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MASTER IN

«Language and Communication»

**Questioning the Efficiency of the LMD System and the Absence of
Training and Professional master in Mostaganem Foreign Languages**

A Case Study of the English Department at Abdelhamid Ibn Badis University

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Abstract

In 2004, Education policymakers adopted the LMD system, as the Algerian universities needed a global and thorough reform to cope with political, social, intellectual and economic changes. The LMD system aimed at bringing mobility, profession and better learning and teaching in a world of globalization and internationalization. However, the whole system was implemented implicitly without taking into account the fact that Algeria is based on communism ideology where public ownership is established, but the LMD system was created in neoliberalism ones where the emphasis is on the individual and free market. Our main purpose is to question the efficiency of the LMD system and the absence of training and professional master in the department of English of Abdelhamid Ibn Badis university. Accordingly, the researcher opted for a mixed-method approach to collect quantitative and qualitative data. It encompasses an online questionnaire for L3 students. Teachers’/students’ interview and document analysis for masters Canvas (M2 language and communication and M2 didactics and applied linguistics). The findings revealed that teachers and students are aware of the drawbacks of the LMD system in the English department. Teachers and students are conscious of how a must training and professional master have thought it is absent and to have access to it is a policymaker’s decision.

Keywords: The LMD system, communism, neoliberalism, globalization and internationalization

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Dedication

I dedicate my research thesis to

- ✓ my family, life without them means nothing,
- ✓ my friends Ines for her moral support for the past three years,
- ✓ Faiza for being so closed to me as helpful friend and guide through my research work,
- ✓ my beloved teachers master language and communication, for their encouragement,

List of Abbreviation

LMD: Licence, Master, Doctorate

EHE: European Higher Education

EU: European Union

AHE: Algerian Higher Education

MAS: Master of Advanced Studies

CHE: Council of Higher Education

TU: Teaching Units

FTU: Fundamental Teaching Unit

MTU: Methodological Teaching Unit

DTU: Discovery Teaching Unit

TTU: Transversal Teaching Unit

ETCS: European Transfer Credits System

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General Introduction

The LMD system (henceforth Licence, Master, Doctorate), was first introduced in 1999 through the Bologna process to make all the European countries facilitate the student's mobility around European universities. In Algerian higher education in 2004, education policymakers introduced the LMD system to Algerian universities around the year 2004-2008 to cope with the political, social and economic changes that occurred at that time. The system was introduced in a society where its economy is based on communism which is in turn based on public share. Unfortunately, this resulted in several reasons why it did not work better in Algerian universities. The LMD system was introduced to work better in neoliberalism societies where the market is free and individual and which has opened up many possibilities for students and for universities to collaborate with private sectors.

The LMD reform launched in the English department of Abdelhamid Ibn Badis University in the 2007-08 academic year; it was functional at the same time with the classical system. After ten years of the implementation of the LMD system, certain aspects of the strengths and weaknesses appeared in the English department regarding the professional training of learners. For this reason, this study aimed to reveal the shortcomings of the LMD system by questioning its efficiency and the lack of training and professional teachers in the English department. To investigate the LMD shortcomings, we have raised three main issues they are as follows:

- Why did education policymakers implement the LMD system in Algeria?
- How the LMD system was adopted?
- What are the challenges and obstacles both teachers and learners face?
- What are the reasons behind the absence of both training and professional masters in the English department, University of Abdelhamid Ibn Badis?

The purpose of our study is to highlight and shed light on the important points related to the LMD system that affected the teaching and learning process. We tried to give to teachers and students of master and bachelor levels the chance to voice out their challenges and issues and aiming at creating small change that will make their process of teaching and learning a lot easier. Therefore, part of the study was to ask both teachers and students to suggest their alternative approaches and methods that should be taken by policymakers to better and advance the higher education in Algeria generally and the English department of Abdelhamid Ibn Badis university specifically.

To question the efficiency of the LMD system and the absence of training and professional master, three data collecting tools will be utilized; Online questionnaire presented to L3 students, interviews with teachers and with students of both M2 language and communication and M2 didactics and applied linguistics, at last, an analysis of the objectives and modules of both masters.

The present dissertation is divided into three chapters. The first chapter displays the overview that is relevant to the understanding of the implementation of the LMD system. As for the second chapter, it describes in details the research design and the different methods used in the fulfilment of our study. The last chapter discloses the analysis and the discussion of the data we collected through.

Chapter One : Overview

1. Introduction

The present chapter displays the overview that is relevant to the understanding of the implementation of the LMD system. We will discuss how globalization and internationalization influenced both the European higher education in a neoliberalism setting and, on the other hand, the Algerian higher education in a communism setting. In addition, it highlights the reasons behind the integration of the LMD system in Algerian universities and also discusses its main components.

1.1 Internationalisation/ Globalisation in European Higher Education

The European Higher education is at the centre of the global transformation from an industrialized to a post-industrial knowledge society, the emerging of knowledge-based economy highlights the importance of higher education on both individual and national levels. Earnings are linked with formal education, with a premium on a baccalaureate degree (Bowen 1977; Bowen & Bok, 1998; Boyer & Hechinger, 1981; Nuñez & Cuccaro-Alamin, 1998; Pascarella & Terenzini, 2005; Trow, 2001). Based on these perspectives, it is understood that higher education plays a big role in the transformation of society. For Corbett 2005; Zgaga 2006, “the goal to modernize and improve quality of European higher education has not been only a goal in itself, but indeed also considered a way to raise the external attractiveness and competitiveness of European higher education”. There is to say the European higher education aimed at ensuring a world-wide degree of attraction, as well as boosting and improving the quality of education within Europe itself. To gain these external competitiveness Europe’s principles were based on the concept of Sustainable development and international work to improve the quality of cross-border higher education., while globalization is taking many forms and changes including political, economic, and cultural trends. These changes are dominated, which are based on the neoliberalism ideology.

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1.1.1 Neoliberalism

Neoliberalism is an ideological and theoretical agenda for a restructured capitalist economy and social system, the project depends on material forces and institutions to shape expectations and norms so that they are more responsive to market incentives. The neoliberal ideology of globalization has infiltrated the minds of politicians and managers to the point where it has become internalized and, alarmingly, normalized. It has become part of the new scheme of things; the new paradigm has linked local practices to globalized social relations. (Currie & Newson, 1998). In other words, neoliberalism ideology shaped the society over the past years, politicians and policy-makers are on the ongoing process of encouraging the privatization of educational services and other ones as well while weakening the public control and share for these services. “In the neoliberal model higher education is ideally integrated into the system of production and accumulation in which knowledge is reduced to its economic functions and contributes to the realization of individual economic utilities” (Morrow, R. 2003). Therefore, Economy is prioritized; educational systems were mandated to develop efficient, creative and problem-solving learners and future workers for a globally competitive. As a result, the creation of the LMD was a perfect reform to fit right in capitalist societies to guarantee a better link between the human capital and the political, cultural and economic aspects since investing in education, training and research it increases human’s productivity and achieve a long-run economic growth.

1.2 Internationalisation/Globalization in Algerian Higher Education

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The integration of the LMD system into European higher education (EHE) relied on neoliberal ideas, privatization and capitalism due to the emergence of globalization and the contribution of stakeholders and organizations to set goals and targets in European education such as France, the United Kingdom and other countries. The adaptation of the LMD system in Algerian universities, following the French educational system, was to provide the university with the appropriate education, culture and economy to meet the expectations of society, and therefore the Algerian universities are manifested in the traditional roles to provide qualified graduates who respond to political, cultural, intellectual and economic changes at the local and global levels. As a result, ignoring the fact that the Algerian economy relied on communism ideology and public share, the choice of the system has led to an increase in unemployment and the centralization of the education system.

1.2.1 Communism (socialism) Ideology

As defined in the website Britannica: “ Communism is a political and economic doctrine that aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production such as factories and the natural resources of a society”. After the independence, Algeria struggled to find a personal system that will fit right to the political, socioeconomic and educational demands at that time. This unstable defined economy affected the Algerian higher education. Thus, different reforms and harmonization were adopted to cope with these political and socioeconomic changes. The LMD system was already established in other countries mainly in Europe, like France. However, Algeria was not ready for such reform in a communism society where it does not fit with the structure of the system as in neoliberalism countries. As a result, it created a huge gap between the knowledge acquired in the universities and the job market as well as it increased the number of unemployment of graduates.

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1.3 The Bologna Process

In 1999, a series of changes reflected in the Bologna process through European higher education. Klemenčič and Galán Palomares defined the Bologna process: “It is a decentralized but coordinated intergovernmental process between 48 European countries and the European Commission. It has a governance model similar to a political network, which is deliberately different from the ideal of bureaucratic governance in which state actors have the only actors of authority ». It allows these 48 European countries to set specific rules and objectives with the contribution of stakeholders and international organizations, rather than ministers and European commission members. The Bologna Declaration was signed by ministers of higher education from 29 countries, in June 1999, it was open for signature by other European countries and, in 2012, the number of countries increased to 47. As mentioned in the Bologna Declaration, the ministers meet every two years to assess progress, send new targets and prepare for the next phase. Six agendas were discussed; Declaration of the Sorbonne (1998) - Declaration of Bologna (1999) - The creation of the European University Association and the ministerial conference in Prague (2001) - Ministerial conference in Berlin (2003) - Ministerial conference in Bergen (2005) - Conference Ministerial Meeting in London (2007) - Ministerial Conference in Leuven Summit (2009) - Ministerial Summit in Bucharest (2012). Different objectives were highlighted as mentioned in the Bologna declaration in 1999 and presented as follows:

- Adopting a system of easily readable and comparable degrees,
- Implementing a system based on three cycles: Bachelor’s, master’s and doctoral studies,
- Establishing a system of credits such as the European Credit Transfer System (ECTS),
- Supporting the mobility of students, teachers, researchers, and administrative staff,

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- Promoting European cooperation in quality assurance,
- Promoting the European dimensions in higher education (in terms of curricular development and inter-institutional cooperation).
- The ‘social dimension’ of higher education was added to the action lines of the Bologna Process.

(Prague ministerial conference, 2001)

- Highlighting the role of higher education institutions as having primary responsibility for quality assurance,

(Berlin ministerial conference, 2003)

- The adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Framework of qualifications for the European Higher Education Area (FQ-EHEA).

(Bergen ministerial conference, 2005)

- Highlighting in particular the increased compatibility and comparability of European education systems through the implementation of structural changes and the use of the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement.

- Establishing the priorities for the decade to 2020.

(Leuven ministerial conference, 2009)

- To educate students with the knowledge and skills needed to ensure their employability.
- Improving Mobility.

(Bucharest ministerial conference, 2012)

Since the beginning of the Bologna Process, European higher education systems have grown significantly due to the different objectives and priorities that were set by the EU and non-EU

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countries. Which set the path for the structural reform entitled the LMD system (Licence, Master, and Doctorate) which is a consequence of this process as an attempt to reposition Higher Education in terms of globalization and competitiveness. To ensure this continuity set of principles were introduced:

- Guaranteeing university autonomy, to ensure continuous consonance with the changing needs of society and knowledge along with cultural advancement
- Promoting European higher education on the global level.
- Linking higher education to the work requirements of the community.
- Promoting European labour and making it more competitive globally.
- Strengthening student mobility dynamics and taking advantage of the opportunities for learning, training and professional services.
- Promoting European cooperation in the field of learning quality.
- Promoting the European learning dimension through program contents, skills and competencies.

1.4 Higher Education Reforms in Algeria

Algeria is considered one of the countries that have adopted an education policy that is open to all segments of society through its choice of education democracy principle, which started with its independence, Algeria adopted free education at all levels as a national mandate. During and after 1962. Algerian higher education (AHE) has been influenced by the European higher education (EHE) more precisely France up to now. The reforms that the higher education sector underwent came into effect directly after Algeria's independence. These reforms can be summarized in two main reforms:

1.4.1 The Pre-Reform Period

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This period (from 1962-1971) witnessed the establishment of the ministry of higher education and scientific research, which was entrusted with the task of supervising the promotion of higher education, meanwhile, the French organization remained in effect during this period. Educational studies were carried out according to three cycles: The first is a three-year licence, post-baccalaureate (high school diploma) cycle. The second cycle is one year long or more and awards the successful student a “Diplôme études approfondies” known now as master of advanced studies (MAS). The third stage, through which one can obtain a Doctorate of three years of postgraduate studies and then a PhD degree is accessible. This phase was characterized by Algerian higher education to achieve the following objectives:

- Ridding curricula from colonial ideas, especially programs of social sciences, human sciences and law, which were full of colonial ideas offensive to Algerian society.
- Abolishing French educational administration and replacing it with Algerian educational Administration.
- Making education a right for every citizen.

1.4.2 The 1971 Reform

The reform that changed the structure of the universities from institutes to faculties. The following characterized this period of reform:

- The progressive process of adapting curricula, especially in the social sciences, to Arab and Algerian cultures through Arabization and “Algerianization”.
- Training individuals capable of being integrated directly into the labour market.
- Diversifying training paths to provide for the needs of economic, social and service sectors.
- Training the maximum number of individuals at the lower cost.
- Combining theoretical and practical teaching i.e. training, by the opening of the university to its economic and social environments.

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- The elimination of the Certificate system and the implementation of a four-year Bachelor system, as well as “Magister and Doctorate “doctorat sciences or doctorat d’Etat known as the classical system.
- Introducing the system of semesters and modules.
- Changing faculties into institutes.

1.4.3. From Institutions to Faculty System

This period, which began in 1999, was known as a structural reform of the University because the ministry returned to the faculty system instead of the institutes. In other words, they make all the departments belong to a single faculty; for example, the English, Spanish and French departments belong to the faculty of foreign languages. Each department differs from one to the other in terms of administrative staff, instructors and students.

1.5 The LMD Reform

The LMD system (Licence, Master, Doctorate or Bachelor, Master, Doctorate) as a new reform appeared in 2004 for ensuring a better quality of teaching and learning in higher education, through several evaluations to the higher education in Algeria done by the commissions (National Commission on the reform of the educational system) and Council of Higher Education (CES), many imbalances and deficiencies in its functional performance were characterized by Djekoun Abdelhamid (2006):

- A large number of students with poor attendance
- A great failure and dropout rate along with cost-effectiveness.
- Weak dynamics when it comes to program renewal.
- Weak relations between the university and its social and economic environments.
- Strong centralization as a means of managing university life.

(2nd conference of rectors and presidents of Maghreb universities)

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To deal with these difficulties and problems, Algeria adopted the LMD system as a ready-made as had all the other Maghreb countries. It can be pointed out that these countries have adopted major objectives inspired as a whole from the European system, and features of its implementation were apparent in the following:

- Improving the quality of higher education.
- Compatibility of the training with the global system and European standards in particular.
- Diversifying training paths and linking them to the economic and social needs.
- Seeking to ensure employment.
- Modernizing management and pedagogy.

1.5.1 The Structure of the Study plan in the LMD System

The new architecture of the LMD system was structured around three cycles:

1- The licence cycle, after the baccalaureate, the student can enrol in a training course, which leads to the licence. The Licence (L1, L2, and L3) takes place over six semesters validated by 180 credits. There are two types of licence: An Academic Licence leading to the preparation of a Master and the professional licence, with more identified specialities and targeted at reaching the workplace.

2- The Master cycle, it (Master1 and Master 2) takes place over four semesters after the licence, at the rate of 30 credits per semester. To obtain it, you must therefore add 120 additional credits to the licence. The Master cycle has two orientations: the academic (Research) Master, which aims to pursue studies towards research, culminating in the doctorate. The professional Master, which gives a qualification allowing entry into working life. This distinction of the academic and professional master is made according to the university establishment's training

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offer; it can be done from the first year (M1) or during the second year (M2). If the university cannot manage the training, the academic master is the only option.

3- The Doctorate cycle: The doctorate is the last steps in the post-graduation studies and the plan structure of the LMD system. The doctorate thesis is prepared for at least six semesters and accessible after a research Master, and it is about a minimum duration of three years.

1.5.2 Teaching Units (EU):

The LMD system is divided into several semesters, which are divided into different Teaching Units and organized as follows:

1.5.2.1 Basic (Fundamental) Teaching Unit (FTU)

It groups the core courses essential to the field of study and it represents 60 of the semester credits.

1.5.2.2 Methodological Teaching Unit (MTU)

They are courses that enable the student to be self-reliant in his/her studies. It represents 30 of the semester's credits.

1.5.2.3 Discovery Teaching Unit (DTU)

DTU includes courses that broaden the student's knowledge horizon and open new perspectives in the event of a reorientation. It represents 10 of the semester's credits.

1.5.2.4 Transversal (Common) Teaching Unit (TTU)

TTU courses allow the student to gain practical knowledge in different areas such as languages, computer science, information and communication technologies...). It represents 10 of the semester's credits.

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Teaching units are based on semesters whose duration differs from one cycle to another. They are shown in the diagram below.

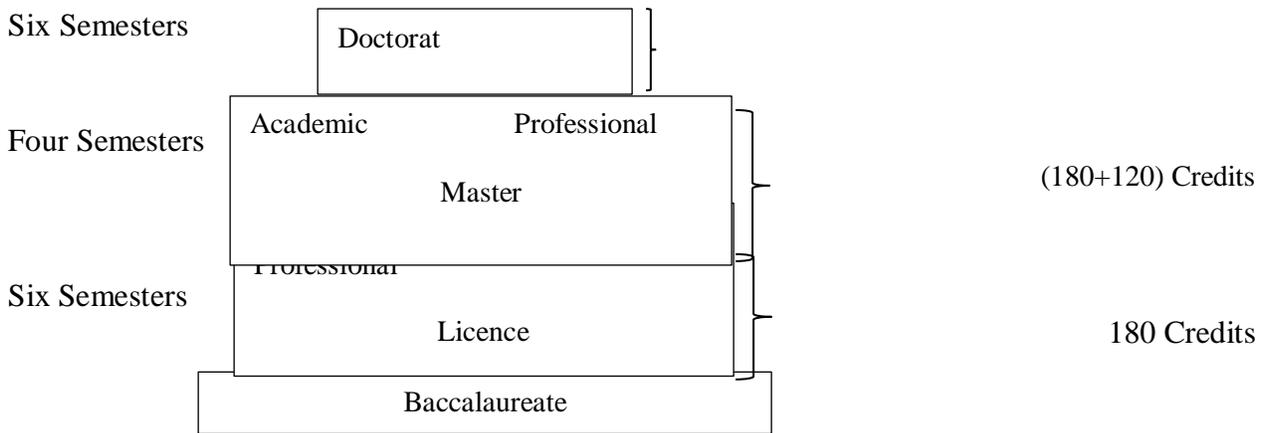


Figure (1.4.1): General Schema of the LMD Reform

1.6 Rationale for the LMD Reform in Algeria

Algeria aims at achieving a better HE quality by adopting the LMD system in 2004, as a way to cope with the pace of globalization in the European higher education, mainly France as a former colonial country. The Legislations and regulations that the LMD is based on employability, assessment, curriculum structure and the student's mobility overseas have led to deficiencies and given rise to questions by the academic community regarding the application and future of these reforms and how effected it will be.

1.6.1 Employability

Employability is "A set of achievements, understandings and personal attributes that make an individual more likely to gain employment and be successful in their chosen occupations" (Yorke and Knight, 2003). Within the 21st- century world of technology and advancement, it becomes a necessity to be equipped with the appropriate skills to respond to the needs of the labour

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market. Besides, “The 21st century workplace is unique and only people with adequate skills can serve” (Oviawe et al, 2017); therefore, learners should enhance and develop skills of solving real-life problems, communication and collaboration to be effective in the workplace According to Sursock and Smidt, 2010: “Increasing the potential for innovative studies that can better address each students ‘interests and potentially enhance employment opportunities”.

1.6.2 Assessment

The assessment of knowledge, skills and competencies is the key cornerstone of the new educational system, educational assessment seeks to determine how well students are learning and is an integral part of the quest for improved education. It provides feedback to students, educators, parents, policymakers, and the public about the effectiveness of educational services (Pelligrino, Chudowsky, and Glaser 2007). It is considered as a "form of communication" between the different actors of education, including learners (their feedback), teachers (feedback from their studies), the curriculum designer (comments on the curriculum) and administrators (feedback on the use of resources), and employees (quality of candidates) (McAlpine 2002). Therefore, the assessment must be valid about competence or ability to assess and reliable in terms of the results obtained. LMD engineering, student acquisition and learning assessment are semi-circular, not annual. Each teaching unit has two modes of evaluation. Summative assessment: the final exam or test selected by the teacher is a means of determining what the pupils know and do not know during the whole semester and the year. Whereas, the formative assessment is based on the assignments, personal work and exercises (portfolios, projects, journals, etc.) which are completed by the student. Furthermore, assessment within the LMD system is based on the European Credit Transfer (ECT).According to the European Commission, ETC is a tool of the European Higher Education area for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognized.

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The assessment in this reform includes an assessment of the subject/unit of the teaching units. Therefore, the unit grade includes both the final exam grade and the TD / TP grade, which is determined by student participation, attendance, homework, projects, tests and performance in the classroom. However, some units only have a final exam and are only taught in courses such as linguistics, French, Didactics, psycholinguistics, etc. Students fail their exams if their results are below average (10), in case students can substitute between units and teaching units to succeed. Compensation is possible at the level of teaching units at the three levels (L1, L2 and L3) and progression from the first to the third year is conditional on obtaining the average or higher compensation (10/20). Also, if students fail in the first session, they can take reassignment tests.

1.6.3 Curriculum

The process of building curricula is considered the cornerstone of any educational work, and the training success in this system depends on this process because the right knowledge, skills and competencies that match the requirements of modern education and the needs of the community are transmitted through it. The process of linking the labour market and the educational content presented by the universities can be achieved by the professionalization of curricula and giving more room to subjects that are directly linked to a given profession or job to help students ensure a professional career in their domains their graduation. This has allowed all universities and institutions to offer students' academic and professional teaching and learning at the bachelor and master levels. Furthermore, it has also allowed the inclusion of students in designing curricula and syllabus as it is a vital part in the classroom since it focuses on the learner's outcomes as advocated by the LMD system. In contrast, the "classical" system was all about making students passive and over-reliant on their teachers because most of the syllabus and courses designed are either obsolete or lack of the integration of different skills and competences, such as critical thinking, creativity and collaboration.

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1.6.4 Students Mobility Overseas

The LMD system aims at enhancing and promoting student's mobility nationally and internationally, different programs and cooperation were established in Algerian universities to achieve cross-borders mobility among students, teachers and staff. Hence, programs like Erasmus Mundus and Ibn Battuta aim at building training programs, making provisions available, and gain recognition and equivalence of diplomas in European countries since it is based on the European credit transfer system (ECTS), it is a way to ensure a better quality of higher education as it includes all HE sectors and members.

1.7 Conclusion

This chapter presented different key concepts related to the implementation of the LMD system. It discussed the influence of the political and socioeconomic changes on the European and the Algerian higher education. It also dealt with the criteria and rationales behind the integration of the LMD reform. It also discussed the key concepts related to the components of the LMD system. The next chapter presents the research methodology followed in this study.

Chapter Two : Research Methodology

2.Introduction

This chapter discusses the research methodology employed for this study, it tackles the research method used, procedure and the context where the investigation took place. Also, it provides the description of the participants and the data collection tools which involve interviews, questionnaire and document analysis.

2.1 Research Method

Our research work aims at questioning the efficiency of the LMD system and the absence of professional master in the English department of UMAB. The issues referred to in this study are as follow:

- Why did education policymakers implement the LMD system in Algeria?
- What are the challenges and obstacles faced by both teachers and students of the English department of the University of Abdelhamid Ibn Badis?
- What are the reasons behind the absence of both training and professional masters in the English department, University of Abdelhamid Ibn Badis?

To answer these questions, both qualitative and quantitative approaches were used. Many researchers agree on the fact that a mixed-method design is the most convenient model as it caters variation in data which leads to the reliability and the validity of the research. Creswell and Clark (2007) believed that “the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”. Therefore, a mixed-methods design provides more comprehensive data that will aid us to provide accurate and rigorous validation to our investigation.

In the empirical part, two types of data collection tools were used. Interviews for both teachers and students were conducted to get a deeper understanding of the research problem,

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which is unveiling the reasons behind the implementation of the LMD system and understanding the absence of professional master in the university of Abdelhamid Ibn Badis (UMAB). As mentioned by Louis Cohen, Lawrence Manion and Keith Morrison (2007): “Interviews enable participants—be interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their point of view.” Simultaneously, an online questionnaire was published for students of third-year licence (L3) which includes both open-ended question and closed questions. Open-ended questions enable respondents to write a free response in their terms, to explain and qualify their responses while closed questions include a list of predetermined answers from which participants can choose. As cited by Erickson & Kaplan, 2000: “Combining closed-ended and open-ended items is a form of mixed methods research that has gained increasing popularity, largely due to its potential to capture the benefits of both quantitative and qualitative data collection and analysis at a relatively low cost to the researcher”. Since collecting data is a crucial part, researchers tend to combine and mix methods to save time, money and have accurate and valid answers.

2.2 Procedure

This study took place at the level of department English at Abdelhamid Ibn Badis university. During the first semester, we conducted interviews with students M2 language and communication and M2 didactics and applied linguistics. Next, we addressed an online questionnaire on Google forms for L3 students. Finally, we analysed documents related to the canvas of both masters.

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2.3 Context

Our investigation took place at the level of Abdelhamid Ibn Badis University- department of English, Mostaganem. This setting was chosen because it fitted the requirements of our investigation.

The English department at UMAB, provide three-degree cycles as described in the LMD framework. The bachelor's degree cycle provides one study programme entitled language, literature and Anglo-Saxon civilization which can be accomplished in six semesters.

At the level of the master degree cycle, successful bachelor students at the department of English have the choice to choose from one of the eight master's programmes offered: Language and communication, didactics and foreign languages, didactics and applied linguistics, literature and civilization, literature and interdisciplinary approaches, linguistics and science of languages. The choice of these specialities was since 2016. For the third-degree cycle known as PHD, master graduate students can enrol for PHD after passing a national exam.

2.4 Participants

For this study,44 participants from our department of English contributed to the achievement of our investigation. 10 master students of both specialities (Language and communication and didactics and applied linguistics), 9 teachers from the English department and 18 students from third-year licence. These participants were selected to question the efficiency of the LMD system and the absence of the professional master in our faculty.

Both students of didactics and applied linguistics, as well as language and communication were selected because they faced many obstacles and are still facing obstacles in terms of material resources, training and the absence of professional masters in the faculty, since the aims and objectives of both masters are different and the difference relies in terms of content but still the main focus is teaching. Besides, both canvas were the only ones titled master academic and professionalizing.

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Third-year students were selected to contribute to this research work mainly to assess their knowledge and evaluate their awareness concerning the LMD system, the absence of the professional masters and their challenges. Considering they can apply for the teaching contest with their bachelor's degree, unlike master degree holders. Teachers' contribution to this investigation centred primarily on the matter of their assessment and evaluation process as well as their challenges and difficulties in providing training and professional masters to students.

2.5 Data collection Instruments

Throughout this study, two data collection instruments were used as primary resources, a week-long interview with students and teachers and a questionnaire used for L3 students. Also, we used document analysis as a secondary tool to provide valid and complementary information to our research.

2.5.1 Interview

After we studied our survey on the LMD system and the absence of a professional Master, semi-structured interviews were conducted for both teachers and students. Some authors have described the interviews as "a conversation for a purpose" (Webb and Webb, 1932). The interviews provide an open space for participants and researchers to discuss and express opinions with a focus on the purpose of the whole research and research questions.

One person, several people can be interviewed separately or a large number of people organized in a discussion group. Depending on several factors, participants may be interviewed one or more times during the fieldwork period (Saldaña, 2011).

2.5.1.1 Description of the Teachers' Interview

Six interviews were conducted at Abdelhamid Ibn Badis University, Mostaganem. The questions were divided into two main themes and presented as follows:

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Theme (01), which consists of four questions, seeks to know the teacher's perception towards LMD reform and the method of assessment and evaluation in the teaching process that lies under the LMD system. While theme (02), consists of five questions, aimed at understanding the reasons behind the absence of training and professional masters at the level of the English Language Department.

2.5.1.2 Description of the Students' Interview

were conducted to 10 students, five students from master two language and communication whom we used with a set of focus group discussions respecting their choice on how to be interviewed. The other five students of master two didactics and applied linguistics preferred to have a one to one interview. The interview is divided into two themes as presented below:

Theme (01), consists of three questions, seeks to evaluate M2 student's awareness concerning the LMD system. Theme (02), consists of five questions, aims to understand student's challenges regarding the absence of both training and professional masters and suggesting solutions.

2.5.2 Questionnaire

This questionnaire was presented online to students of third-year licence (L3) through the Google Doc site, to evaluate their awareness regarding the LMD system and the absence of training and professional masters at UMAB and their challenges as L3 students.

A questionnaire is usually designed to collect some different types of data including facts about people or events, people's descriptions about something that has happened to them; for example, knowledge- what people know about something, opinions- what this opinion is about they have experienced or know about, attitudes/values-their attitudes toward other people, institutions, ideas and so on, and background information about the respondent which may be linked to the research topic (Matthews & Ross, 2010).

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Online questionnaire offers a wide range of answers to the researcher, according to De Vaus (1991); Fink (1995):” to A questionnaire enables responses to be gathered from large numbers relatively quickly, and cost-efficiently”.

2.5.2.1 Description of the Students’ (L3) Questionnaire

The student questionnaire is the second research tool used in this research work, the questionnaire is composed of open questions and closed questions. It is divided into two sections, the first concerns the personal information of the students and the second is devoted to the evaluation of their knowledge of the LMD system, the absence of professional masters and training at UMAB. Also, the challenges as L3 students in terms of their needs, content, assessment and evaluation in classrooms with teachers.

Question (03) and (04), in the second section, aims to assess their knowledge of the LMD system.

Question (05) aims to denigrate the challenges of L3 students.

Question (06) attempts to determine whether the needs of the pupils are taken into account or not.

Question (07) asks how students perceive the effectiveness of teacher assessment and assessment in the classroom.

Questions (08) and (09) aim to investigate and raise awareness about training and to opt for professional masters in the English department of UMAB.

2.5.3 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). Documents provide supplementary research data.

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Information and insights derived from documents can be valuable additions to a knowledge base. Researchers should therefore browse library catalogues and archives for documents to be analysed as part of the research process.

2.5.3.1 Assessing documentary resources

Scott (1990) suggested four key criteria for assessing the ‘quality’ of documents:

- Authenticity: Is the evidence genuine and of unquestionable origin?
- Credibility: Is the evidence free from error and distortion?
- Representativeness: Is the evidence typical of its kind and, if not, is the extent of its untypicality known?
- Meaning: Is the evidence clear and comprehensible?

Document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation. This iterative process combines elements of content analysis and thematic analysis. Content analysis is the process of organising information into categories related to the central questions of the research, and the latter, is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis (Fereday & Muir-Cochrane, 2006).

2.5.3.2 Description of the Document Analysis

Since the main objective of this research is to explore how the LMD system is implemented and to reveal the reasons behind the absence of both training and professional master, the information was gathered from official documents to explore and discuss the canvas of both masters (M2 language and communication and M2 didactics and applied linguistics). These documents were analysed to give supplementary information and validity to the findings of the teachers and students interviews. This research consists of two types of analysis, M2 Canvas for Language and Communication and M2 Panel for Applied Foreign and Linguistic Languages. The table was found on the official website of Abdul Hamid Bin Badis University

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and translated from French to English. Main focus on the objectives and content of the program. Analysis of these documents highlights the idea of whether the current board should change and how it plays a major role in the teaching/learning process. The M2 Communication, M2 Foreign Languages and Applied Linguistics panel was analysed because the two disciplines focus on teaching as a theoretical objective but different in practice because each discipline has different units with a different credential.

2.5.4 Conclusion

The chapter gave a complete description of the research method, the context, the participants, and the data tools used. Also, we described the teachers' and students' interview, the questionnaire, and the document analysis. In the next chapter, we will present the analysis, interpretation, and discussion of the data collected.

Chapter Three : Data Analysis and Results

3.Introduction

This chapter presents the interpretation of the data collected by using well-established tools of researching, Interviewing, questioning and analyzing documents. It displays and discuss the main points related to the LMD system and the absence of training and professional master.

3.1 Data analysis

3.1.1Teachers and students' interview

Section I: teachers and students' attitude towards the LMD system and the teaching/learning process

In this section, we have asked both M2 (language and communication and didactics and applied linguistics) and L3 students and teachers about their perspective concerning the LMD system and the teaching-learning process under this system. The participants had different response some brought other issues and topics related to the research such as the idea of curriculum, assessment and teachers training.

3.1.1.1 Teachers' response

Among seven teachers, three mentioned that the LMD reform as a system is good, but their attitude towards its implementation in the English department, at the University of Abdelhamid Ibn Badis, is not positive. One said: "There is nothing against its structure and its objectives, but the problem appeared in the way they implemented it in Algeria. There is a bad conception of its integration. Another said, "Well, you know, we weren't asked if we liked it or not, we didn't have training on LMD ... it has been implemented in France before, and our perception on this was excellent, we could have different professions, they could generate different jobs. But, in Algeria, it is not possible, we only followed the form, I mean the title, but we could not reach the content, and achieve professionalism, while another teacher said it was not a question

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of right or wrong, or is a failure or a success, but rather a different system quoted: "is it good or not, I can say it is different". However, these teachers have agreed on some of the major points which they think that were the reasons why the LMD system was different or did not help and improved the English department in UMAB, these points were highlighted as sub-themes of this section as follow:

Teachers' training: All teachers mentioned that one of the reasons why the LMD reform failed to reach its objective in the English department is that teachers did not have any training regarding how the system works and how it should demonstrate in their teaching process. One teacher said "In terms of training, we did not receive that necessary training that can hone our knowledge and skills about this system. We attended just a series of workshops which were theoretical and had no implications". In other words, teachers did not know the logistics of the system as well as they were teaching under a system that it is completely different and a lot of teachers were not ready to apply it in their teaching since it was introduced only on papers.

Assessment: Three of them have received no training or training on how teachers can assess students in the LMD system. Someone said, "We have a problem in the evaluation, and we don't know how to evaluate students using the LMD system." Another teacher replied, "Teachers need training on how to use formative assessment to help students learn better." Another disadvantage is that the independence of the learners has made a valuable contribution to the LMD assessment, where students take full responsibility for their learning and take into account their needs and participation. One commented: "It is very difficult to talk about the needs and assessments of learners, especially in large classes, and the question in this case, how can we meet their needs? For example, in my case, how to score the test, before the exam, the written test, including the student's attendance and participation. Consequently, participants and non-participants will not obtain the same scores, and those who are present and do not participate will not have the same grade as those who are present and participants. Sometimes, I integrate-

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mini tests, if I want, for example, to check the concepts if they were perceived by the learners. So whenever we deal with something challenging, I do like to do mini- tests by the last 20 minutes of the session. So here assessment is challenging”. Another issue related to assessment is how the Structure of the Study plan in the LMD System is based on compensation and teaching units, in which teachers look at it as destroying way in which students became irresponsible for their learning which led them to be over-reliant on their teachers and only focusing on how to get grades rather than how to learn. Something that is from different what they faced with students of the classical system.

CANVAS/ Curriculums: Teachers draw attention to CANVAS points and programs that need to be changed each year. These objectives and programs determine the goals, objectives and content of each unit and chapter, and because the needs of students change every year, these approaches have completely changed. For example, for the teacher, "There are different things that need to be changed, the world is changing, so the needs of the students are varied, and as a result we need to make the necessary change in the curriculum." "Many aspects of the canvas must be reviewed; for example, the master of language and communication, we asked to change the titles of some units and also the title master to include the use of technology, and this was not possible because there is a special committee to take in charge these form of structure. The reason we asked to change the titles is because we are not convinced, like “Tanmia” Human Resources, and e-learning is more than blended learning, but what we can do as teachers is to change and discuss lessons with our students. "These changes in the Canvas are not up to the teachers themselves.

3.1.1.2 Students’ response

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The students were chosen from two different majors, namely M2, Communication, Learning and Applied Linguistics. Students of the two masters mentioned that on the one hand, it is a good system that suits the right in the English language section in terms of available opportunities such as travel abroad and diplomatic recognition. Example for the student "This is one of the best for me, it encourages mobility, and it gives us various opportunities as students to travel abroad and explore learning in other countries. For example, exchanging programs like Erasmus. " On the other hand, the system neglected the needs and wants because of the way one of the students said.

Students also shared their challenges as master's students in terms of content presented in the program and assessment provided by the teacher based on the LMD. An example of a student in M2 language. "The idea of assessment is linked to teachers because they are the ones who assess us. The problem is that teachers do not know based on what should be given to students. Some teachers still do not know on what focus on the student's language, knowledge or performance in the classroom and on their development in the university world.

However, I can say that my experience as a delegate student has changed little when teachers' pay attention to our needs and our autonomy in learning, and try to prove it when designing their courses; unfortunately, this is not available in the other masters, the student of M2 didactics and applied linguistics replied. "The student commented that this system is incompatible with the Algerian social and economic system", "The first failure appeared because the decision-makers did not pave the way for the LMD reform, there is a big gap between the economic and educational systems. They could not introduce the LMD system to Algerian universities properly. They neglected the large number of students in the classroom, they did not think carefully about their recruitment, they forgot that the system aims to connect students to the world of professionalism (employment) "; in other words, Algerian society is based on communism where the public

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party is encouraged while the goal and objectives of the LMD are based on privatization in many sectors.

Students also brought the matter of both assessment and curriculum, where both students of M2 language and communication and M2 didactics and applied linguistics acknowledged the fact that these components matter on directing their future careers. One student stated, “it is very important to shed light on how assessment is done and how the canvas is designed, teachers should always prioritize our needs to give us a chance to reinforce needed skills in future jobs”.

Section II: Questioning the absence of Professional master and training in the English department

In this section, we asked both teachers and students about the reasons behind the absence of the professional master and training in the English department

3.1.1.3 Teacher’s response

Our teachers answered some questions about the lack of training and professional masters, such as (1) Is training compulsory for master students? (2) How will a professional master's degree be a good option for learners to secure their career? The eight teachers responded that professionalism and training are good for students, but unfortunately absent in the English department due to a lack of expert teachers in certain professional subjects such as ESP and translation. Another teacher said: "The training of students in the English language is completely underestimated in our university. As for the majority, the English student does not need a lot of practice in the English language, so only learn the language and you can enter professionalism. For example, for students who need “mixed pedagogical” training, they can do it themselves with their teacher outside the university because the teacher cannot decide on behalf of the authority. One of the eight teachers said that professional training and masters

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could be provided by teachers, and even said that it was possible for her because she was studying “ESP” English for a specific purpose and even “EGP” English for a General Purpose, it requires a lot of practice as well as theory. The teacher said: "Personally, as an ESP teacher, I suppose I can create or offer a professional master. Regarding training, I can send my students to practice teaching English in different departments at the level of Abdelhamid Ibn Badis University. "

3.1.1.4 Students ‘Response

We asked students about their challenges as master students and their ideas about professional training and masters. Most of the students shared the same opinions regarding the importance of training and professional mastery in the English department. The student said: "It is important to get a professional master's degree, because each person's goals are different, and not all students want to teach although this is inevitable, but they will teach. Therefore, I see that having to choose between an academic master and a professional master is to be specialized in the field; it also helps students to find a job and to focus on learning the skills required in this job rather than on "learning languages".

Someone replied: "Training is not a need, but is a must. We have to train ourselves to know about how we are going to teach. The LMD master program is supposed to have two types: academic and professional". "There is only academic which is for students who want to pursue their higher education, as for a professional master, it is absent due to a lack of training and experts. Once we graduate and teach, we will be shocked when we discover that all what we learned could not be applied because we could not have enough skills to do it." "The only difference between the two specialities is their challenges because each student learns differently, and even if they have the same teaching experience, the result will be different." Their responses are as follows:

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"For me, what I found most difficult was not putting what I learned into practice, we focused only on theory." Students of M2 didactics and applied linguistics

"Throughout my experience here at university, I have always felt that I was studying something that I didn't even need to think about, I just had to move forward in my educational journey and the system helped me. It was easy to get grades, to master all the changes, and the teachers played a big part in teaching us the things we might need, and here I started to think about my future.

"The things we learn are demotivated, overloaded with outdated information and the evaluation of this knowledge is not based on a correct framework. Regarding the practical side of our studies that are missing, we need it in most modules, especially in methodology and ESP (English for specific purposes). Also, with licence degree, you are supposed to teach in a college, but how you are going to teach with no training. As if they need training, they should be ready for the educational environment." Student of M2 language and communication.

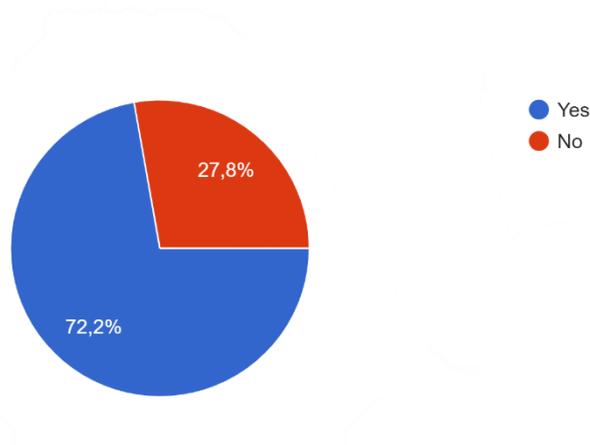
"as a master student, I am completely oblivion about what it is the LMD system because no one introduced it to us properly. I think the classical system because it gave a value to knowledge and learning. I can describe my studies in one word, overloaded, we learn a lot in a very short of time without practice." Student of M2 didactics and applied linguistics.

3.1.2 L3 students Questionnaire

In this section, we have selected to analyse the main questions, and their answers are significant to our research. These questions are as follow

Q1: Are you aware of the LMD system? / Q2: What is your perception about the LMD system?

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Graph 3.1.2.1: students' awareness regarding the LMD system

The above graph shows that 72.2 % of the respondents are aware of the LMD system, while only 27.8 % do not know the LMD system. Following the first question, we asked students about their perception of the LMD system. Their response was as follow:

“A system which is not taken into consideration by the government to improve”.

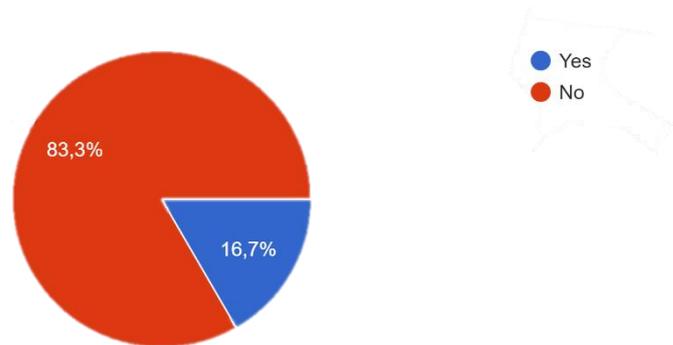
“It was supposed to be a reform for higher education in Algeria, where we have three grades level (bachelor/master/doctorate) I think it is a good system, but it is mostly theoretical studies. Students need practicality to improve their skills and education”.

“The LMD system is successful but not in Algeria”. “Despite the promises of enhancing teaching process and learning this system consider as a failed one”.

“I like the fact we can have a PhD”.

Q3: Do your teachers take into account your needs when designing syllabus?

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Graph 3.1.2.2: Students needs taken into account when designing courses

The graph above shows that 83.3% declared that the students' needs were not taken into account when the teachers designed the courses, and 16.7% shows that their teachers took their needs into account.

Q5: Do you think that opting for a professional master will give you a chance to excel in the domain of your specialty? YES, or No, Why?

We asked students whether they think that opting for a professional master will give them the chance to excel in their domain of specialty. Most of the students said yes, their answers are as follow:

"Yes, without a master, you still have to progress in this field, and my opinion even after the master, you need more to succeed in your field".

"Ultimately, in master and professional master is a must in which you like to study this specific module that you have always liked".

"I don't have a specific answer to that, but I think that students should be followed throughout this process to choose the appropriate specialty."

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“Yes, definitely more progress means bigger chance, but here in our region (not sure about other cities or places) even if you reach a doctorate, you may wait longer to find a proper job some teachers with higher degrees who should be teaching in colleges and universities are working in high, middle or primary schools with mild salary and some others aren't even in positions they deserve”.

“Yes, we do, we are numerous and this will allow students to decide on their future career as well as it will the teachers job a lot easier since this will limit the number of students”.

“Yes, it will. I didn't get it well (Professional master ...) but let me say yes through training and preparing yourself, you will get the chance and it will be easier for you to present more in the domain of your specialty “.

“Yes, I will be focusing on my specialty and be more motivated”

3.1.3 Document Analysis

In this section we have analyzed the main elements relevant to our research work, we analysed the content of the Caneva (See Appendix C&D) before we give validation to students and teacher’s testimony regarding these elements which were heightened as sub-elements in the results of the interviews.

	Master academic/professionalizing language and communication 2016-2017	Master academic/professionalizing didactics and applied linguistics 2016-2017
Objectives/ Professional profile and skills targeted	The skills expected in this training based on the acquisition of the trilogy: "savoir, savoir-faire and savoir-etre" and improve cognitive, pedagogical and cultural for:	This Master offers students a versatile and interdisciplinary training, so that they can continue their higher studies in the same field and prepare them for different

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	<ul style="list-style-type: none"> - Teaching of English language in colleges and secondary schools or universities, and also in public institutes and private professionals and associations. - Knowledge of approaches and methods of teaching a second and foreign language. - An understanding of the principles and methods of scientific research in the field of Applied linguistics. -Communication and advertising manager at advertising agencies or tourist companies, - Writer for websites (in English), - continuing doctoral studies, 	<p>professional opportunities at national or international level.</p> <ul style="list-style-type: none"> - Master of the English language and...? have enough knowledge in psycholinguistics and science of education, this will allow the student to have the skills needed to enter the world of work. - Provide quality education in British language, culture and society and American according to public needs: public schools, private schools, specialized training establishments. - Set up specialized training systems in territorial and maritime security and air (defence, police, customs, trade, etc.) - Start the doctorate under the optimal conditions required by the regulations in force in doctoral research. - “know-how” allowing students to ambition the creation of their own micro-enterprise focused on providing English language services as most fruitful cultural and intercultural dimension.
<p>Modules</p>	<p>Semester1: Applied linguistics-ESP-e-Learning-human resources development-</p>	<p>Semester1: psycholinguistics-cognitive sciences-applied linguistics-didactics of</p>

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<p>oral communication-intercultural communicative competence-discourse analysis-French-Spanish-methodology. Semester2: same modules, ethics and deontology instead of methodology. Semester3/4: Applied linguistics-ESP- blended learning-human resources management- oral communication- intercultural communicative competence- discourse analysis-French-Spanish- communicational practice.</p>	<p>foreign languages-research methodology- writing techniques-I.C. T- child and teenage psychology-French. Semester2: same modules, Teaching English as a foreign language instead of didactics of foreign languages and ethics and deontology instead of research methodology. Semester 3: psycholinguistics-cognitive sciences-intercultural studies- didactics of foreign languages- writing techniques-I.C. T- child and teenage psychology-educational psychology-French- communicational practice.</p>
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Table 3.3.1: summary of the major points of the canvas

3.2 Discussion of Results

The results discuss many points which the researcher collected from interviews with teachers and students, the student questionnaire in L3 and document analysis. The findings showed that there is no harmony in LMD reform as a system, it was necessary due to globalization, and the world was and continues to change. However, the problem lies in its implementation in Algeria in general and in the English department in particular. They emphasize that this integration was not studied and that political decision-makers did not take into account the Algerian socio-economic situation or the voices and opinions of teachers. Ultimately, this led to other problems that they are considered disadvantages of the LMD system in the English department. Teachers

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mentioned that the lack of training affected the way they assess students, as no practice was involved in the functioning of the system. The assessment is more summative than formative. In terms of content, not all teachers can meet the needs of their students with appropriate educational content; others have an idea of how to teach their students to achieve the objectives of each master and prioritizing the needs of their learners, another point over which the teachers have no power is the training and the opening of a professional master for the students of public or private establishments since the department did not collaborate with these establishments; training can be done in some modules such as ESP

From students 'response, they believe the LMD system is damaged; Although student mobility achieved as the primary goal of LMD reform, employability is lost and ignored in the English language department. For students, training is an essential announcement to make this happen; it is necessary to review the content because Bing was not updated. Although students have different experiences in terms of how they learn and how their teachers meet their needs in terms of training, courses, qualifications and skills in the job market, students are always afraid to find a job after graduation.

Also, L3 students have the privilege of teaching in middle and secondary schools after a national exam, they are not familiar with the LMD system and always recognize the fact that training is necessary because the knowledge taught in their classes are not in the labour market; therefore, there is a huge gap, and students often encounter difficulties and obstacles when teaching. Also, these students are about to obtain their licence, and some of them wish to continue their studies until other doctoral students to complete their master's studies which allow them to have a career. Therefore, they should have the choice between university and professional masters, because not everyone sees teaching as the first option for their future jobs.

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Content is an element in the LMD structure, it is a large part of the panel designed by the committee, these panels play a role in the explanation and presentation of each master, and this will allow students to think carefully about their future options. Most M2 students in applied education and linguistics have declared that the content of the modules is either recurrent or outdated, and their needs are not taken into account and assessed as "unfair". In contrast, M2 language and communication students reveal how teachers update content and try to relate it to the job market and the world of education.

In the end, we tried to highlight the difficulties teachers and students found in the context of the LMD system to pay attention to most of the points that both know well but are rarely covered.

3.3 Suggestions

We asked teachers and students to suggest what could be done differently to make better the system in the English department, and they have shared almost the same suggestions, their response as follows:

“I think making education private will make learners and teachers to talk on serious issues and voice out the things that bother them”

“Training for teachers on skills and competences needed in learner’s future jobs”

“I suggest specific knowledge for a specific profession”

“English department should have all the materials and resources that will make the teaching/learning process a lot easier”

3.4 Conclusion

Throughout this chapter, we have analyzed and discussed the major points that were stated by the teachers and students in their interviews and student’s questionnaire and analyzing

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documents that gave validation to their testimonies. We have discovered that all parties of the English department are aware of the failure of the LMD system and that it takes more than teachers and students to change things. Furthermore, sub-themes were highlighted and at last, the analysis of the document gave an insight of the participants' point views.

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General conclusion

Education is globalized and internationalized, and societies witnessed political, social and economic changes that affect European higher education to establish a system that works better for learners and teachers, and work compatible with higher education and neoliberal ideology. In Algeria, education decision-makers implicitly implement the LMD system in all Algerian universities. One of them was the Department of English at Abdelhamid Ibn Badis University. Teachers and students had a positive attitude towards its structure and objectives but a negative attitude towards the way it was introduced into the English Department and how it did not fit into our communism society. The LMD led to many obstacles such as assessment, employment and the curriculum; for that reason, our study attempted to achieve that the LMD system should be reviewed and tailored to improve the Algerian higher education. For the department of English, offering training and professional master is a chance for students to reinforce skills that fit and work better with the demands of the job market.

This study aimed to question the effectiveness of the LMD system and the lack of training and professional masters in the Department of English Language at Abdelhamid Ibn Badis University. And also find out their suggestions on fixing LMD.

The results of the teachers and students' interviews revealed that they are aware of the strengths of the LMD system, i.e. its structure and student's mobility overseas, and its weaknesses such as teacher's training, curriculum, assessment and employability. Also, as students and teachers, it revealed their challenges trying to adapt and adjust to this system.

The results of the questionnaire and students' interviews showed that the absence of training and professional master created obscurity for students' future careers, and how aware they are of the gap between the knowledge gained in university and the demands of the job market.

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Also, the results of the document analysis added validation to what teachers and students in M2 language and communication and M2 didactics and applied linguistics had to discuss in their interviews, they showed that some objectives and goals were not achieved.

Finally, we aimed to disclose the issues and challenges that teachers and students face in the English department under the LMD system. Honestly, we hope to simulate intellectually debates about how we can change and take steps to improve and suggest some solutions for the implementation of LMD in the English department to facilitate the teaching/learning process.

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Appendices

Appendix A: Teachers and student interview

Semi-Structured interviews

For teachers

Section I: The LMD system/the teaching

- 1- What is your attitude towards the LMD system?
- 2- As an experienced teacher, how did you find the transition from the classical system to the LMD one? What are the challenges?
- 3- Taking into account learners needs, do you think that the current content “canvas” should be reviewed?
- 4- The role of assessments in the learning process is necessary; do you think that EFL teachers’ evaluation/assessment is effective for students?

Section II: Training and Professional master

- 1- Training is a mandatory in students’ educational career, why it is absent?
- 2- How can the training links between university life and the real world of teaching?
- 3- Can Professional master be an option for learners? What can be done differently?
- 4- Why is there no option for professional master in our foreign language faculty?
- 5- According to you, what makes professional master’s realization successful in Algerian foreign languages faculty? And what you suggest?

For students

Section I: The LMD system

- 1- What is your perception on the LMD system?

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2- After the declaration of the failure of the LMD system by MESERS makers,

to what extent do you agree/disagree with them?

3- The ministry imposed the LMD system on both learners and teachers, do you think, it could be different in case was not imposed?

Section II: Training/The absence of the professional master

1- What kind of challenges have you faced as a didactics/language and communication student?

2- As a student of didactics, is training a must/need for you? Why?

3- How can training help you and what it can add to your educational career?

4- What it is a professional master according to you? Is it necessary?

5- Suggestions/solutions?

Appendix B: L3 students 'questionnaire

This questionnaire aims to understand the LMD system and the perceptions of students towards the absence of both training and professional master in UMAB. All provided information is under a strict criterion of confidentiality and anonymity.

1.Age?

2.Grade Level?

3.Are you aware of the LMD system?

Yes

No

4. What is your perception about the LMD system?

5. What kind of challenges you are facing as an L3 student?

6. Do your teachers take into account your needs when designing syllabus?

Yes.

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No

7. Do you think that assessments done in classrooms are enough and effective?

Yes

No

Why?

8. As an L3 student, do you think that training is a need for you?

Yes

No

9. Do you think that opting for a professional master will give you a chance to excel in the domain of your speciality?

NB: Professional master is a degree that helps students prepare for careers in specific fields such as teaching.

Yes

No

Why?

Appendix C: Canvas of M2 language and communication

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LANGUE-ET-COMM...



REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE
HARMONISATION
OFFRE DE FORMATION MASTER
ACADEMIQUE/PROFESSIONNALISANT

Etablissement	Faculté / Institut	Département
Université Abdelhamid Ibn Badis	Lettres et Langue étrangères	Langue Anglaise

Domaine LLE

Filière :langue Anglaise

Spécialité : Langue et communication

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B - Objectifs de la formation (compétences visées, connaissances pédagogiques acquises à l'issue de la formation- maximum 20 lignes)

Ce master vise à fournir aux licenciés en différentes spécialités de licence une formation polyvalente et pluridisciplinaire : linguistique appliquée, ESP, inter culturalité, communication orale, l'apprentissage en ligne, ressources humaines et autres. Ce master a pour but d'assurer un socle commun de compétences, qui est celui de la langue anglaise, autour duquel viennent se greffer la

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linguistique, la communication et les sciences de l'éducation, ainsi que les Technologies de l'information et de la communication pour l'enseignement.

Par conséquent, cette formation propose des techniques et des méthodes pour encourager et améliorer le niveau des étudiants pour devenir aptes dans la vie professionnelle, et permet à l'étudiant de s'ouvrir vers des domaines variés comme le média (la communication) et les relations sociales, la didactique(culture) des langues, les études sociales et culturelles. Et le but majeur derrière cette formation permet à l'étudiant de continuer éventuellement ces études supérieures dans les spécialités mentionnés (voir A)

C – Profils et compétences métiers visés (en matière d'insertion professionnelle - maximum 20 lignes) :

Les compétences attendues à propos cette formation se basent sur l'acquisition de la *trilogie* : « savoir, savoir-faire et savoir-être » et d'améliorer les concepts cognitifs, pédagogiques et culturelle pour :

- Enseignement de la langue anglaise aux collèges et lycées ou université, et aussi aux instituts professionnels publics et privés et aux associations,
- Une connaissance des approches et méthodes d'enseignements d'une langue seconde et étrangères,
- Une compréhension des principes et méthodes de recherche scientifique dans le domaine de la linguistique appliquée.
- Chargé de communication et publicité aux agences de publicité ou entreprises touristiques,
- Rédacteur pour sites web (en Anglais),
- poursuite des études doctorales.

D- Potentialités régionales et nationales d'employabilité des diplômés

- ✓ Ecoles (tout types),
- ✓ Universités durant ou après Doctorat
- ✓ Instituts professionnels publics et privés
- ✓ Entreprises touristiques
- ✓ Hôtels de classes supérieures et autres
- ✓ Banques
- ✓ Agences de communication et de publicité
- ✓ Institutions culturelles
- ✓ Etudes supérieures

E – Passerelles vers d'autres spécialités

Cette formation offre à l'étudiant la possibilité de continuer ces études en « Master Didactique de L'anglais et Linguistique Appliquée »

F – Indicateurs de suivi de la formation

- ✓ L'évolution et la progression du programme
- ✓ (Suivi des responsables de filière et de spécialités et le Comité scientifique de département)
- ✓ Le control continu et le suivi régulier (PV des comites pédagogiques du département)
- ✓ le stage pratique (Expertise extérieure (Rapport de stage)
- ✓ Projet de fin d'études

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G – Capacité d'encadrement (donner le nombre d'étudiants qu'il est possible de prendre en charge)

30 étudiants

Chapter Three : Data Analysis and Results

1- Semestre 1 :

Unité d'Enseignement	VHS 15 sem	V.H hebdomadaire					Coeff	Crédits	Mode d'évaluation	
		C	TD	TP	Autres	Coefins			Examens	
UE fondamentales										
Applied Linguistics		1H30	1H			3	6	50	50	
ESP		1H30	1H			3	6	50	50	
Etiquette			1H			2	4		100	
Human Resources Development		1H30	1H30			2	4	50	50	
UE méthodologie										
Oral Communication			1H			2	4		100	
Intercultural Communicative Competence (ICC)		1H30				1	2		100	
Discourse Analysis			1H			1	1		100	
UE découvertes										
FRENCH		1H30				1	1		100	
SPANISH		1H30				1	1		100	
UE transversales										
METHODOLOGY			1H30			1	1		100	
Total Semestre 1		9h	16h			17	30			

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2- Semestre 2 :

Unité d'Enseignement	VHS 15 sem	V.H hebdomadaire					Coeff	Crédits	Mode d'évaluation	
		C	TD	TP	Autres	Coefins			Examens	
UE fondamentales										
Applied Linguistics		1H30	1H			3	6	50	50	
ESP		1H30	1H			3	6	50	50	
E-learning			1H			2	4		100	
Human Resources Development		1H30	1H30			2	4	50	50	
UE méthodologie										
Oral Communication			1H			2	4		100	
Intercultural Communicative Competence (ICC)		1H30				1	2		100	
Discourse Analysis			1H			1	1		100	
UE découvertes										
FRENCH		1H30				1	1		100	
SPANISH		1H30				1	1		100	
UE transversales										
Éthique et déontologie			1H30			1	1		100	
Total Semestre 2		9h	16h			17	30			

Établissement : Abolished for Study
Année universitaire : 2016-2017

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3- Semestre 3 :

Unité d'Enseignement	VHS 15 sem	V.H hebdomadaire					Coeff	Crédits	Mode d'évaluation	
		C	TD	TP	Autres	Coefins			Examens	
UE fondamentales										
Applied Linguistics		1H30	1H			3	6	50	50	
ESP		1H30	1H			3	6	50	50	
Blended Learning			1H			2	4		100	
Human Resources Management		1H30	1H30			2	4	50	50	
UE méthodologie										
Oral Communication			1H			2	4		100	
Intercultural Communicative Competence (ICC)		1H30				1	2		100	
Discourse Analysis			1H			1	1		100	
UE découvertes										
FRENCH		1H30				1	1		100	
SPANISH		1H30				1	1		100	
UE transversales										
Pratiques communicationnelles			1H30			1	1		100	
Total Semestre 3		9h	16h			17	30			

Appendix D: Canvas of M2 didactics and applied linguistics

Chapter Three : Data Analysis and Results

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR
ET DE LA RECHERCHE SCIENTIFIQUE

HARMONISATION

OFFRE DE FORMATION MASTER

ACADEMIQUE/PROFESSIONNALISANT

Etablissement	Faculté / Institut	Département
Université Ibn Badis- Mostaganem	Faculté des Langues Etrangères	Langue Anglaise

Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Didactique et langues appliquées

Année universitaire : 2016-2017

Etablissement : université Ibn Badis Mostaganem
Intitulé du master : Psycholinguistic issues in English Learning
Année universitaire : 2016-2017

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B - Objectifs de la formation

- L'enseignement / apprentissage de la langue anglaise appelle des approches didactiques et pédagogiques qui intègrent des démarches relevant de la psycholinguistique et des sciences cognitives.
- La formation dispensée a pour objectif de développer des compétences orales et écrites en Anglais dans le domaine de l'enseignement ainsi que la pratique d'autres outils d'expression dans la communication (image, son, informatique).
- L'étudiant recevra une formation qui lui permettra de renforcer la maîtrise de la langue (production et compréhension écrites et orales) dans la perspective d'une utilisation dans le domaine de la pédagogie en général. Par ailleurs, le master proposé a pour objectif de former des étudiants à la mise en place et à l'utilisation d'outils liés au domaine de la didactique des langues et de la pédagogie.

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Intitulé du master : sciences du langage Page 5
Année universitaire : 2016-2017

C – Profils et compétences métiers visés :

Au terme de la présente formation, l'étudiant doit être capable de :

- Arriver à maîtriser la langue anglaise et avoir suffisamment de connaissances en psycholinguistique et science de l'éducation. Ceci lui permettra de posséder les compétences nécessaires pour intégrer le monde du travail.
- Dispenser des enseignements de qualité en langue, culture et société britannique et américaine en fonction des besoins du public : écoles publiques, écoles privées, établissements de formation spécialisée.
- Monter des dispositifs de formation spécialisée en matière de sécurité territoriale, maritime et aérienne (défense, police, douane, commerce, etc.)
- Entamer le doctorat dans les conditions optimales exigées par la réglementation en vigueur en matière de recherche doctorale.

En outre, l'étudiant doit être capable de :

- maîtriser les outils méthodologiques et conceptuels propres aux champs d'investigation en question (apprentissage/ enseignement)
- Entamer des réflexions théoriques de niveau académique et méthodologique appréciables.
- Les compétences attendues à terme s'articulent autour de l'acquisition de la *triptique* : « savoir, savoir-faire et savoir-être » à même de permettre aux formés de posséder les instruments cognitifs, opérationnels et pédagogiques nécessaires à un profil d'enseignant compétent dans son domaine.
- des savoirs déclaratifs ayant trait aux domaines de la pédagogie et de la psycholinguistique ;
- des savoirs procéduraux inhérents à une maîtrise de la langue anglaise dans un contexte spécialisé de contact des langues et des cultures ;
- des savoir-être relatifs à des comportements imprégnés d'inter-culturalité dans une société mondialisée ;
- des savoir-entreprendre permettant aux étudiants d'ambitionner la création de leur propre micro-entreprise centrées sur la prestation de service en matière de langue anglaise sa dimension culturelle et interculturelle la plus féconde.

Chapter Three : Data Analysis and Results

1- Semestre 1 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff
	15 sem	C	TD	TP	Autres	
UE fondamentales						
Psycholinguistics	67h30	1H30	3H			3
Cognitive Sciences	45h		3H			2
Applied Linguistics	45h	1H30	1H30			2
Didactics of Foreign Languages	45h	1H30	1H30			2
UE méthodologie						
Research Methodology	37h30		2H30			2
Writing Technics	45H		3H			2
ICT	22h30		1H30			1
UE découverte						
Child and teenage Psychology	22h30	1H30				1
Educational Psychology	22h30	1H30				1
UE transversales						
French	22H30	1H30				1
Total Semestre 1	375H	9h	16h			17

2- Semestre 2 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff
	15 sem	C	TD	TP	Autres	
UE fondamentales						
Psycholinguistics	67h30	1H30	3H			3
Cognitive Sciences	45h		3H			2
Applied Linguistics	45h	1H30	1H30			2
TEFL	45h	1H30	1H30			2
UE méthodologie						
Research Methodology	37h30		2H30			2
Writing Technics	45H		3H			2
I.C.T.	22h30		1H30			1
UE découverte						
Child and teenage Psychology	22h30	1H30				1
Educational Psychology	22h30	1H30				1
UE transversales						
Ethics and deontology	22H30	1H30				1
Total Semestre 2	375H	9h	16h			17

Chapter Three : Data Analysis and Results

3- Semestre 3 :

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff
	15 sem	C	TD	TP	Autres	
UE fondamentales						
Psycholinguistics	67h30	1H30	3H			3
Cognitive Sciences	45h		3H			2
Intercultural Studies	45h	1H30	1H30			2
Didactics of Foreign Languages	45h	1H30	1H30			2
UE méthodologie						
Research Methodology	37h30		2H30			2
Writing Technics	45H		3H			2
I.C.T	22h30		1H30			1
UE découverte						
Child & Teenage psychology	22h30	1H30				1
Educational Psychology	22h30	1H30				1
UE transversales						
Communicational Practice	22H30	1H30				1
Total Semestre 3	375H	9h	16h			17