reforms brought by LMD as an international system and thus the rates vary between 56% as a minimal percentage to 70% as a maximum reflecting then that students are still indecisive about a complete positive attitude and believing in the LMD as a good reform.

4.2. Licence students' positive responses to the new reform

Figure 2 represents the variable rates of Licence students' positive responses to the new reform. Involved students licence students from second, third and fourth year. The blue sky colour indicates how, from 2009 to 2010, the percentage of Licence students' positive responses to the new reform was, the brown colour indicates how, from 2010 to 2011, the percentage of Licence students' positive responses to the new reform has become and the green colour indicates how, from 2011 to 2012, the percentage of Licence students' positive responses become (See Figure 2).

Figure 2. Licence students' positive responses

4.2.1. Interpretation of Figure 2

Figure 2, displaying Licence or classical system students' positive responses regarding LMD reflects two facts: first, fourth year students who did not choose, deliberately, LMD embody a legitimate fear over the unknown system. We read 40% in 2009-2010, then increasing to 50% in 2010-2011 and reaching only 55% in 2011-2012. These percentages express the permanent doubt over the viability of LMD as a new reform for fourth and even third year students. However, second year students, after witnessing serious official reactions favoring LMD as system, the positive attitude towards this reform has increased from 40% in 2009-2010, to 50% in 2010-2011 and surprisingly to 70% in 2011-2012. Thus, a second fact we may deduce is that, for younger classical system promotions, LMD is the best choice but it is the difficulty and the complexity, to their minds, of this system that prevented them studying under the new reform.

4.3 EFL teachers' positive responses to the new reform

Figure 3 represents the variable rates of EFL teachers' positive responses to the new reform. The blue sky colour indicates how, from 2009 to 2010, the percentage of EFL Teachers' positive responses to the new reform was, the brown colour indicates how, from 2010 to 2011, the percentage of EFL teachers' positive responses to the new reform has become and the green colour indicates how, from 2011 to 2012, the percentage EFL teachers' positive responses to the new reform become (See Figure 3).
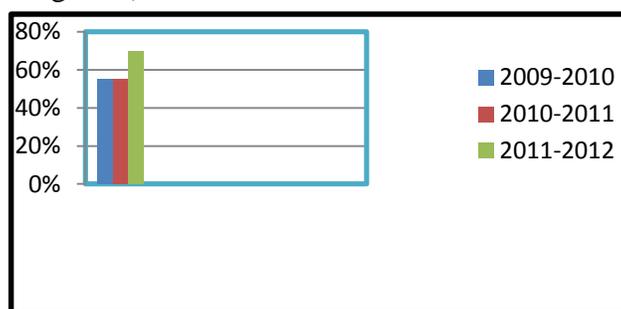
Figure 3. EFL teachers' positive responses

4.3.1. Interpretation Figure 3

Figure 3 displaying the changing rates of positive responses provided by teachers of Mostaganem English studies department reflects the increasing will and optimistic attitude towards LMD as a new reform. We read that rates have increased from 55% in 2009-2010 and 2010-2011 to 70% in 2011-2012. This finding is the result of serious efforts made by the pedagogic stuff in this department to help students and teachers alike to believe in the success of LMD vis-à-vis ELT. More technological means were provided; more awareness was perceived in the teaching materials provided by teachers and an increasing optimistic perception of LMD as a reform that would promote English teaching in this department.

4.4 Comparison between the LMD and classical teaching of the English language

- From the licence informants' responses, the LMD students studying English under the LMD system are given more job opportunities and more specialized training, so they are really satisfied for their choice unlike the other licence students, those who are not involved in the research as the LMD students. For instance, our ministry is going to give them the right to share the PhD students' opportunities to get and have part in training abroad to improve their English while licence students not under the LMD system do not have this right.
- Graduating with a licence of four years is better than that of the LMD system. Licence students can teach with their diplomas in secondary schools and/or middle schools while L3 students cannot teach with their degree of L3. Learning English in three years, for LMD students, is difficult, intensive and it contains loaded and full programs.
- The main difference is in terms of the disciplines taught to both - for the LMD, they are more focused, and the many chances of passing years for LMD students.
- Teaching and learning English under the LMD system is more specialized and focused.
- An LMD student is obliged to make more efforts than a classical student because of the nature of the system.

5. Conclusion

All through the present paper, the main issue addressed was the way the LMD system has affected the teaching of English as a foreign language (EFL) in the Department of English Studies at Mostaganem University. To conceive this influence, a research project was conducted on different groups involved in this educational system: LMD students, teachers and Licence students. Through their positive responses towards the LMD as a viable system, we come to argue that the implementation of the LMD system in English studies departments will promote the teaching of EFL in our universities because, as presented in a previous section, the LMD, in essence, is a system which aims at bringing new ideas in terms of its innovated pedagogic practices meant to improve the output of the university system as well as reach a greater number in employing students graduated.

To conclude, despite some negative aspects of the LMD system related to its novelty, this reform is perceived to be more beneficial and valuable for both EFL students and teachers compared to the classical system applied previously. For the students, it offers internationally recognized degrees and a profound acquisition of English. For teachers, it endorses improving their professional, pedagogical knowledge and skills.

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Appendix A: The teacher's questionnaire

The aim of this questionnaire is to collect data about the teachers' comments and it contains the following 10 items.

1. As an LMD teacher who has been undertaking the previous experience, i.e. the classical system, how is the classical system different from the LMD?
2. According to your own experience as an EFL teacher in both systems, where does the shift or transit from the classical system to LMD lie in English teaching?
3. To what extent did your teaching and pedagogy as an EFL university teacher change? How is this change perceived?
4. Are you in charge of LMD teaching units similar to those you have taught in classical system? If yes, is there a change in teaching similar modules under distinct systems?
5. Have you been given the responsibility of teaching new disciplines under the LMD system? If yes, have you faced given obstacles in teaching new materials?
6. Is coordination among teachers of the same teaching unit valuable and worth being adopted by English departments? If yes, in which sense?
7. How good are your knowledge and your understanding of new scoring and new ways of assessment under the LMD system as an English teacher?
8. Because the LMD system might be new up to now, might assessing in this system be seen as complicated for most teachers, mainly for those in charge of the tutorials?
9. Do you see this experience of LMD implementation in our country contribute to enhance ELT in the classroom?
10. What is your role in this experience? Is it positive or negative experience to enable the learners to cross the globe?

Appendix B: The licence students' questionnaire

The aim of this questionnaire is to collect data about the licence students' comments and it contains the following 10 items.

1. As an EFL student, but under a classical system, how would you evaluate your learning and capacities vis-à-vis an LMD EFL student?
2. Why did you choose to carry on university studies under the classical system?
3. What do you know about the LMD as a new international, educational system?
4. How is a student of classical system different from an LMD student in terms of knowledge background, language acquisition and learning, and further post-studies chances?
5. Do you think that what you have been provided with all through your four or three years of university studies equipped you with the necessary knowledge and language command you need for further ambitions and perspectives? How?
6. Which is more specialized and focused, English learning under the classical system or English learning under the LMD system?
7. What impact does the exclusion of classical system students from master studies have on you?
8. Knowing that master contests will not come to an end until all promotions of classical systems graduate, do you prefer to sit for a master contest in the near future? Justify your choice.

9. You were on strike for two months during 2010. Does this strike impact on you positively or negatively?
10. You are said to be less competent than LMD students of the same level, do you believe in such a stereotype? If yes, why? If no, why?

Appendix C: The LMD students' questionnaire

The aim of this questionnaire is to collect data about the LMD students' comments and it contains the following 10 items.

1. As an EFL student, but under the LMD system, how would you evaluate your learning and capacities vis-à-vis a licence student?
2. Some years before, you could have chosen to study English under the classical system. Why did you choose to carry on university studies under the LMD system?
3. What do you know about the LMD as a new international, educational system?
4. How is a student of LMD system different from a licence/classical student in terms of knowledge background, language acquisition and learning, and further post-studies chances?
5. Do you think that what you have been provided with all through your three years of university studies equip you with the basic knowledge and the appropriate language command you need for further ambitions and perspectives? How?
6. Which is more specialized and focused, English learning under the classical system or English learning under the LMD system?
7. What impact does the exclusion of classical system students from master studies have on you as an LMD EFL student?
8. Can you perceive the difference between the two degrees (Classical System or LMD)?
9. Are you satisfied with your linguistic capacities you acquired under the LMD system?
10. You are said to be more competent than Licence students of a same level, do you believe in such a stereotype? If yes, why? If no, why?