

الجمهورية الجزائرية الديمقراطية الشعبية  
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur  
et de la Recherche Scientifique  
Université Akli Mohand Oulhadj - Bouira -  
X•0V•EX •KIE C:K:IA :H•X•X - X:0E0:t -



وزارة التعليم العالي والبحث العلمي  
جامعة أكلي محمد أولحاج  
- البويرة -

Faculté des Lettres et des Langues

كلية الآداب واللغات  
القسم : الآداب و اللغة الإنجليزية

البويرة في: 2026/05/16

إذن بالإيداع خاص بمذكرة الماستر



عثماني

أنا الممضي أسفله الأستاذ(ة) المشرف(ة)

الهام

أصرح بأني قد منحت الإذن بالطبع للطالب(ة):

أحسن

1- العري

سفيان

2- فاسي

الشعبة: لغة إنجليزية  
التخصص: التعليمية و اللغات التطبيقية

عنوان المذكرة:

Challenges in Managing Large EFL Classes in Public  
Middle Schools in Bouira: Teachers' Perspectives and Strategies.

ملاحظة: تقدم هذه الوثيقة رفقة التصريح الشرفي ل يتم ختمهما معاني نفس اليوم



## التصريح الشرفي الخاص بالالتزام بقواعد النزاهة العلمية



انا الممضي اسفله،

السيد (تم) العمرى أحسن الصفة: طالب ( ماستر / دكتوراه )

الحامل (تم) لبطاقة التعريف الوطنية: ..... 107.55.85.0.1. والصادرة بتاريخ: 2018 / 21 / 25

المسجل (ة) بكلية / معهد الآداب و اللغات ..... قسم الآداب و اللغة الإنجليزية

تخصص: ..... اللغويات التطبيقية و اللغات التطبيقية

والمكلف (ة) بإنجاز اعمال بحث (مذكرة، التخرج، مذكرة ماستر، مذكرة ماجستير، اطروحة دكتوراه).

عنوانها: Challenges in Managing Large EFL Classes in Public Middle Schools in Bouira: Teachers' Perspectives and Strategies.

أصرح بشرفي اني ألتزم بمراعاة المعايير العلمية والمنهجية الاخلاقيات المهنية والنزاهة الاكاديمية المطلوبة في انجاز البحث المذكور أعلاه.

التاريخ: 2016 / 05 / 16

توقيع المعني (تم)

البويرة في: 2016 / 05 / 16	هيئة مراقبة السرقة العلمية:
الامضاء	النسبة: % 08

فيلم اللغة الإنجليزية  
د/ عثمانى الهام



## التصريح الشرفي الخاص بالالتزام بقواعد النزاهة العلمية

انا الممضي اسفله،

السيد (ة) قاسمي سفيان .....الصفة: طالب ( ماستر / دكتوراه )

الحامل (ة) لبطاقة التعريف الوطنية: 4.042214691 .....والصادرة بتاريخ: 24-06-2022

المسجل (ة) بكلية / معهد الآداب واللغات قسم اللغة الإنجليزية  
تخصص: التعليم واللغات التطبيقية

والمكلف (ة) بإنجاز اعمال بحث (مذكورة، التخرج، مذكرة ماستر، مذكرة ماجستير، اطروحة دكتوراه).

عنوانها: Challenges in Managing Large EFL Classes in Public Middle Schools in Bouira: Teachers' Perspectives and Strategies

أصرح بشرفي اني ألتزم بمراعاة المعايير العلمية والمنهجية الاخلاقيات المهنية والنزاهة الاكاديمية المطلوبة في انجاز البحث المذكور أعلاه.

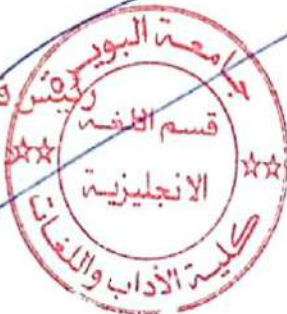
توقيع المعني (ة)

التاريخ: 2026/05/16

البويرة في: 2026/05/16

هيئة مراقبة السرقة العلمية:

الامضاء  
رئيس قسم اللغة الإنجليزية  
الاستاذ العثماني الهام



% 08

النسبة:



قاسي سفيان

## Challenges in Managing Large EFL Classes in Public Middle Schools in Bouira: Teachers' Perspectives and Strategies.

Quick Submit

Quick Submit

كلية الآداب واللغات

### تفاصيل المستند

معرف الإرسال	73 صفحات
trn:oid::1:3568838307	18,142 كلمات
تاريخ الإرسال	116,335 حروف
May 13, 2026, 3:14 PM GMT+1	
تاريخ التنزيل	
May 13, 2026, 3:18 PM GMT+1	
اسم الملف	
LAMRI_Ahcene_and_GACI_Soufiane.doc	
حجم الملف	
646.0 KB	

## 8% التشابه

الإجمالي المجمع لجميع النظائرات. بما في ذلك المصادر المبتدأة. لكل قاعدة بيانات.

## مجموعات المطابقة

- 75 % لم يتم الاستشهاد بها أو اقتباسها 75 %  
لا يتطابق مع علامات الاقتباس أو علامات الاقتباس في النص
- 8 % الاقتباسات المفقودة 8 %  
المطابقات التي لا تزال تشبه إلى حد بعيد مادة المصدر
- 1 % الاقتباس مفقود 1 %  
المطابقات التي تحتوي على علامات اقتباس. ولكن لا يوجد بها نصوص مقبسة في النص
- 0 % تم اقتباسها 0 %  
يتطابق مع وجود اقتباس في النص. ولكن لا توجد علامات اقتباس

## أهم المصادر

- 0% مصادر الإنترنت
- 0% الإصدارات
- 8% الأعمال المُسلّمة (أوراق الطالب البحثية)

## تنبيهات النزاهة

## عدد تنبيهات النزاهة للمراجعة

- النص المحققي  
451 الحروف المشتهبه بها في 5 الصفحات  
يتم تعديل النص ليناسب الخلفية البيضاء للمستند.

نبحث جوارر جميعات نظامنا بعمق في المستند بحثاً عن أي تناقضات من شأنها أن نعره عن الإرسال العادي. إننا نلاحظنا شيئاً غيرنا. فإننا نقوم بالإبلاغ عنه لنتمكن من مراجعته.

النتية ليست بالضرورة مؤشراً على وجود مشكلة. ومع ذلك، نوصيك بتركيز انتباهك هناك لمزيد من المراجعة.



**Ministry of Higher Education and Scientific Research**

**University of Akli Mohand Oulhadj, Bouira**

**Faculty of Letters and Foreign Languages**

**Department of English Language and Literature**



**Challenges in Managing Large EFL Classes in  
Public Middle Schools in Bouira: Teachers'  
Perspectives and Strategies.**

**A Thesis Submitted to the Department of English Language and Literature – University  
of Bouira – in Partial Fulfillment for the Requirement of Master's Degree  
in Didactics and Applied Languages**

**Candidates**

**LAMRI Ahcene  
GACI Soufiane**

**Supervisor**

**Dr. OTMANI Ilhem**

**Board of Examiners**

<b>Dr. DJADI Sara</b>	<b>MCB</b>	<b>University of Bouira</b>	<b>President</b>
<b>Dr. OTMANI Ilhem</b>	<b>MCB</b>	<b>University of Bouira</b>	<b>Supervisor</b>
<b>Mrs. KACIMI Chaima</b>	<b>MAA</b>	<b>University of Bouira</b>	<b>Examiner</b>

**Academic Year**

**2025/2026**

## **Dedication**

To all those who supported me, believed in me, and stood by my side, this achievement is as much yours as it is mine.

Ahcene

All praise is due to Allah, my Creator and my Master, for granting me the strength to complete this humble work.

This work is wholeheartedly dedicated to Prophet Muhammed, may Allah's peace and blessings be upon him, who taught us the purpose of life.

To my dearest parents, brothers, and sister, who always provided me with inspiration, love and moral support.

To all those who have ignited the spark of motivation within me.

Soufiane

## **Acknowledgements**

We would like to express our heartfelt gratitude to our supervisor Dr. OTMANI Ilhem for her invaluable guidance, continuous support, and encouragement throughout the completion of this work. Her commitment, mentorship, expertise, and constructive feedback have been essential in shaping this research and improving its quality. We have learned greatly from her expertise, knowledge and meticulous attention to detail.

We would also like to thank the Head of the PhD Training Committee, and Head of Program at the Department of English, Dr. KERROUM Fathia for ensuring the academic and administrative requirements were met with professionalism and care.

Our special thanks also go to the board of examiners for accepting to evaluate this work. We are also grateful to all our professors who helped us throughout our academic journey.

We would also like to thank the three outstanding public middle school inspectors for their excellent cooperation and performance during the interviews, which contributed significantly to the success of this research.

We are so grateful to all the public middle school teachers of Bouira province for completing the questionnaires, who provided insights into the scope of our research topic.

Finally, we extend our gratitude to all those who contributed, directly or indirectly, to the completion of this work.

Ahcene and Soufiane

## **Abstract**

This study investigates the challenges of managing large EFL classes in public middle schools in Bouira and explores the strategies adopted by teachers to cope with these challenges. It also examines the impact of large class size on the implementation of the Competency-Based Approach (CBA). A mixed-methods design was employed, combining quantitative data from a questionnaire administered to 50 EFL teachers and qualitative data from semi-structured interviews with three middle school inspectors. The results reveal that large classes, often exceeding 35 to 40 students, represent a structural constraint that significantly affects classroom management, student participation, and assessment practices. Teachers reported major difficulties in maintaining discipline, managing mixed-ability learners, providing individual feedback, and assessing speaking skills. These challenges limit opportunities for interaction and reduce the effectiveness of communicative language teaching. In response, teachers adopt various coping strategies, including peer teaching, task simplification, and structured classroom organization. However, the use of ICT remains limited. The findings also indicate that large class size negatively affects the implementation of CBA, as its principles such as interaction, collaboration, and continuous assessment are difficult to apply in overcrowded classrooms. The study highlights a gap between pedagogical theory and classroom reality and emphasizes the need for both pedagogical adaptation and structural improvements.

**Keywords:** Large EFL classes, EFL teaching, classroom management, Competency-Based Approach, Bouira.

## الملخص

تهدف هذه الدراسة إلى استكشاف التحديات المرتبطة بإدارة الأقسام المكتظة في تعليم اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة العمومية بولاية البويرة، كما تسعى إلى تحليل الاستراتيجيات التي يعتمدها الأساتذة للتعامل مع هذه التحديات، ودراسة تأثير حجم القسم على تطبيق المقاربة بالكفاءات.

تم اعتماد منهجية البحث المختلط، حيث تم جمع البيانات الكمية من خلال استبيان وُزِعَ على 50 أستاذًا، إلى جانب بيانات نوعية تم جمعها عبر مقابلات مع ثلاثة مفتشين. أظهرت النتائج أن الأقسام المكتظة، التي يتجاوز عدد التلاميذ فيها غالبًا 35 إلى 40 تلميذًا، تشكل عائقًا هيكليًا يؤثر بشكل كبير على إدارة القسم، ومشاركة التلاميذ، وعمليات التقييم.

كما بيّنت الدراسة أن الأساتذة يواجهون صعوبات كبيرة في الحفاظ على الانضباط، والتعامل مع الفروق الفردية، وتقديم التغذية الراجعة الفردية، وتقويم مهارة التعبير الشفوي. ولمواجهة هذه التحديات، يعتمد الأساتذة على استراتيجيات مثل التعلم التعاوني، تبسيط الأنشطة، وتنظيم القسم. غير أن استخدام تكنولوجيا المعلومات يبقى محدودًا.

وتؤكد النتائج أن حجم القسم يؤثر سلبًا على تطبيق المقاربة بالكفاءات، نظرًا لصعوبة تحقيق مبادئها الأساسية مثل التفاعل والتقويم المستمر. وتبرز الدراسة وجود فجوة بين التوجهات النظرية والواقع التعليمي، مما يستدعي حلولًا تربوية وهيكلية.

**الكلمات المفتاحية:** الأقسام المكتظة في تعليم اللغة الإنجليزية كلغة أجنبية، تعليم الإنجليزية، إدارة الصف، المقاربة بالكفاءات، البويرة.

## **List of Abbreviations**

<b>CBA:</b>	Competency-Based Approach
<b>CEM:</b>	Collège d'Enseignement Moyen
<b>CLT:</b>	Communicative Language Teaching
<b>EFL:</b>	English as a Foreign Language
<b>ICT:</b>	Information and Communication Technology
<b>MENA:</b>	Middle East and North Africa
<b>MEN:</b>	Ministère de l'Enseignement National (Ministry of National Education)
<b>OECD:</b>	Organization for Economic Co-operation and Development
<b>PNEA:</b>	Programme National d'Évaluation des Acquis
<b>UIS:</b>	UNESCO Institute for Statistics
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural

## List of Figures

<b>Figure 1</b>	Preventive Hierarchy of Classroom Management.....	15
<b>Figure 2</b>	Distribution of Teachers by Years of Experience.....	40
<b>Figure 3</b>	Largest Class Size Taught.....	40
<b>Figure 4</b>	School Location.....	41
<b>Figure 5</b>	Reported Challenges.....	41
<b>Figure 6</b>	Classroom Management Strategies.....	42
<b>Figure 7</b>	Ideal Class Size.....	43
<b>Figure 8</b>	Main Difficulties in Implementing.....	43
<b>Figure 9</b>	Suggested Solutions.....	44
<b>Figure 10</b>	Factors of Successful Lessons.....	44
<b>Figure 11</b>	Professional Development.....	45

## **List of Tables**

<b>Table 1</b>	Global and Regional Conceptions of Large Class Size.....	12
<b>Table 2</b>	Key Characteristics of the Research Setting in Bouira Public Middle Schools.	27
<b>Table 3</b>	Inspectors' Perceptions of Large Classes.....	45
<b>Table 4</b>	Recommended Classroom Management Strategies.....	46
<b>Table 5</b>	Assessment Practices in Large Classes.....	47
<b>Table 6</b>	Training Challenges Identified by Inspectors.....	47
<b>Table 7</b>	Contextual Differences in School Environments.....	48

## Table of Contents

Dedication .....	II
Acknowledgements.....	III
Abstarct .....	VI
المخلص .....	V
List of Abbreviations .....	VI
List of Figures.....	VII
List of Tables.....	VIII
Table of Contents.....	IX
General Introduction .....	1
1. Statement of the Problem .....	2
2. Research Questions .....	3
3. Research Hypotheses .....	3
4. Research methodology.....	3
5. Research Structure .....	4

### Chapter One: Theoretical Framework

Introduction .....	6
1. Definition of Classroom Management .....	7
2. Conceptualizing “Large Classes” .....	9
2.1 Defining the “Large Class”: Quantitative and Qualitative Perspectives .....	9
2.2. The Algerian Context: Structural and Institutional Dimensions .....	11
2.3. Global and Regional Perspectives: Europe and the MENA Context .....	11
3 Classroom Management Theories .....	13
3.1 The Three Pillars of Management.....	14
3.2 Reactive vs. Proactive Strategies .....	15
4 The Competency-Based Approach (CBA) in Algeria .....	16
4.1 Pedagogical Challenges in Large EFL Contexts.....	17
4.2 The Affective Filter Hypothesis: Anxiety and Silence in Large Groups .....	18
4.3 Feedback and Formative Assessment Under High Student Load.....	18

4.4 Physical Environment and Seating Arrangement Constraints.....	19
Conclusion.....	20

### **Chapter Two: Research Methodology**

Introduction .....	23
1 Research Approach and Design.....	23
2 Research Setting .....	25
3 Population and Sampling .....	27
4 Research Tools.....	28
4.1 Teachers’ Questionnaire.....	28
4.2 Inspectors’ Interview.....	30
5 Rationale for the Choice of Methods .....	31
6 Data Collection Procedures .....	33
7 Data Analysis Procedures.....	33
7.2 Quantitative Analysis .....	34
7.2 Qualitative Analysis .....	34
8 Ethical Considerations .....	35
Conclusion.....	36

### **Chapter Three: Data Analysis and Discussion**

Introduction .....	39
1. Teachers’ Questionnaire Results and Analysis .....	40
1.1 Background Information .....	40
1.2 Challenges of Managing Large EFL Classes .....	41
1.3 Teaching Strategies Used by Teachers.....	42
1.4 Open-Ended Questions Results .....	43
2. Inspectors’ Interview Results and Analysis .....	45
2.1 Perceptions of Large Classes and Interaction in CBA .....	45
2.2 Classroom Management Strategies.....	46
2.3 Assessment and Evaluation in Large Classes.....	47
2.4 Professional Development and Training Limitations .....	47
2.5 Contextual and Regional Factors.....	48

2.6 Summary of Interview Findings .....	48
3. Discussion and Triangulation of Results.....	49
3.1 Convergence on the Impact of Large Class Size .....	49
3.2 Classroom Management: From Control to Adaptation .....	49
3.3 Interaction and Participation Constraints .....	49
3.4 Assessment Challenges and Pedagogical Compromise .....	50
3.5 Teaching Strategies: Practical Adaptation vs. Pedagogical Ideals .....	50
3.6 Structural and Contextual Constraints .....	50
4. Interpretation of Results .....	50
4.1 Teachers' Perceptions of Large Class Size .....	51
4.2 Comparison with International and Regional Standards .....	51
4.3 Challenges of Managing Large EFL Classes .....	52
4.4 Strategies Used by Teachers.....	52
4.5. Impact of Large Classes on the Implementation of CBA .....	53
4.6 Overall Interpretation .....	53
5. Scope and Limitations of the Study .....	54
Conclusion.....	56
General Conclusion.....	58
List of References .....	62
List of Appendices .....	67
Appendix 1 : Teacher Questionnaire .....	68
Appendix 2: Inspector Interview .....	72

## **General Introduction**

---

---

## 1. Statement of the Problem

Despite the adoption of learner-centered approaches such as the Competency-Based Approach (CBA) in the Algerian educational system, the reality of overcrowded classrooms presents a significant obstacle to their effective implementation. While CBA emphasizes learner engagement, collaboration, and continuous assessment, these pedagogical requirements often conflict with the structural constraints of overcrowded classes.

In practice, overcrowded classrooms reduce opportunities for meaningful interaction and reduce the amount of individual attention that teachers can provide to students. This is particularly problematic in EFL contexts, where language learning depends heavily on participation, speaking practice, and feedback. As the number of students increases, managing classroom behavior, organizing group work, and monitoring student progress become more complex and time-consuming.

In the specific context of Bouira's public middle schools, teachers are required to implement communicative and competency-based practices while dealing with high student numbers, mixed-ability classes, and limited classroom space. These conditions create a clear mismatch between pedagogical expectations and classroom reality. As a result, teachers may encounter difficulties in maintaining discipline and assessing students effectively, especially in speaking activities, and ensuring equal participation among learners.

Furthermore, these challenges may lead teachers to adopt more traditional, teacher-centered approaches as a practical response to overcrowding, thereby limiting the effectiveness of the intended educational reforms. This situation raises important questions about the feasibility of implementing learner-centered methodologies in structurally constrained environments.

Therefore, the problem addressed in this study lies in understanding the impact of large class sizes on EFL teaching practices and exploring how teachers cope with these challenges in real classroom settings. Investigating this issue is essential for bridging the gap between educational policy and classroom practice.

---

---

## **2. Research Questions**

In light of the issues discussed above, this study aims to answer the following research questions:

1. How do EFL teachers in public middle schools in Bouira perceive and define large class sizes?
2. What are the main pedagogical and classroom management challenges faced by teachers when dealing with large EFL classes?
3. What strategies do teachers use to cope with the constraints imposed by large class sizes?
4. To what extent do large classes affect the implementation of communicative and competency-based approaches in Algerian public middle schools?

## **3. Research Hypotheses**

**H1:** Large class sizes affect the implementation of the Competency-Based Approach (CBA) in EFL classrooms in public middle schools in Bouira.

**H2:** EFL teachers face significant pedagogical and classroom management challenges when teaching large classes, particularly in relation to student participation, assessment, and discipline.

**H3:** Teachers rely on a range of adaptive strategies and coping mechanisms to manage large classes effectively.

**H4:** The larger the class size, the more difficult it becomes to implement communicative and learner-centered teaching practices.

## **4. Research methodology**

This study follows a mixed-methods research design in which both quantitative and qualitative approaches are used to fully comprehend the research problem. The quantitative data are obtained using specific questionnaires that are administered to middle school teachers, with the aim of identifying overall trends, frequencies and patterns with regard to the variables under investigation. Simultaneously, qualitative data are acquired through semi-structured interviews carried out with public middle school inspectors to gain in-depth information on their experiences, beliefs and professional behaviors.

This methodology was selected because this type of research requires numerical data as well as contextual explanations. The population will consist of public middle school teachers and inspectors and the sample was selected using purposive sampling, particularly for teachers, to ensure representativeness. The quantitative data are analyzed using descriptive statistics and thematic analysis for qualitative data.

---

---

## 5. Research Structure

Apart from the general introduction and general conclusion, this thesis is structured in three chapters:

**General Introduction:** The introduction of the study provides the context and the rationale of the study, statement of the problem, research questions, research hypotheses, research methodology, and the outline of the study.

**Chapter One: Theoretical Framework:** This chapter presents the theoretical foundation of the study. It covers major definitions, theories on classroom management, large EFL classes, Competency-Based Approach (CBA), and the difficulties of managing overcrowded classes: interactions, assessment, organization and learner participation in large EFL classrooms.

**Chapter Two: Research Methodology:** This chapter outlines the research design and framework for the study. It describes the approach and design of the research, research context, population and sampling, data collection instruments (teacher's questionnaire and inspector's interview) along with data collection and analysis procedures, and the ethical considerations considered throughout the study.

**Chapter Three: Data analysis and Discussion of Findings:** This chapter focuses on presenting, analyzing and interpreting the data collected via questionnaire and interviews. It also involves a triangulation of and discussion about the data with respect to the research questions and hypothesis regarding the challenges and strategies on managing large EFL classes and its effects on implementation of Competency-Based Approach.

**General Conclusion:** The study concluded with the main findings of the study; pedagogical implications; the limitations of the research; and recommendations to future research.

# **Chapter One: Theoretical Framework**

---

---

## Introduction

This chapter provides the theoretical foundation for the study on managing large EFL classes in Algerian public middle schools. It reviews key concepts and theoretical perspectives related to large classes, classroom management, and the Competency-Based Approach (CBA). By situating the study within existing literature, this chapter also identifies the main variables that shape teaching and learning in overcrowded EFL classrooms.

The notion of a large class is examined from both quantitative and qualitative perspectives. Class size cannot be reduced to numerical indicators alone. It must be interpreted within its institutional, pedagogical, and socio-economic context. This dual perspective is particularly relevant to the Algerian educational system, where classroom density reflects both demographic expansion and structural constraints.

The chapter also draws on classroom management theories developed by Evertson, Weinstein, and Lemlech, which provide a multidimensional understanding of management through instructional, behavioral, and relational components. These theoretical models are particularly relevant to the present study because managing large classes requires not only maintaining discipline but also organizing instruction efficiently and sustaining student engagement under complex conditions.

In addition, the distinction between proactive and reactive strategies offers an analytical lens for examining how teachers anticipate and respond to classroom challenges in high-density environments.

Furthermore, the chapter explores the principles of the Competency-Based Approach in Algeria, which promotes learner-centered and interactive teaching grounded in socio-constructivist theory. The relevance of this framework lies in the fact that CBA encourages collaboration, communication, and formative assessment pedagogical practices that are inherently sensitive to class size, making it particularly important to investigate how such an approach operates in overcrowded classrooms where these conditions are difficult to achieve.

In this context, Krashen's Affective Filter Hypothesis is also incorporated to account for the psychological dimension of language learning. Its inclusion is justified by the need to understand how large classroom environments may increase anxiety, reduce participation, and ultimately affect language acquisition. By integrating this theory, the study acknowledges that classroom management in large EFL settings is not only organizational but also emotional and cognitive.

---

---

Overcrowding, where the number of students in a class exceeds 35 in public middle schools in Bouira, poses a challenge for teachers in classroom management and the implementation of the Competency-Based Approach, which, like Communicative Language Teaching, stresses interaction and communication in the classroom. The study examines the extent to which the national educational guidelines are implemented in classroom practice. It also investigates how teachers adapt these guidelines within real classroom conditions, how they cope with the situation, and how this relates to their perceptions of the guidelines.

Overall, this review provides a comprehensive theoretical framework that connects class size, pedagogical approaches, and classroom management practices. It serves as a foundation for analyzing teachers' perspectives and strategies in managing large EFL classes in Bouira, and it guides the methodological framework presented in the following chapter.

### **1. Definition of Classroom Management**

Classroom management is widely recognized as one of the most fundamental dimensions of effective teaching. It encompasses the range of strategies, procedures, and interactions teachers employ to organize the classroom environment, maintain order, and promote meaningful learning.

It is defined by Evertson and Weinstein (2006) as an integrated construct that combines instructional organization, behavioral guidance, and a supportive socio-emotional climate. This broader conceptualization is particularly relevant in EFL contexts, where effective management directly conditions opportunities for interaction, participation, and language use.

Historically, the concept of classroom management was associated with maintaining discipline and controlling student behavior. Early perspectives emphasized authority, order, and the prevention of disruptive conduct as the central responsibilities of the teacher. However, as educational psychology evolved, scholars began to recognize that classroom management extends beyond discipline to include the organization of instructional activities and the facilitation of student engagement (Doyle, 1986, pp. 392–394). Doyle (1986) argued that classroom order is largely sustained through effective task structuring and meaningful academic work rather than through constant disciplinary intervention.

This shift marks a fundamental theoretical change. Discipline is no longer viewed as the starting point of classroom management, but an outcome of well-designed instruction. In other words, when learners are cognitively and communicatively engaged, the likelihood of disruptive behavior decreases. This perspective is particularly significant in large EFL classrooms, where managing behavior through direct control becomes increasingly difficult due to the high number of students. Instead, maintaining order depends largely on the teacher's ability to design tasks that

---

---

capture attention, distribute participation, and sustain involvement across the group. Therefore, classroom management in such contexts cannot rely solely on authority but must be grounded in pedagogical effectiveness.

Modern definitions therefore adopt a broader pedagogical perspective. Emmer and Sabornie (2015) describe classroom management as a systematic process involving the establishment of clear expectations, the organization of classroom routines, and the creation of conditions that support students' academic engagement and responsible behavior (pp. 6–8). In this sense, management is not limited to reacting to misbehavior but includes designing instructional environments that prevent disruption and promote active participation. This preventive orientation is especially relevant in overcrowded classrooms, where reactive strategies are often insufficient, and where structured routines and clear expectations function as essential tools for maintaining stability and ensuring equitable learning opportunities.

Building on this view, classroom management can be more accurately understood as the integration of instructional, relational, and organizational dimensions. Evertson and Weinstein (2006) extend this understanding by highlighting the importance of the relational climate, arguing that positive teacher–student relationships, mutual respect, and a sense of fairness contribute to a cooperative classroom environment (pp. 5–7). Rather than treating relationships as an additional component, their work implies that effective instruction, structured routines, and positive interpersonal interactions function together as a unified system that supports both learning and behavior.

Analytically, this synthesis highlights a critical implication for large EFL classrooms: as class size increases, the interdependence between instruction, relationships, and organization becomes more pronounced. In such contexts, weaknesses in one dimension, such as unclear instructions or weak teacher student rapport can quickly lead to disengagement and disruption. Therefore, effective classroom management in large classes depends not only on controlling behavior but on maintaining a balanced integration of structured instruction, relational trust, and clear organizational procedures that can sustain participation across a large number of learners.

Furthermore, classroom management is strongly influenced by the physical and organizational structure of the learning environment. Weinstein (1979) argues that classroom layout, seating arrangements, and accessibility of resources play a significant role in shaping interaction patterns and student participation (pp. 579–581). The physical environment can either facilitate or hinder communication, collaboration, and teacher monitoring.

In the specific context of language education, classroom management assumes additional importance because language learning requires active participation, interaction, and

---

---

communicative practice. Harmer (2015) notes that effective classroom management in language classrooms involves organizing activities in ways that maximize speaking opportunities, maintain learner motivation, and ensure balanced participation among students (pp. 177–179). When classroom organization fails to support these conditions, language practice may become limited and unevenly distributed among learners.

Moreover, contemporary research increasingly emphasizes the preventive nature of classroom management. Rather than focusing exclusively on correcting misbehavior after it occurs, effective management strategies aim to anticipate potential disruptions and create structured learning environments that encourage engagement and responsibility (Marzano, 2003, pp.3–5). Preventive management includes establishing clear routines, setting explicit expectations, and maintaining smooth transitions between activities.

Taken together, these perspectives demonstrate that classroom management is not a single technique or disciplinary approach but a complex pedagogical system. It involves coordinating instructional planning, behavioral guidance, relational dynamics, and environmental organization in order to create conditions that support learning. In large classrooms, this process becomes even more demanding because teachers must simultaneously manage instruction, monitor student behavior, and maintain engagement among a greater number of learners.

## **2 Conceptualizing “Large Classes”**

### **2.1 Defining the “Large Class”: Quantitative and Qualitative Perspectives**

The concept of a “large class” is not universally fixed but socially and institutionally constructed within specific educational contexts. Educational research demonstrates that class size must be interpreted in relation to systemic standards, pedagogical expectations, and resource allocation rather than through absolute numerical benchmarks (Glass & Smith, 1979). Early meta-analytical work already indicated that the relationship between class size and achievement is mediated by contextual and instructional variables rather than determined solely by student numbers. This suggests that the meaning of “large” varies across educational systems depending on their structural capacity and pedagogical orientation.

From a quantitative perspective, class size refers to the number of students assigned to one teacher within a classroom setting. Moreover, educational policy frameworks frequently rely on statistical indicators such as average class size and student–teacher ratios to evaluate system performance (OECD, 2019). For instance, in many OECD countries, the average lower secondary class typically ranges between 21 and 24 students, and classes exceeding 25 to 30 learners are often categorized as large within these systems (OECD, 2019). As a result, these thresholds reflect

---

---

institutional expectations related to individualized instruction, differentiation, and continuous formative assessment.

However, relying exclusively on such benchmarks may be misleading when applied to different educational contexts. In Algeria, particularly in public middle schools, classroom density often exceeds these international averages due to demographic growth and infrastructural limitations. National educational reports indicate that classes frequently reach or surpass 35 to 40 students, especially in urban and semi-urban areas (PNEA, 2019). This suggests that what is considered a “large class” in OECD contexts may represent a normal classroom condition in Algerian schools. Consequently, defining large classes requires contextual adaptation rather than direct comparison with international standards.

This quantitative discrepancy has important pedagogical implications. While OECD benchmarks are associated with individualized learning conditions, Algerian classrooms operate under constraints that limit such practices. Educational reforms in Algeria often promote learner-centered approaches without accounting for infrastructural realities, thus creating a mismatch between policy expectations and classroom conditions. Therefore, numerical definitions of class size must be interpreted in light of systemic constraints and reform dynamics.

Beyond numerical indicators, the qualitative dimension provides a more nuanced understanding of large classes. This perspective emphasizes teachers’ perceptions, classroom interaction patterns, and environmental conditions.

Blatchford et al. (2011) found that increases in class size are associated with reduced individualized attention and altered discourse structures within classrooms (pp. 728–730). This suggests that “largeness” is not simply a matter of numbers but of interactional density and pedagogical manageability.

Furthermore, Hattie (2009) argues that the impact of class size on learning outcomes depends largely on how teachers adapt instructional strategies to group conditions. In large Algerian EFL classrooms, this adaptation becomes particularly challenging due to the combined pressures of curriculum demands and student heterogeneity. As a result, teachers may shift toward more teacher-centered practices as a coping mechanism, which can limit opportunities for student participation.

In language education, the qualitative dimension becomes especially significant. Communicative language teaching requires sustained interaction, negotiation of meaning, and continuous feedback. Ur (2012) explains that in larger classes, individual participation time decreases significantly, potentially affecting communicative balance (Ur, 2012, pp. 302–304).

---

---

Similarly, Scrivener (2011) notes that monitoring student performance and providing corrective feedback become increasingly complex as group size expands. In Algerian middle school contexts, where EFL instruction already faces time constraints, high classroom density further limits opportunities for meaningful language practice.

Socio-economic analyses further contextualize the issue of overcrowded classes. Algeria exemplifies this pattern, as efforts to expand access to education have not always been matched by proportional increases in classroom space and resources. Consequently, overcrowded classrooms emerge as structural consequences of educational expansion rather than temporary irregularities.

Therefore, defining a “large class” requires integrating numerical measurement, teacher perception, institutional capacity, and socio-demographic dynamics into a unified conceptual framework. In the Algerian context, a large class should not be understood solely in terms of student numbers but as a pedagogical condition in which interaction, feedback, and classroom management become increasingly complex due to structural constraints.

## **2.2 The Algerian Context: Structural and Institutional Dimensions**

From a regional perspective, Algeria shares characteristics with other MENA countries undergoing rapid educational expansion. Statistical reports indicate that class sizes in several countries in the region frequently exceed international averages. For instance, UNESCO (2017) reports that lower secondary classrooms in many Arab countries often surpass 30 students on average, with some systems reaching 35 to 40 learners per class. Similarly, data from the UNESCO Institute for Statistics (UIS, 2022) show that in middle-income countries within the region, student–teacher ratios remain relatively high compared to OECD benchmarks, reflecting ongoing pressure on educational infrastructure.

## **2.3 Global and Regional Perspectives: Europe and the MENA Context**

In many OECD countries, maintaining relatively small classes is associated with quality assurance standards and individualized pedagogical support. Average lower secondary class sizes remain below 25 students in numerous European systems (OECD, 2019). Within these environments, classes exceeding 30 learners may be considered large due to expectations of differentiated instruction and sustained formative assessment.

By contrast, educational systems in the MENA region frequently operate with higher average class sizes. In such contexts, classes of 35 to 45 learners are often normalized within systemic and demographic realities.

Bray and Varghese (2011) argue that in developing educational systems, classroom density reflects broader socio-economic structures, including resource allocation patterns and

population growth. Consequently, perceptions of what constitutes a “large class” are relative to systemic capacity and institutional norms.

The following table synthesizes these comparative dimensions

<b>Context</b>	<b>Approximate Threshold Considered “Large”</b>	<b>Structural Characteristics</b>	<b>Conceptual Interpretation</b>
<b>OECD Europe</b>	25 to 30 students	Lower student–teacher ratios; stable infrastructure	Large class defined relative to individualized instruction standards (OECD, 2019).
<b>Middle East and North Africa (MENA) Region</b>	35 to 45 students	Rapid demographic growth; infrastructural pressure	Large class normalized within expansion-driven systems (UNESCO Institute for Statistics [UIS], 2022)
<b>Algeria (Public Middle Schools)</b>	More than 35 students	Reform-oriented curriculum with uneven infrastructure	Classroom density reflecting reform-era expansion (UNESCO, 2020; UNESCO, 2022, Global Education Monitoring Report)

**Table 1:** Global and Regional Conceptions of Large Class Size

**Note.** Data synthesized from OECD (2019), UNESCO Institute for Statistics (UIS, 2022), UNESCO Global Education Monitoring Report (2020).

The table illustrates that the definition of a “large class” varies significantly across educational contexts, reflecting differences in infrastructural capacity, demographic dynamics, and pedagogical expectations. While OECD systems consider classes of 25–30 students as large due to their emphasis on individualized instruction, the MENA region, and Algeria in particular, operates within higher numerical thresholds where classes exceeding 35 students are often normalized. This comparison highlights that class size is not an absolute measure but a context-dependent construct shaped by systemic conditions.

More importantly, the Algerian context reveals a structural tension between pedagogical expectations and classroom realities. Although the national curriculum promotes learner-centred approaches such as the Competency-Based Approach (CBA), the prevalence of large classes limits opportunities for interaction, feedback, and individualized support. This gap between theoretical

---

---

standards and practical conditions is particularly relevant to EFL classrooms, where language learning depends heavily on active participation and communication.

In relation to the present study, this comparison provides a critical framework for understanding teachers' perspectives in Bouira. It suggests that what is perceived as a "large class" locally is not only a matter of student numbers but also a reflection of pedagogical constraints and institutional limitations. Therefore, examining how teachers manage such environments requires moving beyond numerical definitions to explore the strategies they adopt to cope with these contextual challenges.

These comparisons demonstrate that the notion of a "large class" is socially constructed and institutionally mediated. While European systems may interpret 28 students as challenging, Algerian teachers may perceive such a number as moderate compared to classrooms exceeding 40 learners. Nevertheless, empirical research consistently associates increased class size with heightened organizational complexity and reduced individualized interaction (Finn et al., 2003).

In theoretical terms, Algeria occupies an intermediate position: influenced by international pedagogical standards while simultaneously shaped by regional demographic pressures. Understanding large classes in Bouira therefore requires situating them within these broader comparative and structural dynamics.

### **3 Classroom Management Theories**

Classroom management is a multidimensional construct that extends beyond maintaining discipline to include instructional organization, behavioral regulation, and the creation of a supportive learning environment (Evertson & Weinstein, 2006). Rather than being limited to control, classroom management is increasingly understood as a central component of effective teaching that sustains learning processes (Brophy, 2006).

Historically, classroom management was influenced by behaviorist perspectives, which emphasized reinforcement and punishment. This view evolved as research highlighted the importance of preventive strategies. Doyle (1986) argued that classroom order is primarily maintained through effective task organization rather than frequent disciplinary intervention. This shift marked a transition from reactive discipline to proactive pedagogical management.

These perspectives suggest that classroom management functions as an integrated system involving instructional, behavioral, and relational dimensions rather than isolated techniques.

---

---

### **3.1 The Three Pillars of Management**

#### **a) Instructional Management**

Instructional management refers to how teachers design and deliver lessons to maintain engagement and prevent disruption. Kounin (1970) demonstrated that effective teachers minimize behavioral problems by maintaining lesson momentum and ensuring smooth transitions. Similarly, Marzano (2003) emphasizes that clear objectives, structured routines, and systematic monitoring enhance student engagement.

From this perspective, instructional organization functions as a preventive mechanism: when tasks are meaningful and well-structured, students are less likely to disengage (Brophy, 2006). In large classrooms, this dimension becomes particularly critical, as weak instructional structure can quickly lead to loss of control and increased off-task behavior.

#### **b) Behavioral Management**

Behavioral management involves establishing clear rules, expectations, and consequences to regulate student conduct. While early models relied on reinforcement and punishment, contemporary approaches emphasize consistency, clarity, and student involvement.

Research further supports preventive approaches: Simonsen et al. (2008) and Sugai and Horner (2002) demonstrate that explicitly teaching behavioral expectations reduces disruptions more effectively than reactive punishment.

Thus, behavioral management is most effective when integrated into daily routines and applied consistently. In large classrooms, this consistency becomes essential to maintain stability and minimize disorder.

#### **c) Socioemotional Management (Teacher–Student Relationships)**

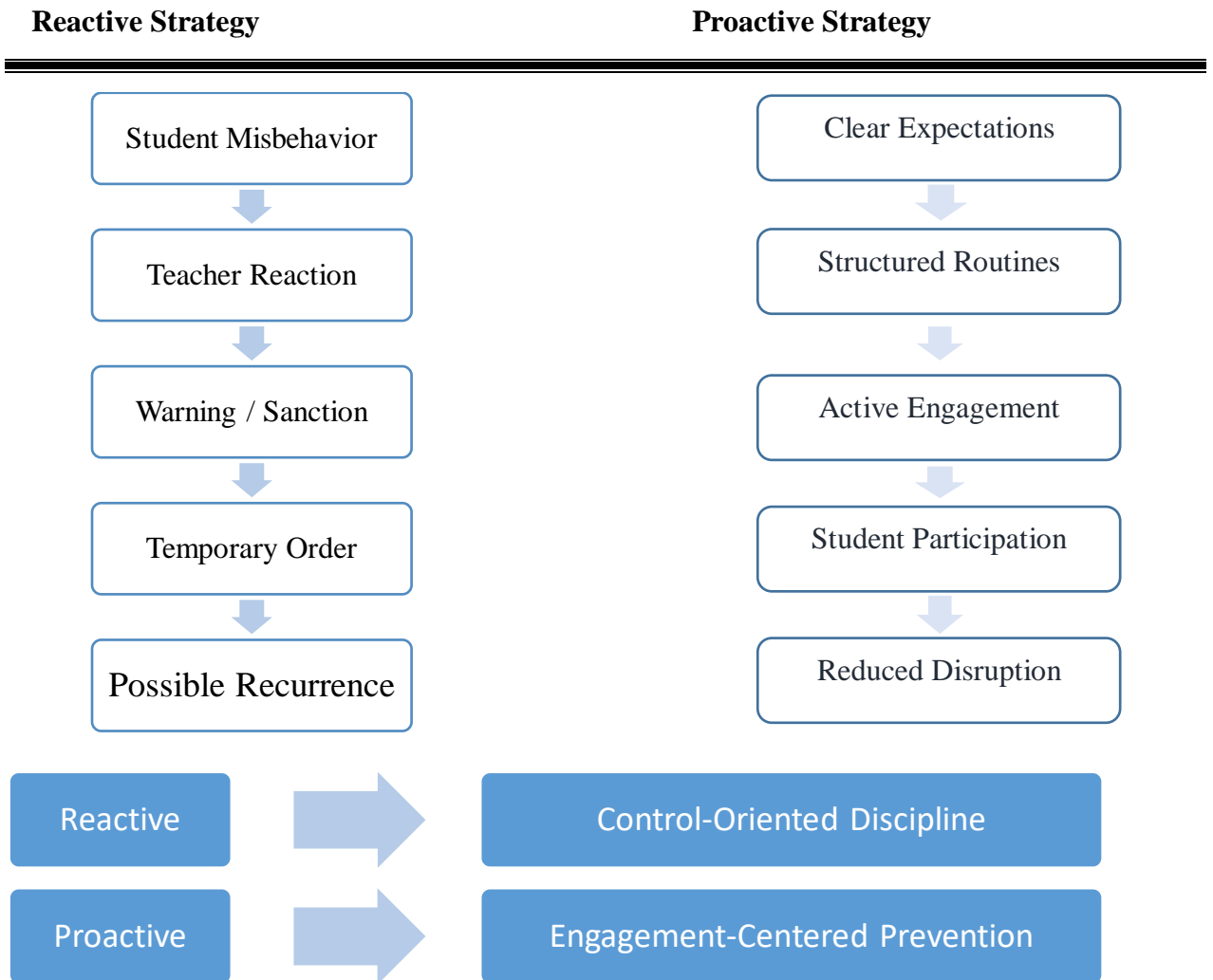
Socioemotional management emphasizes the role of teacher–student relationships in supporting classroom order. Positive relationships are associated with increased motivation, engagement, and behavioral adjustment (Pianta, 1999; Hamre & Pianta, 2001).

However, relational management must operate in conjunction with instructional and behavioral dimensions. Weinstein et al. (2004) argue that culturally responsive practices enhance both engagement and discipline by fostering mutual respect. Likewise, Rogers (1969) highlights the importance of empathy and psychological safety, while Jennings and Greenberg (2009) link teachers' emotional competence to classroom climate.

In large classrooms, relational management plays a supportive role by fostering cooperation and reducing resistance. Nevertheless, it cannot replace structured instruction or clear behavioral expectations. Effective classroom management therefore depends on the balanced integration of all three dimensions.

The distinction between proactive and reactive classroom management strategies can be summarized as follows:

### 3.2 Reactive vs. Proactive Strategies



**Figure 1:** Preventive Hierarchy of Classroom Management Strategies

**Note.** Data synthesized from Kounin (1970), Doyle (1986), Marzano, Marzano, & Pickering (2003), Sugai & Horner (2002).

A central theoretical distinction in classroom management concerns proactive versus reactive strategies. Reactive management involves responding to misbehavior after it occurs, often through warnings or sanctions (Kounin, 1970). While sometimes necessary, reactive strategies alone do not prevent recurring disruptions.

Proactive management, by contrast, focuses on preventing misbehavior through engagement, clarity, and structured routines. Kounin’s (1970) research demonstrated that effective

---

---

teachers prevent discipline problems by maintaining instructional momentum and minimizing downtime.

Marzano et al. (2003) found that classrooms characterized by well-defined expectations and proactive monitoring show higher academic achievement levels. This supports the view that preventive organization enhances both discipline and learning outcomes. Furthermore, Sugai and Horner (2002) emphasize that teaching behavioral expectations explicitly reduces the need for corrective discipline.

Doyle (1986) conceptualizes classroom order as a product of task engagement rather than coercive control. When students are cognitively involved, opportunities for disruption decline. Thus, the shift from “punishing noise” to “preventing noise” reflects a broader theoretical transformation in educational psychology, from control-oriented discipline to engagement-centered management.

In large classrooms, proactive strategies acquire heightened importance because classroom regulation becomes more complex as its density increases (Finn et al., 2003). Structured routines, clear expectations, and relational trust become essential mechanisms for maintaining stability in complex instructional environments.

#### **4 The Competency-Based Approach (CBA) in Algeria**

The Competency-Based Approach (CBA) represents a major pedagogical reform adopted in the Algerian education system since the early 2000s. Rooted in constructivist and socio-constructivist theories, CBA shifts the focus from knowledge transmission to the development of competencies that enable learners to mobilize knowledge, skills, and attitudes in meaningful contexts (Roegiers, 2007; Jonnaert, 2002). This reform reflects a shift toward learner-centred education aligned with contemporary international standards (MEN, 2006).

At its core, CBA emphasizes learner-centeredness, where students are viewed as active participants in the learning process rather than passive recipients. Learning is understood as a process of constructing meaning through engagement, problem-solving, and interaction. This orientation requires tasks that promote critical thinking and meaningful application of knowledge rather than memorization.

CBA is also grounded in social constructivism, which highlights the role of interaction and collaboration in learning. According to Vygotsky (1978), knowledge is co-constructed through social interaction and supported by scaffolding within the learner’s Zone of Proximal Development. Consequently, group work, dialogue, and peer collaboration are central components of competency-based instruction.

---

---

In the Algerian curriculum, these principles are operationalized through the “Situation–Target–Proposal” model. Learners are introduced to meaningful situations, guided toward specific learning objectives, and required to produce responses that demonstrate competency mobilization (Roegiers, 2007). This structure reflects a shift from content-based teaching to performance-based learning.

The implementation of CBA also redefines the role of the teacher. Instead of acting as a knowledge transmitter, the teacher becomes a facilitator who organizes learning situations, supports interaction, and provides formative feedback (King, 1993). Assessment, in this context, is continuous and formative, focusing on guiding learner progress rather than simply evaluating outcomes (Black & Wiliam, 1998).

However, despite its theoretical coherence, CBA presents a significant challenge in large classroom contexts. Its emphasis on interaction, cooperative learning, and individualized feedback presupposes manageable class sizes. In overcrowded classrooms, such as those commonly found in Algerian public middle schools, these conditions are difficult to achieve. As a result, teachers may struggle to implement group work effectively, monitor individual progress, and provide continuous feedback.

This reveals the challenge of applying the principles of CBA and classroom environments. While the approach promotes learner-centered and interactive practices, overcrowded settings pave the way for more teacher-centered instruction as a practical adaptation. Therefore, understanding CBA in the Algerian context requires not only examining its theoretical foundations but also considering the constraints imposed by classroom density, particularly in EFL settings where interaction is essential for language development.

#### **4.1 Pedagogical Challenges in Large EFL Contexts**

Overcrowded EFL classrooms generate multiple pedagogical constraints that extend beyond classroom management to affect emotional climate, assessment practices, and physical interaction patterns. In high-density environments, linguistic participation, individualized feedback, and learner engagement become structurally constrained. These challenges intersect with psychological, pedagogical, and spatial dimensions of learning.

---

---

## **4.2 The Affective Filter Hypothesis: Anxiety and Silence in Large Groups**

One of the most influential theories explaining emotional barriers in language learning is Krashen's Affective Filter Hypothesis. According to Krashen (1982), language acquisition is facilitated when learners experience low anxiety, high motivation, and strong self-confidence, whereas elevated anxiety raises the "affective filter" and blocks the processing of comprehensible input (Krashen, 1982, pp. 30–32).

In large classrooms, affective variables become particularly significant. As student numbers increase, opportunities for classroom participation become limited and may heighten anxiety. Horwitz, Horwitz, and Cope (1986) found that foreign language anxiety is strongly associated with reduced oral participation and avoidance behaviors (Horwitz et al., 1986, pp. 127–129). In overcrowded EFL settings, this often leads shy or low-proficiency learners to remain silent due to fear of negative evaluation.

Moreover, language anxiety has cognitive consequences. MacIntyre and Gardner (1994) demonstrate that anxiety can interfere with working memory and processing efficiency, negatively affecting language performance (MacIntyre & Gardner, 1994, pp. 289–292). In large classes, the pressure of speaking in front of many peers may intensify this effect, especially when feedback is delivered publicly.

Thus, large EFL classrooms tend to elevate the affective filter, particularly for less confident learners. This limits participation and weakens opportunities for interaction, which are essential for language development from a socio-constructivist perspective (Krashen, 1982; Vygotsky, 1978)

## **4.3 Feedback and Formative Assessment Under High Student Load**

Formative assessment constitutes a central pillar of competency-based pedagogy. Black and Wiliam (1998) emphasize that formative feedback significantly enhances learning when it provides specific guidance for improvement (Black & Wiliam, 1998, pp. 20–24). In EFL instruction, timely correction of linguistic errors and scaffolded feedback are crucial for language development.

Nevertheless, in large classrooms where a single teacher may be responsible for over 150–170 students weekly, delivering individualized formative assessment becomes structurally challenging. Hattie and Timperley (2007) argue that effective feedback must answer three essential questions: Where am I going? How am I going? Where to next? (Hattie & Timperley, 2007, pp. 86–90). The structural limits of formative assessment become clearer when instructional time is examined quantitatively. In a standard 60-minute session with 40 students, a teacher theoretically has little more than one minute per learner before accounting for attendance, explanations,

---

---

transitions, and behavioral regulation. In practice, individualized feedback time approaches negligible levels. Consequently, formative assessment, central to competency development, faces systemic constraints in overcrowded EFL classrooms. Providing such targeted feedback requires time, observation, and diagnostic precision.

In overcrowded EFL classes, written assignments accumulate rapidly, increasing correction workload. Meaningful feedback demands specificity and alignment with learning goals. When teacher workload becomes excessive, feedback risks becoming superficial or delayed, reducing its formative value.

Formative assessment should support self-regulated learning through dialogue and reflection. In high-density contexts, sustained feedback dialogue becomes difficult to maintain. As a result, assessment may revert to summative grading rather than developmental guidance.

From an ecological perspective, classroom size influences teacher interaction patterns. Blatchford et al. (2011) show that increasing class size reduces opportunities for individualized support and monitoring (Blatchford et al., 2011, pp. 728–730). In competency-based EFL instruction, where oral production and iterative correction are essential, this limitation directly affects language progression.

Thus, overcrowded instructional settings create tension between the theoretical centrality of formative assessment and the practical constraints of teacher workload.

#### **4.4 Physical Environment and Seating Arrangement Constraints**

The physical organization of the classroom significantly shapes interaction patterns and pedagogical possibilities. Classroom ecology theory emphasizes that space, furniture arrangement, and physical proximity influence communication dynamics (Doyle, 1986, pp. 397–399).

In many traditional educational settings, desks are arranged in fixed rows facing the board, reinforcing teacher-centered communication and limiting peer interaction. In the Algerian context, particularly in several Bouira middle schools, classroom organization is not entirely flexible. Fixed seating charts, sometimes imposed for administrative coherence or disciplinary stability, are organized around double-seat desk configurations that limit reorganization.

Such rigidity reduces teachers' autonomy to implement cooperative clusters or circular arrangements recommended in communicative EFL pedagogy. As a result, teacher-centered patterns become reinforced structurally rather than pedagogically, intensifying the tension between learner-centered methodology and spatial immobility. By contrast, circular or cluster seating promotes discussion and collaborative learning.

---

---

In competency-based and communicative EFL classrooms, flexible seating arrangements facilitate group work and interaction (Harmer, 2015, pp. 181–183). However, in many Algerian public middle schools, this flexibility remains constrained by institutional regulations and classroom size. When classroom layout is determined by administrative directives, such as class-head teacher policies, EFL teachers have limited autonomy to reorganize space according to pedagogical needs.

Weinstein (1979) argues that classroom environment design influences both behavior and academic engagement. In overcrowded Algerian classrooms, fixed seating not only restricts mobility but also limits teacher access to individual learners, making monitoring and feedback more difficult. This spatial rigidity complicates group formation and collaborative task execution, which are essential in CBA.

Classroom seating patterns influence social interaction networks and participation distribution. In large classes arranged in rows, participation often becomes centralized, reinforcing passive learning patterns. In the context of Bouira, this centralization is further intensified by class size and limited space, reducing opportunities for equitable participation among learners.

Therefore, the physical environment interacts directly with pedagogical philosophy. When CBA recommends collaborative tasks and communicative engagement, classroom space enforces rigid frontal organization, and spatial limitations emerge. In Algerian EFL classrooms, this contradiction is not merely theoretical but a daily pedagogical reality that shapes how teachers manage interaction, participation, and classroom control.

## **Conclusion**

This chapter has established a comprehensive theoretical framework for understanding the challenges of managing large EFL classes in Algerian public middle schools. It demonstrated that the concept of a “large class” is not a fixed numerical category but a context-dependent construct shaped by institutional capacity, pedagogical expectations, and socio-demographic factors. The discussion highlighted how class size must be interpreted both quantitatively and qualitatively, particularly within the Algerian context where large classes represent a structural condition rather than an exception.

The chapter also examined classroom management as a multidimensional process encompassing instructional, behavioral, and relational dimensions. It emphasized that effective management is not limited to controlling behavior but involves designing engaging instruction, establishing clear routines, and fostering positive teacher–student relationships. The shift from

---

---

reactive to proactive strategies was identified as a key theoretical development, especially in large classrooms where preventive organization becomes essential.

Furthermore, the analysis of the Competency-Based Approach (CBA) revealed a fundamental pedagogical transformation grounded in learner-centeredness and social constructivism. However, a structural paradox emerged: While CBA promotes learner engagement, communicative participation, and competency-oriented assessment, its implementation in overcrowded classrooms limits these practices. This tension between theoretical expectations and classroom realities reflects broader systemic constraints within the Algerian educational system.

In addition, the chapter explored key pedagogical challenges associated with large EFL classrooms, including increased learner anxiety, difficulties in providing individualized feedback, and spatial constraints affecting interaction patterns. These challenges illustrate how classroom size influences not only management practices but also the quality of language learning and student participation.

Overall, the theoretical framework in this chapter reveals a consistent gap between pedagogical theory and classroom practice. This gap is particularly evident in contexts such as Bouira, where overcrowded classrooms, limited infrastructure, and institutional constraints shape teachers' daily instructional practices.

This theoretical foundation directly informs the present study by providing the conceptual lens through which teachers' perspectives and strategies will be examined. It highlights the need to explore how teachers interpret and respond to these challenges in real classroom settings. Consequently, the next chapter will present the research methodology adopted to investigate these issues, focusing on data collection methods, research design, and analytical procedures used to understand classroom management in large EFL.

## **Chapter Two: Research Methodology**

---

---

## Introduction

This chapter presents the research methodology adopted to investigate the challenges of managing large EFL classes. It explains how the research was conducted in order to investigate the challenges of managing large EFL classes in public middle schools in Bouira and the strategies used by teachers to cope with them.

The chapter adopts a Mixed-methods design with a sequential explanatory orientation, design, followed by a description of the research setting and the target population. It also presents the sampling procedures and the characteristics of the participants involved in the study. In addition, the research tools used for data collection, namely the teachers' questionnaire and the inspectors' interview, are described in detail.

Furthermore, the chapter explains the procedures followed for data collection and data analysis, including both quantitative and qualitative methods. Finally, ethical considerations related to the conduct of the research are addressed.

### 1 Research Approach and Design

This study adopts a **mixed-methods approach**, which integrates both quantitative and qualitative data within a single research framework. Mixed-methods research is widely recognized as an effective approach for investigating complex educational phenomena, particularly when a single method is insufficient to capture the full scope of the problem. It allows the researcher to combine the strengths of quantitative methods, such as measurement and generalization, with the depth and contextual richness provided by qualitative methods (Creswell & Creswell, 2018).

In educational research, mixed-methods approaches are especially valuable because teaching and learning processes are inherently multidimensional, involving cognitive, social, and contextual factors. Quantitative data can reveal patterns and tendencies, while qualitative data provide explanations and interpretations of these patterns. As noted by Johnson and Onwuegbuzie (2004), mixed-methods research enables a more complete understanding of research problems by bridging the gap between numerical analysis and human experience.

More specifically, this study follows a **Sequential Explanatory Mixed-Methods Design**, which consists of two distinct but interconnected phases. In this design, the researcher first collects and analyzes quantitative data, and then follows up with qualitative data to explain and interpret the initial results (Ivankova et al., 2006). The priority is typically given to the quantitative phase, while the qualitative phase plays a complementary and interpretive role.

---

---

The first phase of the study involves the use of a **teachers' questionnaire**, which provides measurable data about teachers' perceptions, the challenges they face in large classes, and the strategies they employ. This phase allows the researcher to identify general trends and statistically significant patterns across a relatively large sample. However, quantitative data alone may not fully explain why these patterns occur or how teachers experience them in real classroom contexts.

For this reason, the second phase involves **semi-structured interviews**, which are used to explore the findings of the questionnaire in greater depth. The qualitative data provide complementary institutional perspectives that help contextualize the quantitative findings. According to Ivankova et al. (2006), this sequential process enhances the interpretative power of the research by linking statistical results with participants' perspectives.

This design is particularly appropriate for the present study because it allows for a systematic alignment between the research questions and the type of data required to answer them. The study seeks not only to identify the prevalence of challenges associated with large EFL classes, but also to understand how these challenges are experienced and managed by teachers within specific classroom contexts.

In this respect, the qualitative phase plays a crucial explanatory role by capturing teachers' lived experiences, professional judgments, and context-specific adaptations. This is particularly important in the context of Bouira's public middle schools, where classroom practices are shaped by structural constraints such as overcrowding, limited space, and institutional regulations. Therefore, the sequential explanatory design enables the study to move from generalization to explanation, ensuring that statistical trends are interpreted in light of real classroom practices. This integration enhances the analytical depth of the study and allows for a more context-sensitive understanding of how teachers manage large EFL classes within the framework of the Competency-Based Approach.

Moreover, the use of an explanatory sequential design ensures that the qualitative phase is directly informed by the quantitative findings. This creates a logical and coherent research process in which the second phase builds upon the results of the first phase. As Creswell and Plano Clark (2018) emphasize, such integration strengthens the overall validity of the study by ensuring that different types of data are meaningfully connected rather than treated separately.

Furthermore, this approach is closely aligned with the research questions of the study. The first and second research questions, which focus on identifying teachers' perceptions and the main challenges associated with large EFL classes, are addressed primarily through quantitative data collected via the questionnaire. These questions require broad data that can reveal general patterns across the sample.

---

---

In contrast, the third and fourth research questions, which explore classroom management strategies and the impact of large classes on the implementation of communicative and competency-based approaches, require deeper and more nuanced insights. These aspects are better captured through qualitative data obtained from interviews, where participants or the three inspectors can elaborate on their experiences and provide concrete examples from classroom practice.

In addition, the sequential nature of the design contributes to the **methodological rigor** of the study. By moving from a general overview (quantitative phase) to detailed explanation (qualitative phase), the research follows a structured and logical progression. This process not only enhances clarity but also supports the principle of **triangulation**, where multiple data sources are used to validate and enrich the findings (Dörnyei, 2007).

Ultimately, the adoption of a mixed-methods design with a sequential explanatory orientation enables the study to provide both breadth and depth in addressing the research problem. It ensures that the findings are not only statistically grounded but also contextually meaningful, thereby offering a comprehensive understanding of the challenges and strategies related to managing large EFL classes in Bouira.

## **2 Research Setting**

This study was conducted in **public middle schools (Collèges d’Enseignement Moyen – CEM)** located in the **Province of Bouira, Algeria**. These institutions represent a crucial stage in the Algerian educational system, as they mark the transition from primary to secondary education. At this level, English is introduced as a foreign language and is taught within the framework of the **Competency-Based Approach (CBA)**, which emphasizes the development of communicative competence and the integration of knowledge, skills, and attitudes in meaningful situations (Ministère de l’Éducation Nationale, 2006).

Students at this level range between **11 and 15 years**, a developmental stage characterized by cognitive growth, increasing social awareness, and the need for interactive and engaging learning environments. According to educational theory, language learning at this stage is most effective when learners are actively involved in communication and collaborative tasks (Harmer, 2015). Consequently, the successful implementation of CBA depends heavily on classroom conditions that support interaction and participation.

Conversely, the conditions for teaching and learning within the public middle schools in Bouira are limited due to the size and physical arrangement of the classrooms. Overcrowded classrooms (over 35) reduce opportunities for meaningful teacher-learner and learner-learner

---

---

interaction and challenge the teacher in assessing individual learning and managing classroom work. Traditional row-based classroom arrangements also do not allow learners to move around or work in collaboration. The traditional classroom structures discourage the learner-centred pedagogical approaches linked with CBA and CLT.

Furthermore, teachers in this setting must deal with **mixed-ability classes**, where students differ in terms of language proficiency, motivation, and learning pace. This heterogeneity creates additional challenges in lesson planning and classroom management. Tomlinson (2014) emphasizes that addressing diverse learner needs requires differentiated instruction, which becomes difficult to implement in large and overcrowded classrooms. Consequently, teachers may struggle to balance the needs of high-achieving students and those who require additional support.

Another important dimension of the research setting is the **institutional and administrative context**. Teachers are required to adhere to national curricula and official guidelines, which define learning objectives, teaching methods, and assessment procedures. While these frameworks promote learner-centered pedagogy, they may not always take into account the realities of classroom conditions. In some cases, administrative practices, such as fixed seating plans imposed for organizational purposes, limit teachers' autonomy in adapting their classroom environment. This creates a tension between pedagogical ideals and practical constraints.

To summarize the main characteristics of the research setting, the following table provides a structured overview:

<b>Dimension</b>	<b>Description</b>	<b>Pedagogical Implications</b>
<b>Educational Level</b>	Middle school (CEM), learners aged 11–15	Need for interactive and engaging teaching methods
<b>Curriculum Approach</b>	Competency-Based Approach (CBA)	Emphasis on communication, integration, and learner-centred instruction
<b>Class Size</b>	35 to 40 students per class	Reduced individual attention and increased management complexity
<b>Classroom Layout</b>	Fixed seating, double desks	Limited flexibility for group work and interaction
<b>Learner Diversity</b>	Mixed-ability students	Difficulty in differentiation and individualized support
<b>Institutional Context</b>	Centralized curriculum and administrative regulations	Limited teacher autonomy and pedagogical flexibility
<b>Time Constraints</b>	Limited session duration	Reduced opportunities for practice and feedback

**Table 2:** Key Characteristics of the Research Setting in Bouira Public Middle Schools.

Overall, the research setting reflects a **complex educational environment** where pedagogical principles, structural limitations, and institutional constraints interact. This context provides a realistic and relevant framework for examining how teachers perceive and manage large EFL classes. It also highlights the gap between the theoretical foundations of CBA and the practical realities of classroom implementation. Therefore, Bouira’s public middle schools constitute an appropriate and meaningful setting for this study, as they illustrate the challenges of applying learner-centered approaches in overcrowded classrooms. Investigating this context allows for a deeper understanding of how teachers adapt their practices and develop strategies to cope with these constraints.

### 3 Population and Sampling

The target population of this study consists of **EFL teachers working in public middle schools (CEM) in the Province of Bouira**, as well as **public middle school inspectors** who

---

---

possess extensive experience in supervising teaching practices across different schools. This population was selected because it is directly involved in the teaching and evaluation of English within the framework of the Competency-Based Approach (CBA), and therefore has relevant experience regarding the challenges of large classes.

The sample of the study consists of **50 EFL teachers** and **3 public middle school inspectors**. The teachers represent a range of professional profiles, and were selected using purposive sampling based on teaching experience, school location (urban, semi-urban, and rural), and classroom conditions. Their teaching experience varies from novice teachers (1–5 years) to highly experienced educators (over 15 years), which allows for a diversified understanding of the research problem. The inspectors, on the other hand, offer a broader perspective based on their observation of multiple schools and teaching practices across the Province.

The participants were selected from several public middle schools in Bouira, including institutions located in urban areas (such as Bouira center and Lakhdaria), semi-urban areas, and rural regions. This diversity ensures that the study captures variations in classroom conditions and teaching environments, particularly in relation to class size and available resources.

This sample is considered appropriate because it allows the researcher to gather both **quantitative data** from a relatively large group of teachers and **qualitative insights** from experienced inspectors. The combination of these perspectives enhances the depth and reliability of the findings, particularly in a mixed-methods research design.

#### **4 Research Tools**

In order to collect relevant and reliable data for this study, two main research tools were employed: a **teachers' questionnaire** and an **inspectors' interview**. The selection of these tools is consistent with the **mixed-methods approach** adopted in this research, as it allows for the integration of both quantitative and qualitative data. Using multiple instruments enhances the depth and breadth of the investigation, as each tool addresses different dimensions of the research problem.

The questionnaire provides structured and measurable data that help identify general patterns and trends among a large number of participants, while the interview offers detailed and context-rich insights into teachers' experiences and professional practices. This combination reflects the principle of **methodological triangulation**, which strengthens the validity of the findings by using multiple sources of data (Dörnyei, 2007).

##### **4.1 Teachers' Questionnaire**

The first research instrument used in this study is the **Teachers' Questionnaire**, which was administered to **50 EFL teachers** working in public middle schools in Bouira. This instrument

---

---

constitutes the primary tool for collecting quantitative data related to teachers' perceptions, challenges, and classroom management strategies.

The questionnaire is **semi-structured**, combining closed-ended questions, such as Likert-scale items and multiple-choice questions, with a limited number of open-ended questions. This type of design allows the researcher to gather quantifiable data while also providing participants with the opportunity to express their views in their own words (Dörnyei, 2007). As a result, the questionnaire ensures both **standardization** and **flexibility**, which are essential in educational research.

From a methodological perspective, the use of a questionnaire enhances **reliability**, as all participants respond to the same set of questions under similar conditions. At the same time, the inclusion of open-ended items contributes to **content validity**, as it allows for the exploration of issues that may not be fully captured by predefined response categories.

The questionnaire is organized into **three main sections**, each serving a specific purpose:

### **Section A: Background Information**

This section collects demographic and professional data, including years of teaching experience, largest class size taught, and school location (urban, semi-urban, or rural). These variables are essential for contextualizing the data and enabling comparisons across different teaching environments. For example, teachers working in urban schools may experience different challenges compared to those in rural settings. Therefore, this section supports the interpretation of results by linking responses to contextual factors.

### **Section B: Identification of Challenges**

This section consists of **Likert-scale statements** designed to measure teachers' perceptions of the main challenges associated with large classes. These include difficulties related to classroom management, providing individual feedback, limited physical space, assessment of speaking skills, and managing mixed-ability learners.

The use of Likert scales allows for the quantification of attitudes and perceptions, making it possible to identify dominant trends and levels of agreement among participants. This section is directly aligned with the **first and second research questions**, as it focuses on identifying both the perceived challenges and their relative importance.

### **Section C: Classroom Management Strategies and Open-Ended Questions**

This section explores the strategies used by teachers to cope with large classes. It includes items related to practices such as peer teaching, fixed seating arrangements, use of non-verbal cues, integration of ICT, and simplification of tasks. These items aim to identify the frequency and effectiveness of different classroom management strategies.

---

---

In addition, this section contains **open-ended questions** that allow teachers to elaborate on their experiences. These questions address topics such as the ideal class size, challenges in implementing Communicative Language Teaching (CLT), suggestions for improvement, and examples of successful lessons. Open-ended responses provide richer qualitative data that complement the quantitative findings.

Overall, the questionnaire is designed to measure three key dimensions:

1. Teachers' perceptions of large class sizes.
2. The pedagogical challenges they face.
3. The strategies they use to manage these challenges.

These dimensions are directly linked to the research questions, making the questionnaire a central tool in achieving the objectives of the study.

#### **4.2 Inspectors' Interview**

The second research instrument used in this study is the **Inspectors' Interview**, which consists of **semi-structured interviews conducted with public middle school inspectors**. It comprised 14 main open-ended questions organized around key ideas. This tool is primarily used to collect qualitative data that provide deeper insights into the research problem. Semi-structured interviews are widely used in educational research because they combine structure with flexibility. While the researcher prepares a set of guiding questions, participants are free to elaborate on their responses and introduce new ideas (Kvale & Brinkmann, 2009). This makes the interview particularly suitable for exploring complex issues such as classroom management and teaching practices in large classes.

The main purpose of the interview is to obtain **in-depth, context-sensitive information** that cannot be captured through the questionnaire alone. While the questionnaire identifies general patterns, the interview helps explain the underlying reasons behind these patterns and provides concrete examples from real classroom situations.

The interview is organized around several key themes:

- **Inspectors' perspectives on large classes** across different schools and contexts.
- **Feasibility of implementing the Competency-Based Approach (CBA)** in overcrowded classrooms.
- **Observed classroom management strategies** that are effective in practice.
- **Assessment challenges**, particularly in evaluating speaking skills.
- **Professional development and teacher training**, and their relevance to large-class teaching.
- **Contextual differences** between urban, semi-urban, and rural schools

---

---

These themes are carefully selected to align with the research objectives and to provide deeper insights into issues identified in the questionnaire. For example, if the questionnaire reveals that assessing speaking skills is a major challenge, the interview explores how teachers attempt to address this issue in practice.

From a methodological standpoint, the interview enhances the **validity of the study** by providing detailed explanations and supporting evidence for the quantitative findings. It also contributes to **data triangulation**, as it allows the researcher to compare and cross-validate information obtained from different sources.

Furthermore, the use of inspectors as interview participants adds an additional layer of analysis, as they offer a broader perspective based on their experience across multiple schools. This helps situate individual teacher experiences within a wider institutional context.

## **5 Rationale for the Choice of Methods**

The selection of research methods in this study is closely related to the nature of the research problem, its objectives, and the type of data required to address the research questions effectively. Since the study aims to explore both the **challenges of managing large EFL classes** and the **strategies adopted by teachers**, it was necessary to adopt a methodological approach that allows for both **measurement (quantitative dimension)** and **interpretation (qualitative dimension)**.

For this reason, the researcher adopted a **mixed-methods approach**, which combines quantitative and qualitative methods within a single research framework. Mixed-methods research is defined as an approach that involves the systematic integration of numerical data and qualitative insights in order to provide a more comprehensive understanding of a research problem (Creswell & Creswell, 2018). This approach is particularly relevant in educational research, where phenomena are often complex, context-dependent, and influenced by multiple variables.

One of the main strengths of mixed-methods research lies in its ability to overcome the limitations of using a single method. Quantitative methods are effective in identifying patterns, measuring variables, and producing generalizable results, but they often lack depth and contextual explanation. In contrast, qualitative methods provide rich, detailed descriptions of participants' experiences but may lack generalizability. By combining both approaches, the researcher benefits from the strengths of each while minimizing their weaknesses.

Within this framework, the **questionnaire** was selected as the primary quantitative tool. The questionnaire is widely used in descriptive and survey research because it allows for the efficient collection of data from a relatively large number of participants in a standardized format (Cohen et al., 2018). In this study, the questionnaire enables the researcher to gather data on

---

---

teachers' perceptions of large class sizes, the challenges they encounter, and the strategies they employ in classroom management.

## **6 Data Collection Procedures**

The data collection process in this study was conducted in a systematic and organized manner to ensure the accuracy and reliability of the results. The process was conducted from **March to April 2026**, in several **public middle schools (CEM) located in the Wilaya of Bouira**.

Before initiating the data collection, the researcher obtained the necessary permissions from educational authorities and school administrations. Participants were informed about the purpose of the study and were assured that their participation was voluntary. They were also informed that their responses would remain anonymous and would be used solely for academic research purposes. Such procedures are essential in educational research to ensure ethical compliance and the credibility of the study.

The data collection process was carried out in two main phases, in accordance with the **sequential explanatory mixed-methods design**.

### **Phase One: Questionnaire Administration**

In the first phase, the **teachers' questionnaire** was distributed to EFL teachers during visits to public middle schools. The questionnaires were administered in person, allowing the researcher to provide explanations when necessary and ensure that participants clearly understood the questions.

Each participant was given sufficient time, approximately **10 to 15 minutes**, to complete the questionnaire. A total of **50 questionnaires** were distributed and successfully collected, resulting in a high response rate. This facilitated the collection of reliable quantitative data reflecting teachers' perceptions and experiences related to large class sizes.

### **Phase Two: Conducting Interviews**

In the second phase, **semi-structured interviews** were conducted with **three public middle school inspectors**. These interviews were carried out in a quiet and comfortable environment to encourage open and detailed discussion.

Each interview lasted approximately **20 to 30 minutes** and focused on key issues such as classroom management, implementation of the Competency-Based Approach (CBA), and challenges related to large classes. With the participants' consent, the interviews were recorded to ensure accuracy during transcription and analysis.

### **Practical Considerations**

The data collection process was carefully organized to ensure efficiency and reliability. Direct contact with participants facilitated a high level of engagement and allowed the researcher

---

---

to clarify any ambiguities. Additionally, conducting the study in different schools (urban, semi-urban, and rural) ensured the diversity of the data collected.

Overall, the data collection procedures followed a clear and logical sequence, beginning with the quantitative phase and followed by the qualitative phase. This approach ensured that the data collected were both comprehensive and directly relevant to the research objectives.

## **7 Data Analysis Procedures**

The analysis of data in this study was conducted in accordance with the **mixed-methods approach**, which involves both quantitative and qualitative analysis. Each type of data was analyzed using appropriate techniques in order to ensure accuracy, reliability, and a comprehensive understanding of the research problem.

### **7.1 Quantitative Analysis**

The quantitative data collected through the **teachers' questionnaire** were analyzed using descriptive statistical methods. Descriptive statistics are commonly used in educational research to summarize and interpret numerical data in a clear and organized manner, particularly when the aim is to identify patterns and trends (Cohen et al., 2018).

The analysis focused primarily on the use of **frequencies and percentages**. Frequencies were used to determine how often a particular response was selected, while percentages were calculated to represent these responses in proportional terms. This approach allows for a clearer interpretation of the data and facilitates comparison between different variables.

In addition, the results were presented using **tables and charts** (such as bar charts and pie charts) in order to visually represent the data. Visual representation is an important step in quantitative analysis, as it enhances the clarity of findings and makes it easier to identify trends and relationships among variables.

The analysis also included the interpretation of **Likert-scale items**, which were used to measure teachers' levels of agreement with various statements related to classroom challenges and management strategies. Responses such as "strongly agree," "agree," "neutral," "disagree," and "strongly disagree" were converted into numerical values to facilitate analysis and comparison.

For the purpose of data processing and visualization, data were analyzed using Microsoft Excel, which allows for efficient organization of data, calculation of statistical measures, and generation of charts and graphs. It is widely used in educational research for basic statistical analysis due to its accessibility and ease of use (Field, 2013).

Through these procedures, the quantitative analysis provided a general overview of teachers' perceptions, identified the most common challenges associated with large classes, and highlighted the strategies most frequently used in classroom management.

---

---

## 7.2 Qualitative Analysis

The qualitative data collected through the **semi-structured interviews** were analyzed using **thematic analysis**, which is one of the most widely used methods in qualitative research. Thematic analysis involves identifying, analyzing, and interpreting patterns (themes) within qualitative data (Braun & Clarke, 2006).

The analysis followed several systematic steps:

### **I Data Familiarization**

First, the recorded interviews were carefully transcribed. The researcher then read the transcripts multiple times to become familiar with the content and gain an overall understanding of the participants' responses.

### **II Coding**

The next step involved **coding**, which consists of identifying meaningful units of information within the data. Codes were assigned to specific words, phrases, or ideas that were relevant to the research objectives. Coding helps organize data into manageable categories and facilitates deeper analysis.

### **III Categorization**

After coding, similar codes were grouped together into broader **categories**. These categories represent common patterns in the data and reflect recurring ideas related to classroom challenges, teaching strategies, and the implementation of CBA in large classes.

### **IV Theme Development**

The categories were then organized into overarching **themes**, such as:

- Classroom management challenges
- Strategies for managing large classes
- Constraints related to space and class size
- Difficulties in implementing communicative approaches

These themes provide a structured way of interpreting the data and linking it to the research questions.

### **V Interpretation**

Finally, the identified themes were interpreted in relation to the research objectives. The researcher analyzed how participants explained their experiences and how these insights complemented the quantitative findings. This interpretative process is essential in qualitative research, as it allows the researcher to move beyond description and provide meaningful explanations (Braun & Clarke, 2006).

---

---

Overall, qualitative analysis provided **in-depth insights** into teachers' experiences and helped explain the patterns observed in the quantitative data. It also contributed to a more comprehensive understanding of the challenges and strategies associated with large EFL classes.

## **8 Ethical Considerations**

Ethical considerations play a fundamental role in ensuring the **credibility, integrity, and scientific rigor** of any research study. In educational research in particular, where human participants are directly involved, it is essential to respect ethical principles that protect participants' rights and ensure responsible data collection and analysis. In this study, several ethical guidelines were strictly followed throughout all stages of the research process.

First, **informed consent** was obtained from all participants prior to their involvement in the study. Participants were clearly informed about the purpose of the research, the objectives of the study, and the procedures involved in data collection. They were also provided with sufficient information regarding how the data would be used and were given the opportunity to ask questions before agreeing to participate. Informed consent is a key ethical requirement, as it ensures that participation is based on awareness and understanding rather than obligation (Cohen et al., 2018). Furthermore, participants were informed of their right to withdraw from the study at any stage without any negative consequences, which reinforces respect for participant autonomy.

Second, the principles of **anonymity and confidentiality** were strictly maintained. Participants were not required to disclose their names or any identifying personal information in the questionnaire. In the case of interviews, any identifying details were removed during transcription to ensure anonymity. All collected data were stored securely and accessed only by the researcher. Confidentiality ensures that the information provided by participants is protected from unauthorized access, while anonymity guarantees that individual responses cannot be traced back to specific participants. These measures are essential in creating a safe environment in which participants feel comfortable expressing their genuine opinions (Kvale & Brinkmann, 2009).

Third, participation in the study was entirely **voluntary**. No form of pressure or coercion was applied to encourage participation. Teachers and inspectors were free to decline participation or skip any question they did not wish to answer. Voluntary participation is a fundamental ethical principle that respects individuals' freedom of choice and prevents any form of exploitation in research contexts (Dörnyei, 2007).

In addition, the study adhered to the principle of **non-maleficence**, which requires that research should not cause harm to participants. Care was taken to ensure that the questions asked were appropriate, non-intrusive, and relevant to the research topic. The study did not involve any

---

---

sensitive or potentially harmful content, and participants were not exposed to any physical, psychological, or professional risk.

Moreover, the principle of **data protection and responsible use of information** was respected. All data collected in this study were used exclusively for academic purposes and were not shared with third parties. The findings are presented in a generalized form, without reference to individual participants or specific institutions. This ensures that the data are used ethically and responsibly in accordance with academic standards.

Another important aspect is **research integrity and transparency**. The researcher ensured that all procedures, data collection methods, and analysis processes were conducted with accuracy and objectivity. No data were manipulated or misrepresented, and all findings are reported faithfully. This aligns with the principle of academic integrity, which is essential for producing trustworthy research (Creswell & Creswell, 2018).

Finally, respecting these ethical principles contributes significantly to the **validity and reliability** of the study. When participants feel secure and respected, they are more likely to provide honest and meaningful responses. Therefore, ethical research practices are not only a moral obligation but also a methodological necessity that enhances the overall quality of the research.

## **Conclusion**

This chapter has outlined the methodological framework adopted to investigate the challenges of managing large EFL classes in public middle schools in Bouira. It outlined the research approach, design, setting, participants, data collection tools, and procedures, as well as the methods used for data analysis and the ethical considerations guiding the study.

The study relied on a **sequential explanatory mixed-methods design**, combining quantitative data from the teachers' questionnaire with qualitative insights from semi-structured interviews. This combination allowed for a comprehensive exploration of the research problem by identifying general patterns while also providing in-depth understanding of classroom realities. The selection of EFL teachers and middle school inspectors as participants ensured the inclusion of both practical and supervisory perspectives.

Furthermore, the use of structured data collection procedures and appropriate analytical techniques, descriptive statistics for quantitative data and thematic analysis for qualitative data, enhanced the reliability and validity of the findings. Ethical principles such as informed consent, anonymity, and voluntary participation were also strictly respected throughout the research process.

---

---

Overall, this methodological framework was designed to ensure a systematic and credible investigation of the research questions. By integrating different sources of data and analytical approaches, the study provides a solid basis for understanding the complexities of teaching large EFL classes.

The following chapter will present and analyze the collected data, discussing the main findings in relation to the research questions and the theoretical framework established in chapter one.

## **Chapter Three: Data Analysis and Discussion**

---

---

## **Introduction**

This chapter presents and analyzes the empirical data collected for the purpose of investigating the challenges of managing large EFL classes in public middle schools in Bouira, as well as the strategies adopted by teachers to cope with these challenges. It constitutes the practical component of the study and builds upon the theoretical and methodological foundations established in the previous chapters.

The analysis is based on two main sources of data. The first is the teachers' questionnaire, which provides quantitative insights into teachers' perceptions of large class sizes, the difficulties they encounter, and the strategies they employ in their daily classroom practices. The second source consists of semi-structured interviews conducted with middle school inspectors, which offer qualitative perspectives that deepen the understanding of the issues identified in the questionnaire.

This chapter focuses on presenting the results and interpreting them in relation to the research questions. The questionnaire data are analyzed through descriptive statistics, while the interview data are examined using thematic analysis in order to identify recurring patterns and key themes. The integration of these two types of data allows for a more comprehensive understanding of the research problem by combining measurable trends with contextualized professional insights.

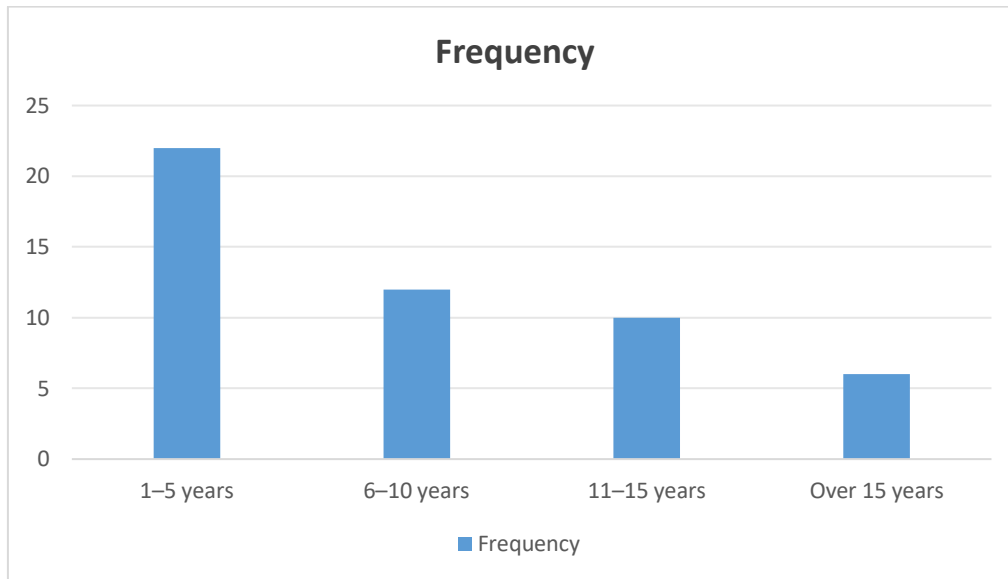
Furthermore, this chapter seeks to highlight the relationships between teachers' reported experiences and the broader pedagogical and contextual factors discussed in the theoretical framework. Special attention is given to how large class size affects classroom management, student participation, assessment practices, and the implementation of the Competency-Based Approach (CBA).

---

---

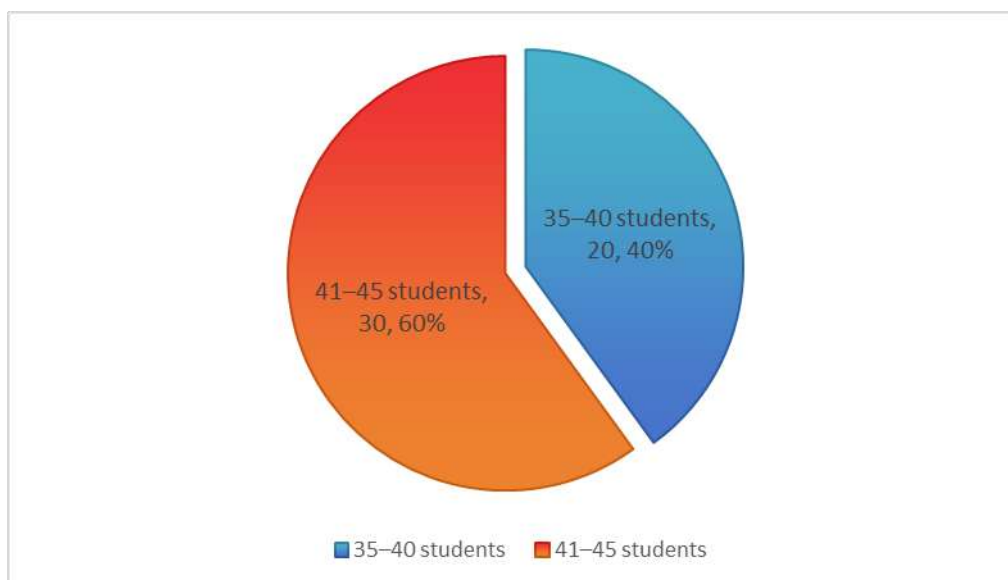
## 1. Teachers' Questionnaire Results and Analysis

### 1.1 Background Information



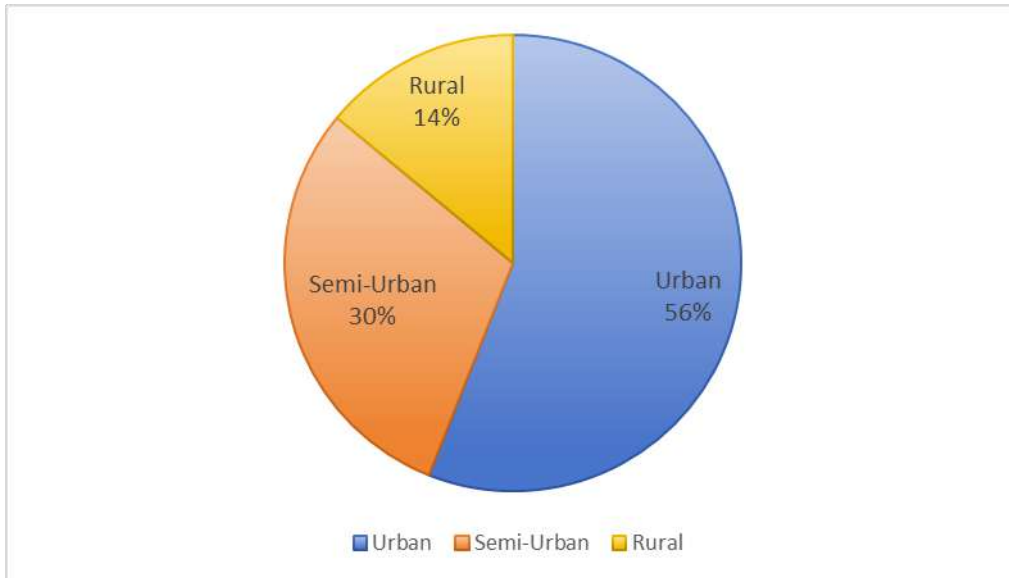
**Figure2:** Distribution of Teachers by Years of Experience

The figure shows that the majority of participants (44%) are novice teachers with less than five years of experience. This suggests that a large proportion of teachers may still be developing their classroom management skills, which can increase the difficulty of handling large classes. In contrast, only a small percentage (12%) have extensive teaching experience, indicating limited representation of highly experienced teachers.



**Figure 3:** Largest Class Size Taught

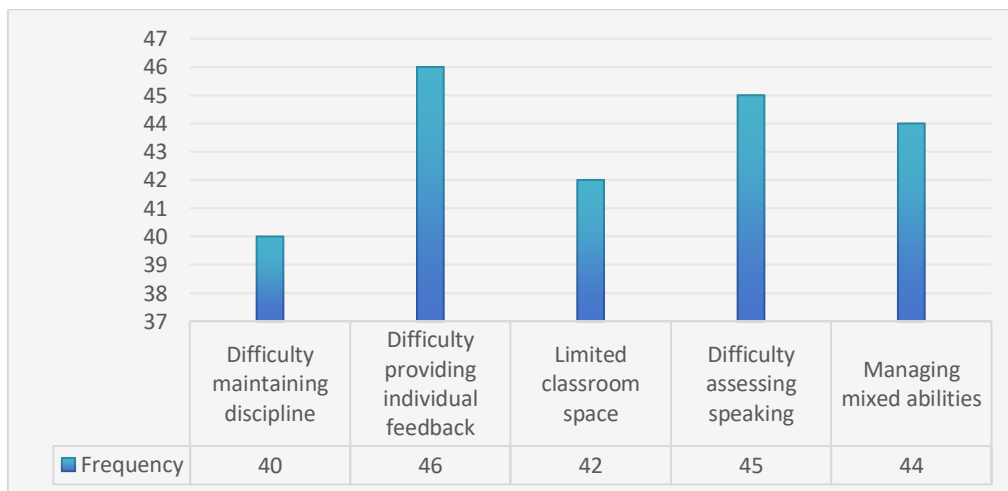
The results clearly indicate that large class sizes are a structural reality in Bouira, with 60% of teachers teaching classes of more than 40 students. The average class size is approximately 40 students, which significantly exceeds the ideal conditions for effective EFL instruction. This reinforces the argument that overcrowding is not an occasional issue but a consistent feature of the educational context.



**Figure 4:** School Location

More than half of the participants (56%) work in urban schools, while smaller proportions teach in semi-urban (30%) and rural areas (14%). This distribution suggests that the findings are more reflective of urban classroom conditions, where overcrowding is often more pronounced due to higher student enrollment.

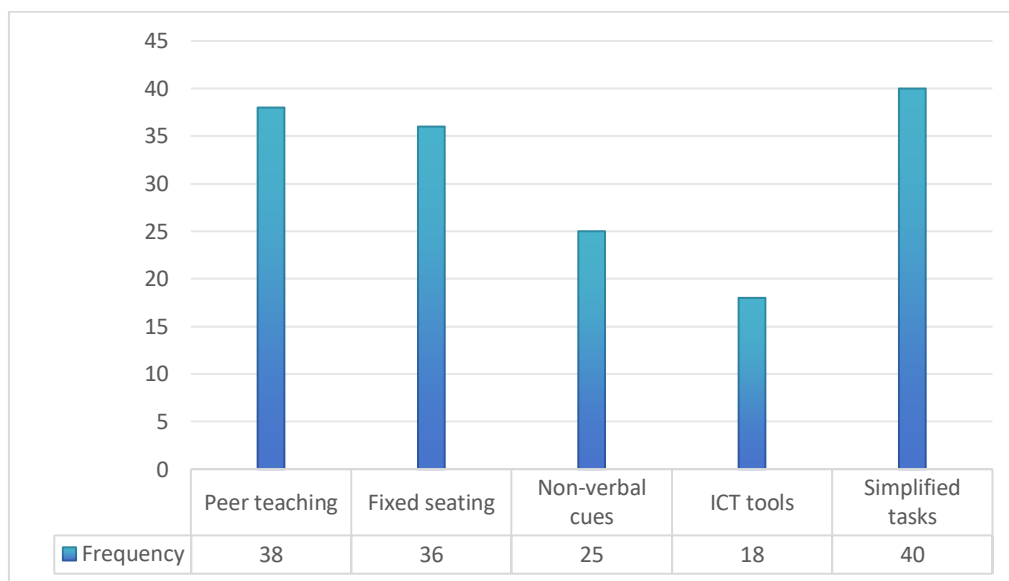
### 1.2 Challenges of Managing Large EFL Classes



**Figure 5:** Reported Challenges

The table reveals that the majority of teachers face serious challenges in managing large EFL classes. The most significant issue is providing individual feedback (92%), followed closely by difficulties in assessing speaking skills (90%). These findings highlight the impact of large class size on assessment practices, particularly in language learning where continuous feedback is essential. Additionally, high percentages related to discipline (80%) and mixed-ability management (88%) indicate that classroom control and learner diversity further complicate the teaching process. Limited classroom space (84%) also emerges as a major constraint, affecting both movement and interaction.

### 1.3 Teaching Strategies Used by Teachers



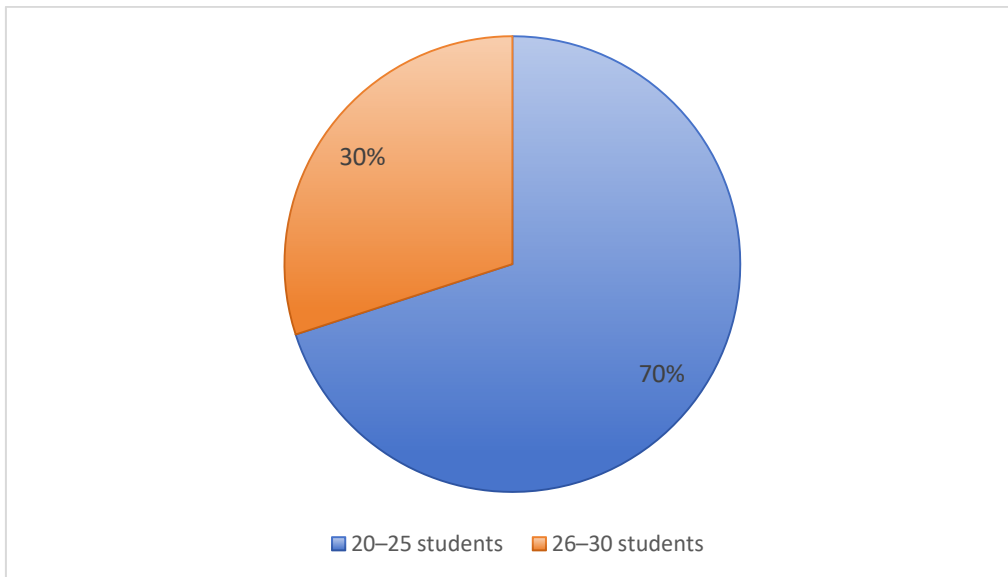
**Figure 6:** Classroom Management Strategies

The findings show that teachers rely heavily on practical and manageable strategies. Simplified tasks (80%) and peer teaching (76%) are the most frequently used approaches, as they help reduce complexity and distribute responsibility among students. Fixed seating (72%) also appears as a common strategy to maintain order. In contrast, ICT tools are the least used (36%), which may reflect limited access to technology or insufficient training. Overall, the results suggest that teachers prioritize strategies that facilitate control and efficiency in overcrowded classrooms.

---

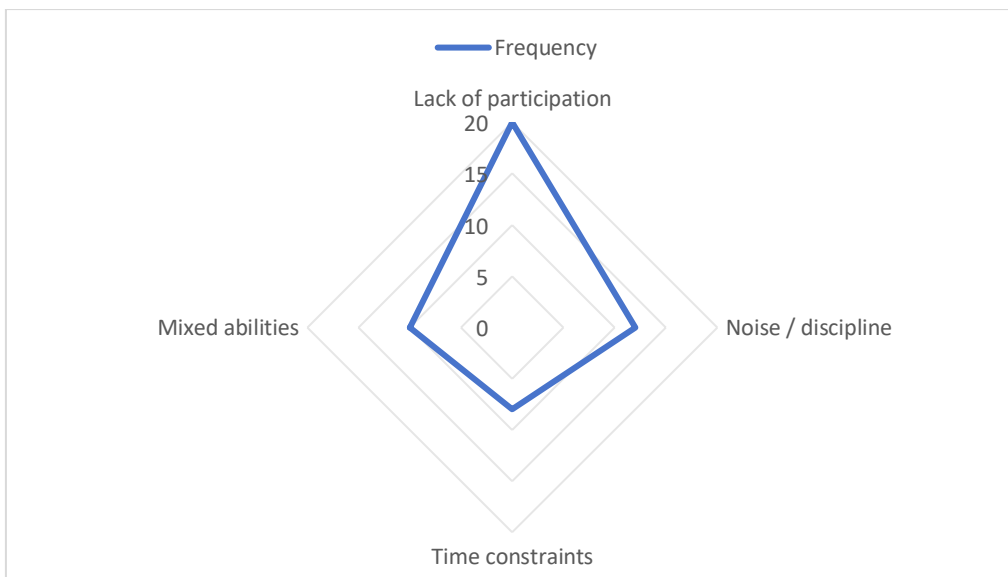
---

## 1.4 Open-Ended Questions Results



**Figure 7:** Ideal Class Size

A clear majority of teachers (70%) believe that the ideal class size should be between 20 and 25 students. This indicates a strong discrepancy between current classroom realities and teachers' preferred teaching conditions. It also reflects the importance of smaller groups for effective interaction and individualized attention.



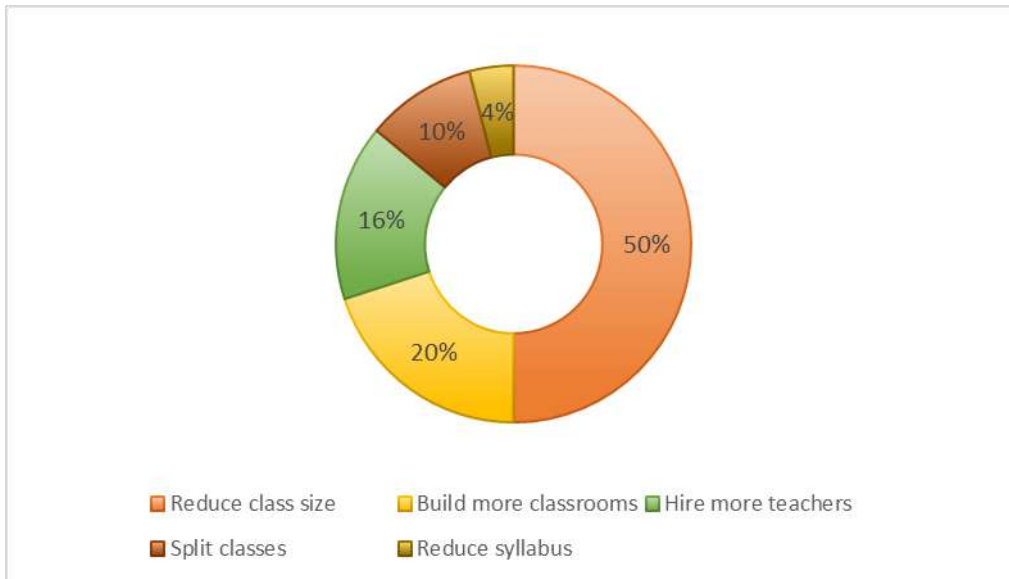
**Figure 8:** Main Difficulties in Implementing CLT

The most frequently reported issue is lack of participation (40%), which suggests that large classes limit opportunities for student engagement. Noise and discipline (24%) also remain significant concerns, while time constraints (16%) further restrict the implementation of

---

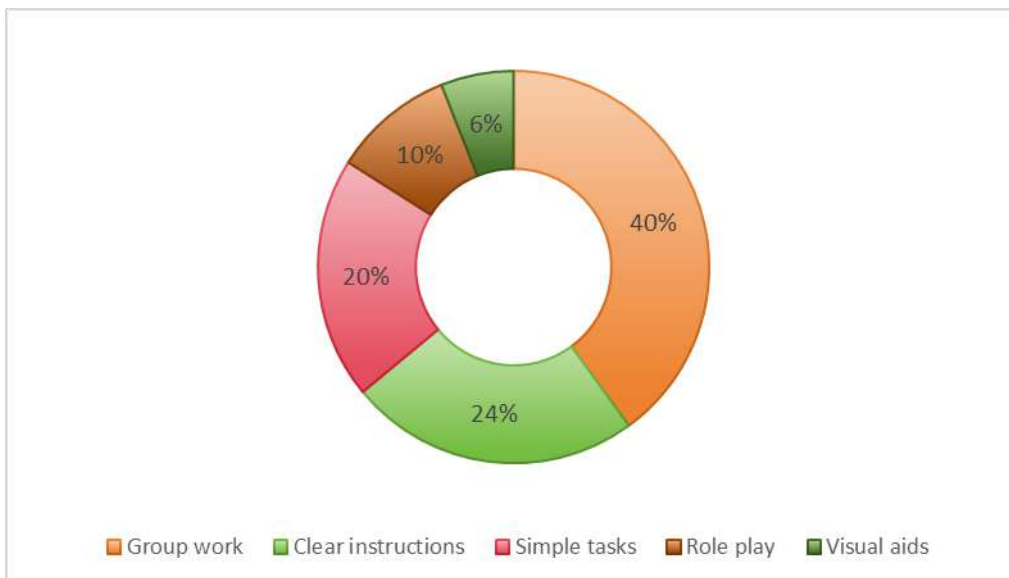
---

communicative activities. These findings confirm that large classes negatively affect the principles of Communicative Language Teaching.



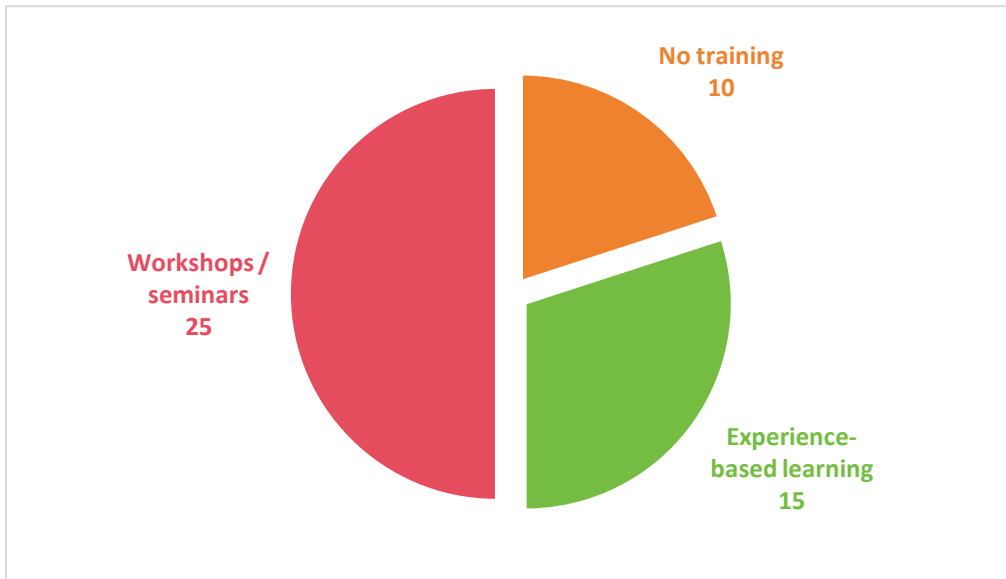
**Figure 9:** Suggested Solutions

Half of the participants (50%) identified reducing class size as the most effective solution, highlighting its central importance. Other suggestions, such as building more classrooms and hiring more teachers, further emphasize the structural nature of the problem.



**Figure 10:** Factors of Successful Lessons

Group work (40%) emerges as the most important factor for successful lessons, followed by clear instructions (24%). This suggests that structured interaction and clarity play a key role in managing large classes effectively.



**Figure 11:** Professional Development

Half of the teachers (50%) have participated in workshops or seminars, while 30% rely on experience-based learning. However, 20% reported receiving no training, which may affect their ability to manage large classes effectively.

## 2. Inspectors' Interview Results and Analysis

This section presents and analyzes the qualitative data obtained from the semi-structured interviews conducted with three public middle school inspectors. The analysis is based on thematic coding, which resulted in five major themes: class size and interaction in CBA, classroom management strategies, assessment and evaluation, professional development limitations, and contextual factors.

### 2.1 Perceptions of Large Classes and Interaction in CBA

Category	Key Observation
<b>Overcrowding threshold</b>	Classes above 30 students are considered large
<b>Interaction pattern</b>	Shift from teacher-student to peer interaction
<b>Speaking opportunities</b>	Very limited individual speaking time
<b>Classroom climate</b>	Increased noise and attention difficulties

**Table 3:** Inspectors' Perceptions of Large Classes

The findings indicate that inspectors perceive large classes as those exceeding 30 students, which is lower than the actual classroom averages reported by teachers. This suggests a clear

mismatch between pedagogical standards and classroom realities. Inspectors emphasize that as class size increases, interaction patterns must shift from teacher-centered communication to peer-based interaction. However, this adaptation comes at the cost of reduced individual speaking opportunities, which are essential for language acquisition.

This is illustrated in the following statements:

“A class starts to feel too large for effective CBA once it exceeds 30 students.” (Inspector 1)

“Each student would get less than a minute of speaking time.” (Inspector 1)

These insights highlight the tension between the requirements of the Competency-Based Approach (CBA) and the constraints imposed by overcrowded classrooms.

## 2.2 Classroom Management Strategies

<b>Pair work</b>	Preferred over large groups for better control
<b>Micro-groups</b>	Small units within rows
<b>Structured routines</b>	Clear instructions and task organization
<b>Differentiated instruction</b>	Tasks adapted to mixed abilities
<b>Classroom organization</b>	Controlled movement and desk arrangement

**Table 4:** Recommended Classroom Management Strategies

Inspectors emphasize that effective classroom management in large classes depends on structure, clarity, and simplification. Pair work is identified as the most manageable form of group interaction, as it reduces noise and allows better monitoring. In addition, the importance of differentiated instruction is highlighted, particularly in addressing mixed-ability learners.

The following quotes illustrate these practices:

“Pairs instead of large groups are easier to control.” (Inspector 2)

“Teachers provide basic tasks for everyone and extra questions for fast learners.” (Inspector 2)

These findings confirm that successful management in large classes requires adaptation of teaching strategies rather than strict adherence to traditional methods.

---

---

### 2.3 Assessment and Evaluation in Large Classes

<b>Aspect</b>	<b>Observation</b>
<b>Continuous assessment</b>	Difficult due to workload
<b>Oral assessment</b>	Limited and often reduced
<b>Evaluation method</b>	Selective (spot-checking)
<b>Peer assessment</b>	Used as an alternative strategy

**Table 5:** Assessment Practices in Large Classes

Assessment is identified as one of the most challenging aspects of teaching in large classes. Inspectors report that continuous assessment becomes difficult to implement due to the high number of students. As a result, teachers adopt selective evaluation methods, such as focusing on a limited number of students per session.

This is reflected in the following statements:

“Assessing only a small number of students per session is necessary.” (Inspector 2)

“Speaking activities are often the first to be cut.” (Inspector 1)

These findings indicate that assessment practices are significantly constrained, particularly in relation to speaking skills, which are essential in EFL learning.

### 2.4 Professional Development and Training Limitations

<b>Issue</b>	<b>Description</b>
<b>Theoretical training</b>	Lack of practical application
<b>Disconnection from reality</b>	Training not adapted to large classes
<b>Need for practical strategies</b>	Focus on classroom survival skills
<b>Suggested improvements</b>	Peer observation and practical workshops

**Table 6:** Training Challenges Identified by Inspectors

Inspectors unanimously agree that current training programs are overly theoretical and do not adequately prepare teachers for the realities of large classrooms. They emphasize the need for more practical training that focuses on real classroom challenges and survival strategies.

---

---

This is clearly expressed in the following quote:

“Training sessions remain too theoretical.” (Inspector 1, 2, and 3)

These findings suggest that improving professional development is essential for enhancing teachers’ ability to manage large classes effectively.

## 2.5 Contextual and Regional Factors

Context Type	Key Characteristics
Urban	Large classes, discipline issues
Semi-urban	Overcrowding + limited resources
Rural	Lack of materials and ICT
ICT availability	Unequal distribution across regions

**Table 7:** Contextual Differences in School Environments

The findings highlight significant contextual differences between school environments. Semi-urban schools are identified as facing the most challenging conditions, combining overcrowding with limited resources. Rural schools suffer from lack of materials and ICT, while urban schools experience higher student density and discipline issues.

As noted by inspectors:

“Semi-urban schools often face the most typical average difficulty.” (Inspector 2)

“Rural areas are diminished of ICT resources.” (Inspector 3)

These results demonstrate that classroom challenges are not uniform but vary depending on regional and infrastructural factors.

## 2.6 Summary of Interview Findings

Overall, the interview results reveal that inspectors share a critical perspective on the impact of large class size on teaching and learning. They confirm that overcrowding significantly limits interaction, complicates classroom management, and restricts effective assessment practices. In response, they recommend simplified and structured teaching strategies, such as pair work and differentiated instruction.

Furthermore, the findings highlight the inadequacy of current teacher training programs and emphasize the need for more practical and context-sensitive professional development. Finally, the results underline the importance of contextual factors, showing that teaching conditions vary significantly across urban, semi-urban, and rural settings.

---

---

### **3. Discussion and Triangulation of Results**

This section provides an in-depth discussion of the findings by integrating and comparing the results obtained from the teachers' questionnaire and the inspectors' interviews. The aim is to identify convergences and divergences between both data sources and to interpret these findings in light of the theoretical framework presented in Chapter One.

#### **3.1 Convergence on the Impact of Large Class Size**

Both quantitative and qualitative findings strongly confirm that large class size constitutes a major structural constraint affecting EFL teaching in Bouira. The questionnaire results revealed that the majority of teachers work with classes exceeding 40 students, while inspectors identified 30 students as the threshold beyond which effective implementation of the Competency-Based Approach (CBA) becomes difficult.

This convergence highlights a significant gap between pedagogical expectations and classroom realities, which is grounded in socio-constructivist principles (Vygotsky, 1978), and the realities of overcrowded classrooms that limit interaction and learner participation.

#### **3.2 Classroom Management: From Control to Adaptation**

The results indicate that classroom management in large classes is less about maintaining strict control and more about adapting instructional practices. Teachers reported difficulties related to discipline and noise, while inspectors emphasized the importance of structured routines, clear instructions, and simplified grouping strategies.

This alignment reflects the theoretical shift from reactive to proactive classroom management, as discussed by Doyle (1986) and Kounin (1970). Rather than relying solely on disciplinary measures, effective management in large classes depends on task organization, lesson clarity, and continuous engagement. The frequent use of strategies such as peer teaching and task simplification further confirms that teachers adopt preventive approaches to minimize disruption.

#### **3.3 Interaction and Participation Constraints**

A strong convergence is observed regarding the limitation of student participation. Teachers identified lack of participation as a major difficulty, while inspectors explained that individual speaking time becomes extremely limited in large classes.

This finding can be interpreted in light of Krashen's Affective Filter Hypothesis (1982), which suggests that anxiety and lack of opportunity reduce language acquisition. In overcrowded classrooms, students may feel less confident to participate, and opportunities for meaningful interaction are reduced. As a result, participation tends to be uneven, with more active involvement from a limited number of students.

---

---

### **3.4 Assessment Challenges and Pedagogical Compromise**

Both data sources highlight assessment as one of the most critical challenges. Teachers reported major difficulties in providing individual feedback and assessing speaking skills, while inspectors described the need to adopt selective strategies such as spot-checking and peer assessment.

This convergence reflects a pedagogical compromise, where teachers adapt assessment practices to cope with time and workload constraints. However, this adaptation may reduce the effectiveness of formative assessment, which is a key component of the Competency-Based Approach. These findings are consistent with Black and Wiliam (1998) who emphasize that effective feedback requires time, individual attention, and continuous monitoring conditions that are difficult to achieve in large classes.

### **3.5 Teaching Strategies: Practical Adaptation vs. Pedagogical Ideals**

The findings reveal that teachers rely on practical strategies such as peer teaching, simplified tasks, and fixed seating arrangements, while inspectors recommend structured interaction through pairs and differentiated instruction. This convergence indicates that both teachers and inspectors recognize the need to adapt teaching practices to the constraints of large classes.

However, a divergence can be observed in relation to the use of ICT. While inspectors acknowledge its potential importance, questionnaire results show limited use of ICT tools by teachers. This gap may be explained by contextual factors such as lack of resources, insufficient training, or infrastructural limitations.

Overall, these findings suggest that teachers prioritize strategies that ensure classroom control and feasibility, even if they do not fully align with the principles of communicative and competency-based teaching.

### **3.6 Structural and Contextual Constraints**

Both teachers and inspectors emphasize that classroom challenges are not solely pedagogical but also structural. The questionnaire results highlighted issues such as limited space and large class size, while inspectors pointed to regional inequalities, including differences between urban, semi-urban, and rural schools.

This confirms that classroom management in large EFL classes is influenced by broader contextual factors, including infrastructure, resource availability, and institutional conditions. In particular, semi-urban schools were identified as facing the most complex combination of overcrowding and limited resources.

---

---

## **4. Interpretation of Results**

This section provides a comprehensive interpretation of the findings in direct relation to the research questions. It aims to synthesize the results obtained from both the teachers' questionnaire and the inspectors' interviews, and to explain their implications within the context of large EFL classes in Bouira.

### **4.1 Teachers' Perceptions of Large Class Size**

The findings reveal that teachers perceive large class size not merely as a numerical issue, but as a complex pedagogical constraint that directly affects teaching and learning conditions. The majority of teachers reported teaching classes ranging between 35 and 45 students, which they overwhelmingly consider to be large. This perception is reinforced by their expressed preference for an ideal class size of 20 to 25 students.

This result indicates that teachers define large classes in both quantitative and qualitative terms. While the numerical threshold is important, the perception of "largeness" is strongly linked to its impact on interaction, participation, and classroom management. This interpretation aligns with the theoretical framework discussed in Chapter One, which emphasizes that class size should be understood as a context-dependent construct rather than a fixed numerical value.

Moreover, the inspectors' perspective further supports this interpretation by identifying 30 students as the maximum threshold for effective implementation of the Competency-Based Approach (CBA). The discrepancy between this threshold and the actual classroom sizes highlights a structural gap between pedagogical expectations and educational realities in Bouira.

### **4.2 Comparison with International and Regional Standards**

Based on the results from the current study, it can be stated that the classroom settings in Bouira's public middle schools are more in line with those in the MENA region compared to those of OECD and Europe. The most common occurrence among the respondents was teaching a class comprising more than 40 students, which is consistent with the average number of 35 to 45 students per class in the MENA region owing to demographic increases and pressures on the infrastructure. On the contrary, the educational system in OECD and Europe keeps class sizes at an average of

---

---

25 to 30 students. This shows a clear disparity between the demands of CBA and actual teaching settings in Algerian public middle schools because of the issue of having large classes.

### **4.3 Challenges of Managing Large EFL Classes**

The results clearly demonstrate that teachers face multiple and interconnected challenges when dealing with large classes. The most significant difficulties are related to providing individual feedback, assessing speaking skills, managing mixed-ability learners, and maintaining classroom discipline.

These challenges can be interpreted as a direct consequence of increased classroom complexity. As the number of students rises, teachers are required to monitor more learners, address diverse needs, and maintain order within limited time constraints. This complexity limits the possibility of individualized instruction and reduces opportunities for meaningful interaction.

In particular, the difficulty in assessing speaking skills reflects a critical limitation in EFL contexts, where oral practice is essential for language development. The inspectors' findings confirm that speaking activities are often reduced or replaced by indirect forms of evaluation, such as peer observation or selective assessment. This suggests that assessment practices are adapted to cope with structural constraints, often at the expense of pedagogical effectiveness.

Furthermore, the issue of limited classroom space adds a physical dimension to these challenges, restricting movement and interaction. Combined with discipline and noise issues, this creates an environment where maintaining student engagement becomes increasingly difficult.

### **4.4 Strategies Used by Teachers**

Despite these challenges, the findings indicate that teachers actively develop coping strategies to manage large classes. The most commonly used strategies include peer teaching, task simplification, and fixed seating arrangements. These strategies reflect a pragmatic approach to classroom management, where teachers prioritize feasibility and control over pedagogical idealism.

Peer teaching, in particular, plays a central role in facilitating interaction and distributing responsibility among students. Similarly, simplifying tasks allows teachers to ensure that all learners can participate, regardless of their proficiency level. These strategies are consistent with the inspectors' recommendations, which emphasize the use of pair work, structured routines, and differentiated instruction.

However, the limited use of ICT tools suggests that teachers' strategies remain largely traditional and constrained by contextual factors such as lack of resources or insufficient training.

---

---

This indicates that while teachers demonstrate adaptability, their ability to innovate is influenced by structural limitations.

Overall, these findings suggest that teachers adopt a form of adaptive pedagogy, where teaching practices are adjusted to fit the realities of large classrooms rather than strictly following theoretical models.

#### **4.5. Impact of Large Classes on the Implementation of CBA**

The results reveal that large class size has a significant impact on the implementation of the Competency-Based Approach. While CBA is designed to promote interaction, collaboration, and continuous assessment, these principles are difficult to achieve in overcrowded classrooms.

The limitation of interaction is particularly evident in the reduced opportunities for individual speaking. As inspectors noted, students in large classes may have less than one minute of speaking time per session, which severely limits their ability to practice the language. This contradicts the communicative nature of CBA and reduces its effectiveness.

Similarly, the challenges related to assessment highlight a major contradiction between theory and practice. Continuous formative assessment, which is central to CBA, becomes difficult to implement due to time constraints and workload. As a result, teachers rely on selective or simplified assessment methods, which may not fully support competency development.

This situation reflects a broader structural tension between pedagogical innovation and classroom realities. While educational reforms promote learner-centered approaches, their successful implementation depends on conditions that are not always available in large classrooms.

#### **4.6 Overall Interpretation**

Taken together, the findings of this study indicate that large class size is a central factor shaping teaching practices, classroom management, and learning outcomes in Bouira's public middle schools. It affects not only the organization of instruction but also the quality of interaction, assessment, and student engagement.

At the same time, the results highlight teachers' capacity to adapt to these challenging conditions through practical and context-sensitive strategies. However, these adaptations often involve compromises that limit the full implementation of communicative and competency-based approaches.

Ultimately, the interpretation of the results suggests that improving EFL teaching in large classes requires not only pedagogical adjustments but also structural changes. Addressing issues such as class size, infrastructure, and teacher training is essential to bridge the gap between educational theory and classroom practice. With this in mind, enhancing classroom environment

---

---

will also help to bridge the gap between local realities and international standards in language education.

## **5. Scope and Limitations of the Study**

The present study is framed within a clearly defined scope that determines both its focus and its contribution. It investigates the challenges of managing large EFL classes in public middle schools within the Province of Bouira, Algeria. More specifically, the study targets English as a Foreign Language (EFL) teachers working at the middle school level, as well as middle school inspectors who provide institutional and supervisory perspectives on teaching practices. The research is further situated within the framework of the Competency-Based Approach (CBA), which constitutes the official pedagogical orientation of the Algerian educational system.

This scope allows the study to provide a context-sensitive and in-depth analysis of classroom realities in Bouira, particularly in relation to class size, classroom management, student participation, and assessment practices. By focusing on both teachers and inspectors, the study offers a dual perspective that enhances the understanding of the research problem from both practical and institutional viewpoints. Furthermore, the use of a mixed-methods design enables the integration of quantitative trends and qualitative insights, thereby strengthening the analytical depth of the study.

However, despite these strengths, several limitations must be acknowledged. First, the study is geographically limited to the Province of Bouira. While this localized focus allows for a detailed and context-specific investigation, it may limit the generalizability of the findings to other regions in Algeria or to different educational contexts. Educational conditions such as class size, infrastructure, and resource availability may vary significantly across regions, which means that the results should be interpreted within the specific context of Bouira.

Second, the sample size, although appropriate for a mixed-methods study, remains relatively small. The quantitative phase involved 50 teachers, which provides a reasonable overview of general trends, but may not fully capture the diversity of experiences across all schools. In addition, the qualitative phase included only three inspectors. While their insights are valuable and provide a broader institutional perspective, a larger number of interview participants could have enriched the data and increased the representativeness of the findings.

Third, the study relies primarily on self-reported data collected through questionnaires and interviews. Such data are inherently subjective and may be influenced by participants' perceptions, attitudes, and personal experiences. Teachers, for instance, may emphasize certain challenges while underreporting others, and their responses may not always reflect actual classroom practices.

---

---

Similarly, inspectors' perspectives, although informed by professional experience, may not fully capture the day-to-day realities of classroom interaction.

Another important limitation is the absence of direct classroom observation. Observational data could have provided a more objective and detailed account of classroom management practices, interaction patterns, and student behavior. The inclusion of classroom observations would have strengthened the validity of the findings by allowing for triangulation between reported practices and actual behavior.

In addition, time constraints limited the scope of the study to a cross-sectional design. The research captures teachers' and inspectors' perspectives at a specific point in time, without examining how these perspectives or practices may evolve over time. A longitudinal approach could have provided deeper insights into how teachers develop strategies and adapt to large classes throughout their professional experience.

Finally, certain contextual variables were not explored in depth, such as institutional policies, availability of teaching materials, access to ICT resources, and differences in school leadership. These factors may significantly influence classroom management and teaching effectiveness, and their inclusion could have provided a more comprehensive understanding of the research problem.

Despite these limitations, the study offers valuable insights into the challenges and realities of managing large EFL classes in Bouira. It highlights the discrepancy between pedagogical theory and classroom practice and provides a foundation for further research and practical improvements in similar educational contexts.

---

---

## Conclusion

This chapter has presented and analyzed the empirical findings of the study, with the aim of exploring the challenges of managing large EFL classes in Bouira's public middle schools and identifying the strategies adopted by teachers to cope with these challenges. By combining quantitative data from the teachers' questionnaire with qualitative insights from inspectors' interviews, the chapter has provided a comprehensive and multidimensional understanding of the research problem.

The findings clearly demonstrate that large class size is not an isolated issue but a structural and pervasive characteristic of the educational context. Most teachers reported teaching classes exceeding 35 to 40 students, which significantly exceeds the threshold identified by inspectors for effective implementation of the Competency-Based Approach. This discrepancy highlights a fundamental gap between pedagogical expectations and classroom realities.

In terms of classroom challenges, the study revealed that teachers face considerable difficulties in maintaining discipline, ensuring student participation, managing mixed-ability learners, and providing individualized feedback. Among these challenges, assessment practices, particularly in relation to speaking skills, emerged as one of the most critical areas affected by large class size. The findings suggest that as classroom density increases, teachers are forced to make pedagogical compromises, often reducing opportunities for interaction and relying on selective or simplified forms of evaluation.

At the same time, the results highlight the adaptive capacity of teachers. Faced with structural constraints, teachers develop practical strategies to manage their classrooms effectively. These include peer teaching, task simplification, structured routines, and the use of pair work. While these strategies help maintain a functional learning environment, they also reflect a shift from ideal pedagogical practices toward more pragmatic approaches that prioritize control and feasibility.

Furthermore, the study provides important insights into the implementation of the Competency-Based Approach in large classroom settings. Although CBA is designed to promote learner-centered instruction, interaction, and continuous assessment, the findings indicate that these principles are difficult to fully implement in overcrowded classrooms. This creates a structural tension between educational policy and classroom practice, where teachers are required to apply pedagogical models that are not always compatible with their working conditions.

Another significant finding concerns the role of contextual and institutional factors. Differences between urban, semi-urban, and rural schools, as well as variations in resource availability and infrastructure, further influence teaching conditions and classroom management

---

---

practices. This highlights the importance of considering the broader educational environment when analyzing classroom challenges.

Overall, the chapter demonstrates that managing large EFL classes requires a balance between pedagogical principles and contextual realities. While teachers show resilience and adaptability, their efforts alone are not sufficient to overcome structural constraints. Addressing the challenges of large classes therefore requires not only pedagogical adjustments but also systemic changes, including reducing class size, improving teacher training, and enhancing educational resources.

The findings of this chapter provide a solid empirical foundation for the general conclusion of the study and pave the way for the formulation of practical recommendations aimed at improving the quality of EFL teaching in large classroom contexts.

## **General Conclusion**

## **General Conclusion**

The present study set out to investigate the challenges of managing large EFL classes in public middle schools in Bouira, with a particular focus on teachers' perspectives and the strategies they employ to cope with these challenges. It also aimed to examine the extent to which large class size affects the implementation of the Competency-Based Approach (CBA), which constitutes the official pedagogical framework of the Algerian educational system.

The study was grounded in a comprehensive theoretical framework that addressed key concepts related to classroom management, large class teaching, and language pedagogy. It highlighted that classroom management is not limited to maintaining discipline, but rather involves the integration of instructional organization, behavioral regulation, and socio-emotional support. Furthermore, the concept of "large classes" was examined as a context-dependent construct, influenced not only by numerical factors but also by pedagogical expectations and institutional conditions. The theoretical review also emphasized the central role of interaction, participation, and formative assessment in EFL learning, and how these elements are particularly sensitive to class size.

In order to explore the research problem empirically, a mixed-methods approach was adopted. Quantitative data were collected through a questionnaire administered to 50 EFL teachers, while qualitative insights were obtained through semi-structured interviews with three middle school inspectors. This methodological combination allowed for a comprehensive understanding of both general trends and context-specific experiences.

The findings of the study revealed that large class size is a pervasive and structural feature of the educational context in Bouira. Most teachers reported teaching classes ranging between 35 and 45 students, which significantly exceeds the threshold identified by inspectors for effective implementation of learner-centered approaches. This confirms that large classes are not an occasional challenge but a systemic condition that shapes teaching practices and learning environments.

In relation to the first research question, the results showed that teachers perceive large classes as a major obstacle to effective teaching. Their definition of "large class" goes beyond numerical size and is closely linked to its impact on interaction, participation, and classroom management. Teachers consistently associated large classes with reduced opportunities for individual attention and increased difficulty in maintaining control.

Regarding the second research question, the study identified several major challenges faced by teachers. These include difficulties in maintaining discipline, managing mixed-ability learners,

---

---

providing individualized feedback, and assessing speaking skills. Among these challenges, assessment practices emerged as particularly problematic, as large class size limits teachers' ability to monitor student progress and provide meaningful feedback. These findings highlight the complexity of teaching in overcrowded classrooms and the multiple dimensions of the challenges involved.

In response to the third research question, the study found that teachers adopt a range of strategies to cope with these constraints. The most commonly used strategies include peer teaching, task simplification, structured classroom organization, and the use of pair work. These strategies reflect a pragmatic and adaptive approach to classroom management, where teachers adjust their practices to maintain functionality and control. However, the limited use of ICT tools suggests that innovation remains constrained by contextual factors such as resource availability and training.

With regard to the fourth research question, the findings clearly demonstrate that large class size significantly affects the implementation of the Competency-Based Approach. While CBA emphasizes interaction, collaboration, and continuous formative assessment, these principles are difficult to apply in overcrowded classrooms. As a result, teachers often adopt more teacher-centered practices or simplified approaches, which may limit the effectiveness of competency development. This reveals a structural tension between pedagogical ideals and classroom realities.

Moreover, the triangulation of data from teachers and inspectors confirmed a strong consistency between both perspectives. Inspectors' observations reinforced teachers' reported difficulties and highlighted the need for structured strategies, practical training, and contextual adaptation. At the same time, the findings revealed that classroom challenges are influenced by broader contextual factors, including differences between urban, semi-urban, and rural schools, as well as variations in infrastructure and resource availability.

Overall, the study demonstrates that managing large EFL classes is a complex and multifaceted issue that requires both pedagogical and structural responses. While teachers show considerable resilience and adaptability, their efforts alone are not sufficient to overcome the constraints imposed by overcrowded classrooms. Addressing this issue requires a more holistic approach that considers not only teaching strategies but also systemic factors such as class size, infrastructure, and teacher training.

In conclusion, this study contributes to the understanding of large class teaching in the Algerian context by highlighting the gap between educational theory and classroom practice. It underscores the need for context-sensitive pedagogical approaches and calls for greater alignment between educational policies and classroom realities. The findings also open avenues for further

---

---

research, particularly in exploring innovative strategies, integrating technology, and examining the long-term impact of large class size on language learning outcomes.

## **List of References**

## LIST OF REFERENCES

### 1. Articles

#### a) Periodical Articles

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher–pupil interaction. *Learning and Instruction*, 21(6), 715–730.
- Finn, J. D., Pannozzo, G. M., & Achilles, C. M. (2003). The “why’s” of class size: Student behavior in small classes. *Review of Educational Research*, 73(3), 321–368.
- Glass, G. V., & Smith, M. L. (1979). Meta-analysis of research on class size and achievement. *Educational Evaluation and Policy Analysis*, 1(1), 2–16.
- Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, 52(3), 67–86.
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children’s school outcomes. *Child Development*, 72(2), 625–638.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125–132.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom. *Review of Educational Research*, 79(1), 491–525.
- King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30–35.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety. *Language Learning*, 44(2), 283–305.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management. *Education and Treatment of Children*, 31(3), 351–380.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices. *Child & Family Behavior Therapy*, 24(1–2), 23–50.

- Weinstein, C. S. (1979). The physical environment of the school: A review of the research. *Review of Educational Research*, 49(4), 577–610.
- Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25–38

#### **b. Online Articles**

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. Retrieved from <https://doi.org/10.1191/1478088706qp063oa>
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3–20. Retrieved from <https://doi.org/10.1177/1525822X05282260>
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26. Retrieved from <https://doi.org/10.3102/0013189X033007014>

## **2. Books, Chapters, Reports, Government Publications**

### **a) Books**

- Bray, M., & Varghese, N. V. (2011). *Directions in educational planning: International experiences and perspectives*. Paris, France: UNESCO.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London, England: Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford, England: Oxford University Press.
- Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management* (2nd ed.). New York, NY: Routledge.
- Evertson, C. M., & Emmer, E. T. (2013). *Classroom management for middle and high school teachers* (9th ed.). Boston, MA: Pearson.
- Evertson, C. M., & Weinstein, C. S. (Eds.). (2006). *Handbook of classroom management*. Mahwah, NJ: Lawrence Erlbaum.

- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Harmer, J. (2015). *How to teach English* (2nd ed.). Harlow, England: Pearson.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, England: Routledge.
- Jonnaert, P. (2002). *Compétences et socioconstructivisme: Un cadre théorique*. Brussels, Belgium: De Boeck.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, England: Pergamon.
- Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York, NY: Holt, Rinehart & Winston.
- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Marzano, R. J. (2003). *Classroom management that works*. Alexandria, VA: ASCD.
- Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association.
- Roegiers, X. (2007). *Une pédagogie de l'intégration*. Brussels, Belgium: De Boeck.
- Rogers, C. R. (1969). *Freedom to learn*. Columbus, OH: Merrill.
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Oxford, England: Macmillan Education.
- Tardif, J. (2006). *L'évaluation des compétences*. Montreal, Canada: Chenelière.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: ASCD.
- Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge, England: Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## **b) Chapters**

- Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management* (pp. 17–43). Mahwah, NJ: Lawrence Erlbaum.

- Doyle, W. (1986). Classroom organization and management. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 392–431). New York, NY: Macmillan.
- Swain, M. (2000). The output hypothesis and beyond. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford, England: Oxford University Press.

### **c) Research Reports**

- OECD. (2019). *Education at a glance 2019: OECD indicators*. Paris, France: OECD Publishing.
- UNESCO. (2022). *Global education monitoring report 2022: Gender report, deepening the debate on those still left behind*. Paris, France: UNESCO.
- World Bank. (2018). *World development report 2018: Learning to realize education's promise*. Washington, DC: World Bank.

### **d) Government Publications**

- Ministère de l'Éducation Nationale. (2006). *Réforme du système éducatif algérien*. Algiers, Algeria: Ministère de l'Éducation Nationale.
- Ministère de l'Éducation Nationale. (2006). *Référentiel général des programmes (RGP)*. Algiers, Algeria: Ministère de l'Éducation Nationale.
- Programme National d'Évaluation des Acquis (PNEA). (2019). *Rapport national sur l'évaluation des acquis des élèves*. Ministère de l'Éducation Nationale.
- UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. Paris, France: UNESCO.

## **List of Appendices**

## **Appendix 1: Teacher Questionnaire**

Dear teacher,

This questionnaire aims to investigate the pedagogical challenges faced in managing large EFL classes in public middle schools in Bouira from teachers' perspectives, as well as the strategies they use to address them. Your participation is highly appreciated. Your responses will remain anonymous and will be used strictly for academic purposes. Thank you for your valuable contribution.

### **A. Information: Anonymous**

#### **1. Years of Experience:**

- [ ] 1–5 years
- [ ] 6–10 years
- [ ] 11–15 years
- [ ] Over 15 years

#### **2. Largest Class Size (Number of students):** \_\_\_\_\_

#### **3. Location of School:**

- [ ] Urban (e.g., Bouira Center, Lakhdaria, Ain Bessem, Mehdallah)
- [ ] Semi-Urban (e.g., Haizer, Omar, Ahl El Ksar, )
- [ ] Rural (e.g., Oued Lakhmis, Sidi Yahia, Raouraoua)

## B. Identification of Challenges

Please indicate the extent to which you agree with the following statements, based on your teaching experience.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is difficult to maintain discipline and order					
Providing individual feedback to all students is difficult					
Limited classroom space (small rooms) and double desk make group work activities difficult.					
Assessing speaking skills is the most difficult task.					
Mixed-ability levels are harder to manage in large groups.					

### C. Classroom Management Strategies

Please, indicate how often you use the following strategies to manage your large classes.

Strategy	Never	Rarely	Sometimes	Often	Always
Encouraging stronger students to assist weaker ones. (Peer Teaching)					
Assigning specific places to minimize noise. Fixed Seating.					
Using hand signals/gestures for silence. (Non-Verbal Cues)					
Using ICT tools to maintain students' attention. (ICT Integration)					
Reducing the complexity of activities.(Simplified Tasks)					

### D. Open-ended Insights

**Q1:** In your opinion, what is the "ideal" number of students for an effective EFL Algerian public middle school?

---



---

**Q2:** What is the main difficulty you face when implementing the Communicative Language Teaching (CLT) approach in classes of more than 35 students?

---



---



---



---

**Q3:** If you could suggest one change to the Ministry of Education regarding the issue of large classes, what would it be?

---



---



---

---

**Q4:** Can you describe a successful lesson you taught in a large class? What factors contributed to its success?

---

---

---

---

**Q5:** What professional development have you received related to teaching large-class, and how has it influenced your practice?

---

---

---

---

---

## **Appendix 2: Inspector Interview**

### **1-Greeting and rapport-building**

Good morning, Inspector (NAME). First of all, I would like to sincerely thank you for taking the time out of your busy schedule to meet me today. Your willingness to participate in this interview is highly appreciated, and your insights will be incredibly valuable to this study. I am Mr. LAMRI and this is my pair Mr. GACI, and we are a Master's students in Didactics and Applied Languages at the University Akli Mohand Oulhadj, Bouira. We are currently conducting a qualitative research project titled: '*Challenges in Classroom Management in Bouira Public Middle Schools: Teachers' Perspectives and Challenges.*' While we are gathering data from EFL teachers, we believe that a teacher's perspective only shows part of the picture. As an inspector, you possess a broader, systemic view. You are observing multiple schools, guide various teaching practices, and bridge the gap between official ministerial guidelines and the reality of the classrooms here in the Province of Bouira.

### **2-Permission and comfort**

Would it be okay if I record our conversation? This will only be used for research purposes.

### **3-Preparation prompt**

You've visited many schools over the years, so you've seen a wide range of classroom realities... That's really interesting.

-Could you walk me through a concrete example from a real classroom?

-What did that look like in practice?

From your experience across the Wilaya of Bouira, when does a class start to feel too large for effective teaching, especially with the Competency-Based Approach?

Since CBA relies heavily on interaction, do you think meaningful interaction is still possible in a class of around 35 students within a 55-minute session? Why or why not?

### **B. Observed Classroom Strategies:**

-Can you recall a moment when you observed a teacher successfully handling a very large class?

-What stood out to you, was it their classroom design, voice, materials, or something else?

Many teachers hesitate to use group work because it can get noisy or hard to control.

-What practical grouping strategies have you suggested that actually work in these conditions?

In large classes, levels can vary a lot.

-How do teachers keep advanced students engaged while still supporting those who struggle?

### **C. Assessment and Evaluation Challenges:**

On-going assessment is a key part of CBA, but it can become overwhelming with large numbers of students.

-How do you advise teachers to handle this without feeling exhausted?

Speaking activities are often the first to be reduced in crowded classes.

-Have you come across any creative or practical ways teachers still manage to assess oral skills?

#### **D. Professional Development Context**

-As you see it, do the training sessions (Journées de formation) really address the realities teachers face in large classrooms, or they remain too theoretical only?

-Are there challenges specific to our region, such as differences between rural, semi-urban and urban schools that make large class management even more difficult here?

#### **E. Closing the Interview**

-Do you have anything else we haven't tackled you think is important to add about managing large EFL classes?

Thank you again for your time and for sharing your valuable experience!