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Submitted by:

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Investigating The Challenges Teachers Face in Implementing Competency -Based

Approach within the Overcrowded Classrooms in Algerian Schools.

Case Study: Secondary School Teachers in Biskra

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in Science of Language

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Declaration

I, BOUBAKEUR Abir, hereby declare that the work I have submitted is entirely original with no submissions to other universities or institutions for credit toward a degree. Additionally, I affirm that the references list contains all of the sources that are mentioned and quoted in this work. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

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Dedication

I dedicate this work

To my beloved parents, you are the reason for who I have become. Thank you for your continuous care and support. To my dear ones, my husband and children, Abadallah and Aroua. To my beloved sister and brothers, thank you for being there for me when I needed you. To my dear colleagues, who made this experience exciting. And to everyone that helped with this work …...

Thank you

Abstract

This present study explores the complicated challenges that secondary school teachers in Biskra, Algeria, face when implementing the competency-based approach (CBA) in the common setting of crowded classrooms. With a particular focus on a sample of 28 teachers selected from different secondary schools in Biskra, the study seeks to offer a comprehensive assessment of the structural, pedagogical, and practical barriers that prevent successful CBA integration. The research adopts qualitative data gathered through research questionnaire that allows for a comprehensive analysis of teachers' perceptions, experiences, and the observable realities of CBA implementation in their daily practice. The qualitative research delves deeper into specific challenges, including difficulties in providing individualized feedback, managing diverse learning needs, conducting authentic assessments, and fostering collaborative learning in large class settings. The findings indicate that teachers in Biskra face significant hurdles. Overcrowding emerges as a central impediment, directly impacting teachers' ability to effectively monitor student progress, provide differentiated instruction, and student-centered activities. The ultimate goal of this study is also to produce suggestions with empirical support for curriculum designers, educational administrators, and policymakers in Algeria and similar settings. This study makes a substantial contribution to the current discussion on educational reform and its successful application in developing countries by illuminating the lived experiences of educators who are working to adopt progressive educational paradigms under difficult conditions.

Key words: Competency- Based Approach (CBA), overcrowded classes, challenges, secondary schools, Algeria.

List of Abbreviations and Acronyms

CBA: Competency Based Approach.

CBE: Competency Based Education.

MNE: Ministry of National Education.

ICT: Information and Communication Technology.

CMS: Course Management System.

FLT: Foreign Language Teaching.

ESL: English as Second Language.

CBLT: Competency Based Language Learning.

TBL: Technology Based Learning.

LCA: Learner Centred Approach.

PD: Professional Development.

QEP: The Quebec Education Programme.

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General Introduction

Background of the study

Traditional content-based curricula have given way to more dynamic and learner-centered approaches in the global educational environment. The Competency-Based Approach (CBA henceforth) is one of them that has become quite popular all around the world, particularly in underdeveloped countries. Instead of just emphasizing the acquisition of theoretical knowledge, CBA places an emphasis on the development of practical skills, knowledge, and attitudes that allow learners to carry out certain activities or responsibilities efficiently. This paradigm seeks to provide students the skills they need to face real-world problems by encouraging critical thinking, problem-solving, and adaptability—all of which are essential for both individual growth and 21st-century societal advancement.

Algeria started a thorough overhaul of its educational system in accordance with global educational reforms, including the Competency-Based Approach into its curricula at all levels. The goal of this calculated action, which was started in the early 2000s, was to improve educational quality, match learning objectives with socioeconomic needs, and get Algerian youth ready for a world that is becoming more and more competitive. The goal of implementing CBA in Algerian schools was to change teaching methods by promoting active learning, teamwork, and the development of transversal abilities instead of rote memorization.

However, the transition to a competency-based system is inherently complicated and challenging, particularly when there are institutional and resource limitations. Despite having solid theoretical underpinnings, CBA usually faces significant challenges when used in practice. These challenges typically include a lack of instructional resources, stringent evaluation protocols, poor teacher training, and resistance to change from several educational system stakeholders.

The problem of overcrowded classrooms is a particularly prevalent and important issue in Algerian education, which seriously hinders the successful application of the competency-based approach. The high student-teacher ratio in many Algerian public schools, particularly in urban and semi-urban regions, results in classes with considerably more children than are ideal for learning. The core tenets of CBA are compromised by the numerous pedagogical and practical challenges brought on by this congestion. In a classroom full of kids, competency-based learning requires focused attention, differentiated instruction, engaging activities, and regular formative assessments—all of which are extremely challenging, if not impossible, to do.

These issues mostly affect teachers, who serve as the main learning facilitators. They are charged with the difficult duty of converting the theoretical underpinnings of CBA into useful classroom exercises, sometimes with little funding and in an unsuitable setting. Teachers are under tremendous pressure to manage a sizable class of varied students, cover the curriculum, and concurrently develop individual capabilities. They could find it difficult to keep track of each student's progress, give prompt feedback, manage group projects, or simply keep the classroom in order, which would impair the standard of instruction and the competency-based curriculum's intended learning goals.

Even though CBA is widely used and overcrowded classrooms are a recognized problem in Algeria, there is a noticeable lack of empirical research that focuses on the direct difficulties teachers encounter when putting the Competency-Based Approach into practice in these crowded classrooms in Algerian schools. It is essential to comprehend these particular challenges from the viewpoint of the teachers in order to create focused interventions, offer pertinent professional development, and eventually increase the effectiveness of CBA implementation in the Algerian educational system. Therefore, the purpose of this study is to investigate and clarify these issues in order to advance a more sophisticated comprehension of the actualities of educational reform in Algeria.

Statement of the problem

The goal of the Competency-Based Approach (CBA), a contemporary pedagogical paradigm that is extensively used around the world, including Algeria, is to change the emphasis of education from rote memorization to the development of practical skills, critical thinking, and real-world application. For this learner-centered approach to promote in-depth learning and skill mastery, interactive techniques, differentiated instruction, chances for personalized feedback, and active student engagement are all necessary.

However, the widespread and enduring problem of overcrowded classrooms severely hinders the proper implementation of CBA's revolutionary potential in Algerian secondary schools. Due to the high student-teacher ratio, restricted physical space, and lack of specialized resources, these huge class sizes frequently result in an atmosphere that is fundamentally at odds with the interactive, learner-centered, and activity-based techniques that are at the heart of CBA. Attempting to deliver CBA successfully presents significant pedagogical and logistical obstacles for teachers, who are essential to the successful

implementation of this reform. They find it difficult to apply active learning techniques, deliver instruction that is varied to meet the requirements of a wide range of students, give prompt, individualized feedback, and control classroom dynamics in a way that promotes competency growth for many students at once.

There is still a lack of thorough research that focuses on the lived experiences and specific difficulties faced by Algerian secondary school teachers as they manage this dual reality, even in light of the policy-level adoption of CBA and the well-known issue of overcrowded classrooms in Algeria. Efforts to assist CBA implementation run the danger of being misguided or ineffective if these particular challenges are not clearly understood from the teachers' point of view. This might compromise the intended benefits for student learning outcomes and the general quality of education. Therefore, by methodically examining the difficulties Algerian secondary school teachers have when putting the Competency-Based Approach into practice in packed classroom environments, this study aims to close this crucial information gap.

Objectives of the study

a. To determine the particular difficulties instructors encounter when putting the Competency-Based Approach into practice in crammed classrooms in secondary schools in Algeria.

b. To investigate, within the context of CBA, how crowded classrooms affect student participation, individualized instruction, and skill development.

 c. To make suggestions and tactics for reducing the difficulties involved in applying CBA in crowded classrooms.

Research questions

The following research questions will be investigated in this study:

A-What are the primary obstacles educators encounter when putting competency-based methods into practice in large class sizes?

B- How do educators differentiate instruction and assessment in large-class, competency-based classrooms?

C- What methods and suggestions are there to get around the difficulties of putting CBA into practice in Algerian overcrowded classrooms?

Research Hypothesis

If teachers in overcrowded Algerian classrooms have insufficient time for individualized student attention, limited resources for differentiated instruction, and lack specific training in managing Competency-Based Approach (CBA) methodologies within large class sizes, then they will face significant challenges in effectively implementing the CBA, which will lead to a compromise in the depth of competency development among students.

Methodology

In order to investigate the various challenges that secondary school teachers have while putting the Based on competencies Approach (CBA) into practice in Algerian classrooms that are overcrowded, this dissertation uses a qualitative research technique. This method was used in order to obtain a thorough grasp of the perspectives, living

experiences, and complicated instructional practices of instructors in such demanding settings.

Research design

For this study, a descriptive qualitative research design was used. Rich, in-depth descriptions and interpretations of the participants' experiences are made possible by this approach, which is especially well-suited for investigating complicated phenomena from their point of view. Because the study issue was exploratory, a qualitative technique allowed for the gathering of detailed accounts and viewpoints, offering insights that quantitative methods would miss.

Participants and Sampling

Secondary school teachers in Biskra, Algeria, were of the study.28 secondary school teachers with firsthand experience applying the Competency-Based Approach in their classrooms—especially those working in overcrowded environments—were chosen using a purposive sample technique. The purposeful selection of examples with a wealth of information pertinent to the study issue was made possible by this non-probability sampling technique. To guarantee a certain level of diversity in their viewpoints and experiences, the participants were selected from a variety of secondary schools in the Biskra area. Teachers were made aware of the study's goals and their voluntary participation before they began, guaranteeing their agreement.

Data Collection Instrument

A semi-structured questionnaire served as the main tool for gathering data. This instrument was created with open-ended questions to elicit extensive, narrative replies from

the instructors, which is in line with the qualitative aspect of the study, even though questionnaires are often linked with quantitative research. The questionnaire was divided into many sections with the following goals in mind:

- **Demographic Information:** Basic information on the instructors, such as years of experience and degree of qualification.

- **Experiences Implementing CBA:** Inquiries aimed at their real-world experiences putting CBA ideas into practice in the classroom.

- **Problems with Overcrowded Classrooms**: Particular open-ended questions intended to extract in-depth explanations of the challenges brought on by big class numbers (e.g., influence on active learning, tailored feedback, classroom management, evaluation).

- **Intersections between CBA and Overcrowding:** Questions that focus on how overcrowding makes CBA implementation more difficult or worse.

- **Coping Strategies and Needs:** Questions about the coping mechanisms instructors presently use and their perceived need for more assistance.

Participants were able to freely and fully express their opinions because to the open-ended approach, which produced rich qualitative data that went beyond basic answers.

Data Collection Procedure

The questionnaire was administered directly to the selected 28 secondary school teachers in Biskra. Prior arrangements were made with school administrations to ensure

ethical clearance and facilitate the distribution and collection process. Teachers were given sufficient time to complete the questionnaire at their convenience, typically within a week, to allow for thoughtful and detailed responses. Confidentiality and anonymity were strictly maintained throughout the data collection process to encourage honest and candid feedback. Completed questionnaires were collected personally by the researcher.

Data Analysis

Thematic analysis was used to examine the qualitative information obtained from the surveys, adhering to the six stages described by Braun and Clarke (2006):

- **Familiarizing with the data:** To obtain a thorough grasp of the information and to spot any preliminary trends or concepts, the researcher went over each questionnaire response several times.

- **Generating initial codes**: Selected passages of text from the responses that encapsulated the main ideas of the participants' statements about difficulties, experiences, and perceptions were given preliminary codes**.**

- **Searching for themes:** These original codes were subsequently categorized and arranged into more comprehensive, overarching themes that reflected important insights and recurrent patterns throughout the dataset.

- **Reviewing themes:** To make sure the themes appropriately represented the data and to improve their definitions and bounds, each one was rigorously examined against the complete dataset. This required examining the themes' outwards uniqueness and internal coherence.

- **Defining and Naming Themes:** Every topic was given a clear definition and a succinct, illustrative name. In order to create a cohesive story, the connections between various topics were also taken into account.

- **Producing the Report:** The results and discussion chapter provided a thorough understanding of the difficulties instructors experienced by presenting the concluding themes and substantiating excerpts from the teachers' comments.

This systematic approach to qualitative data analysis ensured rigor and trustworthiness in the interpretation of the rich textual data provided by the teachers.

Significance of the study

Many stakeholders in the educational system will be significantly impacted by this study on the difficulties instructors have while applying the Competency-Based Approach (CBA) in packed classrooms, especially in settings like Algerian schools. Through illuminating the pragmatic challenges faced, this study seeks to make a significant contribution to educational policy, pedagogical practice, and future research.

1. For Curriculum Designers and Policymakers in Education

The findings of this study will provide crucial empirical support to curriculum developers and policymakers at the national and regional levels. Understanding the specific obstacles that prevent CBA from being used effectively in crowded settings would enable them to:

 * **Create Realistic regulations**: Rather of enforcing a "one-size-fits-all" approach, create more practical and context-sensitive educational regulations that recognize the reality of

big class sizes.

*Update Curriculum Guidelines: Provide input for the update of the CBA curriculum guidelines to incorporate workable solutions and modifications for packed spaces, guaranteeing that the desired learning results are attainable.

*Effective Resource Allocation: To enhance CBA under difficult circumstances, more strategically direct the distribution of resources (such as instructional materials, classroom space, and technology tools).

*Inform Teacher Training Programs: Use data to create and carry out more focused and successful professional development initiatives that give educators the tools they need to effectively manage CBA in sizable, varied classrooms.

2- For Head Teachers and School Administrators

Leading the charge in putting educational changes into practice are head teachers and school administrators. This study will provide them with important information to:

*Offer Targeted Support: Determine which particular areas—such as resource usage, large-group assessment methods, and classroom management strategies—need assistance from instructors and customize professional development for them in their schools.

*Optimize Resource Utilization: Make well-informed choices on the best ways to use or modify currently available school resources to support CBA in packed classrooms.

*Promote Collaborative Practices: To exchange best practices and get beyond shared obstacles, instructors should be encouraged to create peer-learning networks and cooperative tactics.

*Encourage Change: Give administrators the information they need to push for important policy changes, such smaller class sizes or more financing for school facilities.

3. For Teachers

The effectiveness of the CBA is largely dependent on the experiences of its teachers, who are its main implementers. Teachers will immediately benefit from this study by:

Validating Their Experiences: Expressing and acknowledging the practical challenges they encounter might help them feel less alone or inadequate and promote understanding.

Finding Coping Strategies: It may be possible to find and share creative coping techniques or successful coping mechanisms that some instructors are currently using to deal with packed CBA classrooms.

Promoting Professional Development: By drawing attention to particular training requirements, educators are better equipped to push for pertinent professional development opportunities that take into account their particular difficulties.

Enhancing Pedagogical Practice: Providing useful advice and insights to assist educators in improving their teaching practices, evaluation approaches, and classroom management tactics to better meet the needs of CBA in big courses.

4. For Learners

Ultimately, improving student learning is the aim of educational reform. This research indirectly helps students by enhancing the application of CBA through:

* Improved Learning Experiences: Even under difficult circumstances, a more successful CBA implementation can result in improved skill development, deeper comprehension, and more interesting learning opportunities for students.

* Better Competency Development: By addressing the difficulties instructors encounter, we can make sure that students acquire the necessary competencies rather than just rudimentary information.

5. For Future Research and Academia

Additionally, this dissertation will add to the corpus of scholarly literature already in existence by:

* Closing a Research Gap: Examining a particular and little-studied aspect of CBA implementation in Algeria's particular setting of packed classrooms.

* Establishing a Baseline: Providing a baseline study that may be used as a starting point for upcoming longitudinal studies, comparison studies, or inquiries into certain facets of CBA implementation.

* Informing Theoretical Frameworks: Assisting in the development of theoretical frameworks pertaining to curriculum implementation, classroom management in various circumstances, and educational reform.

In conclusion, this study aims to offer practical insights that can result in better teaching methods, more effective educational policies, and ultimately a more robust and equitable learning experience for students in Algeria and comparable contexts around the world by carefully analyzing the difficulties of implementing CBA in crowded classrooms.

Structure of the Study

   This dissertation consists of a general introduction, three chapters, and a general conclusion. the first chapter introduces the Competency-Based Approach (CBA), a popular pedagogical paradigm in education, focusing on practical skill learning and comprehensive student development. It also reviews teaching and learning within CBA, comparing it with earlier methods and highlighting its benefits. It also discusses the incorporation of CBA into Algeria's educational system and the importance of instructional materials in fostering this revolutionary paradigm. The second chapter explores overcrowding in classrooms, a prevalent issue in educational institutions worldwide. It highlights the impact on student engagement, teacher wellbeing, and instruction quality. The chapter emphasizes active teaching strategies in high-density settings, focusing on Algeria's unique class size situation. It also explores the potential of technology in addressing crowded classrooms, highlighting its potential to improve learning opportunities while reducing negative consequences. The last chapter analyzes a survey of 28 secondary school teachers using a qualitative method, identifying key themes and patterns. It provides a nuanced view of their experiences, attitudes, and difficulties in the educational setting, enhancing and supplementing previous theoretical conversations.

Chapter One : The Competency Based Approach

Introduction

     In this chapter, the Competency-Based Approach (CBA), a pedagogical paradigm that has become more popular in educational institutions around the globe, is introduced. We start by clearly defining CBA, including its fundamental ideas and unique characteristics. Following that, we examine the core traits and goals of CBA, illuminating its pursuit of promoting both practical skill learning and comprehensive student development. After that, the chapter moves to a review of teaching and learning within a CBA framework, explaining the changes in student roles and instructional approaches that this approach requires. A crucial part of our conversation is evaluating and contrasting CBA with earlier methods, stressing its benefits, and pointing out significant philosophical and practical variations. Additionally, we will examine the reasons behind, difficulties with, and achievements of CBA's incorporation into Algeria's educational system. In conclusion, the chapter will highlight the most important factors to take into account when selecting CBA in Algeria, providing information on the best ways to apply it and the critical role that instructional materials have in fostering this revolutionary paradigm of education.

1- Competency Based Approach

1.1. Definition of the Competency-Based Approach

     Competency-Based Approach (CBA) is the process of applying competency-based instruction standards to dialect instruction. Acing specific competencies and aptitudes is the unit of movement in a CB program because it is learner- or participant-centered and aims to teach understudies the basic skills they need to prepare them for situations they

would frequently encounter in daily life.

According to Norland and Pruett-Said (2006), adult education English as Second Language (ESL) started utilizing competency-based education (CBE), a method to literacy and adult education, in the 1970s. Teaching competences is at the heart of competency-based ESL. A competence is a task-based goal that the learner must accomplish. Basic survival skills including transporting, seeing the doctor, and purchasing supplies are frequently included in competencies.

Competency Based Education (CBE) focuses on the outcomes or yields of learning within the enhancement of programs, depending on competencies. It describes educational goals in terms of precise, measurable representations of the knowledge, skills, and behaviors that students should possess at the end of a course of study. As a result, CBE focuses on what the students are expected to do with the language. Competencies, however, might also be objectives for professionals or students to achieve. In a competency-based approach, learners' needs are assessed, competencies are chosen based on those requirements, training is tailored to fulfill those needs, and learners' success in meeting the competencies is evaluated. The main strategy still employed in adult education ESL programs financed by the US government is competency-based instruction. "The broader general outcomes associated with education can be described in competency terms, measured and effected through learning experiences," contend Rodgers et al. (1995). Chelli, 2012: 47 cites The primary learning outcomes in the educational process, such as speaking and writing, are determined by the competence conditions and computed and assessed during the learning process.

The most crucial feature, according to ELT materials produced for competency-based education, is that it gauges learning rather than time. Pupils advance by demonstrating their competency, which entails demonstrating that they have acquired the skills and information (referred to as competences) needed for a demanding course, no matter how long it takes. Although more conventional models can and frequently do assess proficiency, they are time-based courses that run around four months, and students can only go on after putting in the necessary seat time. Even if they could have finished the coursework and passed the final test in half the time, this is nonetheless the case.Therefore, competency-based learning enables us to maintain learning constant and let time vary, whereas the majority of colleges and universities hold time requirements constant and allow learning to change.

According to De Ketele's (1996) definition, the CBA is distinct from content-based teaching programs, often known as time-based programs, which are predicated on achieving "specific objectives." It outlines the course material in full, including the knowledge needed to complete activities related to this topic and, most importantly, the circumstances in which these activities are effective.

To encourage additional activity and skill development, the instructor should place the student in interactions where he exhibits the ability to communicate orally, even if he employs fail tactics. It is crucial for the teacher to monitor the student's behavior while completing this task in order to determine whether or not the student has acquired the ability to communicate verbally. If the student uses his mother tongue, the teacher should recreate similar scenarios until the student feels as though he has made progress in the foreign language. Tests are occasionally administered to gauge a student's contribution, and grades are assigned to compare results and assess the student's development.

1.2. Characteristics of the Competency-based Approach

With competency-based education (CBE), the focus is shifted from what students know—almost dialectically—or the clear knowledge of rules like language structure to what they can actually do with it. Therefore, the course planning starts with the identifiable evidence of the tasks the student will need to complete in a particular environment (for example, working as a company employee, a restaurant chef, or a specialist) and the dialect required for those tasks. Richards (2006) states that a standard method of determining the competencies for a course aimed at preparing students for the workforce includes the following:

- Using simple help-wanted ads to differentiate one type of employment from another.

- Depicting work involvement and claim abilities.

- Depicting the ability to complete a simple job application with assistance.

- Developing relevant and accurate forms of distinguishing evidence for business.

- Identifying charge shapes, social security, and salary assessment results.

- Demonstrating a thorough comprehension of business goals, regulations, guidelines, and security. In this instance, the creators of the course would then have the opportunity to plan dialect lessons based on these competencies.

In conclusion, the following notes can be used to summarize the CBE characteristics:

• Members progress through the directions program at their claim rate by demonstrating the fulfillment of the necessary competencies.

 • Competencies to be accomplished are carefully identified and selected in progress.

• Dialect learning objectives are divided into barely defined sub-objectives to give both teachers and students a clearer sense of progress; this allows for self-paced learning.

• Persistent and ongoing evaluation preparation.

• Understudy-centered instruction in terms of objectives, tempo, and level, which are further defined in terms of individual needs.

1.3. Objectives of the Competency-Based Approach

Competencies are a representation of the basic skills, knowledge, attitudes, and actions needed to carry out a task or movement in the real world. Teachers and students can revitalize their teaching and preparation programs by using the CB approach to dialect education and evaluation. The clear identification of expected outcomes and the constant criticism that CB appraisal can provide an execution diagram of dialect assignments that lead to an illustrated dominance of dialect related with specific abilities that are fundamental for people to operate capably within the society in which they live will subsequently improve the quality of instruction and understudy learning (Auerbach, 1986).

It is clear that the CBA is distinguished by its emphasis on learning outcomes as the primary goal of the teaching process. Highlights of using CBLT programs in dialect instruction were identified by Richards and Rodgers (2001) as follows:

• A focus on productive social work.

• A focus on life skills, Competency Based Language Learning (CBLT) teaches dialect as a means of communication around tangible tasks rather than teaching it in isolation. The goal is to enable understudies to become self-sufficient individuals capable of adjusting to the demands of the outside world. Understudies receive instruction in the dialect shapes necessary for the conditions under which they will operate.

•Task-or execution-centered instruction:

the focus is on the outcomes that students can achieve after receiving instruction, rather than on dialect knowledge or the ability to discuss dialect and skills.

• In order to let understudies know what behaviors are expected of them, the results are openly disclosed in terms of behavioral destinations. Richards (2006) cites.

Based on the aforementioned points, it can be concluded that the main goal of CBLT is to assist understudies in becoming more persuasive in their mental, social, communicative, and social execution of tasks in the real world. In short, students will:

• Develop the ability to think deeply and comprehend problems.

• Possess creativity, the ability to control research, and the ability to formulate and test hypotheses.

• Transfer their proficiency in English to different learning environments.

• Develop a variety of communication skills.

• Be aware of quality execution (e.g., ventures and introductions)

• Be prepared to put in a lot of effort; and be a lifelong learner.

1.4. Teaching-Learning in the Competency-based Approach.

CBLT highlights what learners are expected to understand with the target dialect because it may be an instructional method that focuses on the outcomes of dialect learning. The method then views the learning outcomes as being more important than the actual learning process. What students are expected to achieve with the acquired language is the focus of competency-based language instruction. To put it another way, CBLT transforms consideration that is lacking from methods or classroom forms into tangible outcomes that can be demonstrated. The following four essential components—the educator, learner, competency, and assessment—are essential to any competency-based educational modules, but that does not mean that the learning-teaching preparation is cruelly ignored. Because the four are interrelated, using the collective four well will result in positive outcomes in Foreign Language Teaching (FLT), as shown in the diagram below by Fletcher (1991)

Figure 01: A model of competency based syllabus in EFL
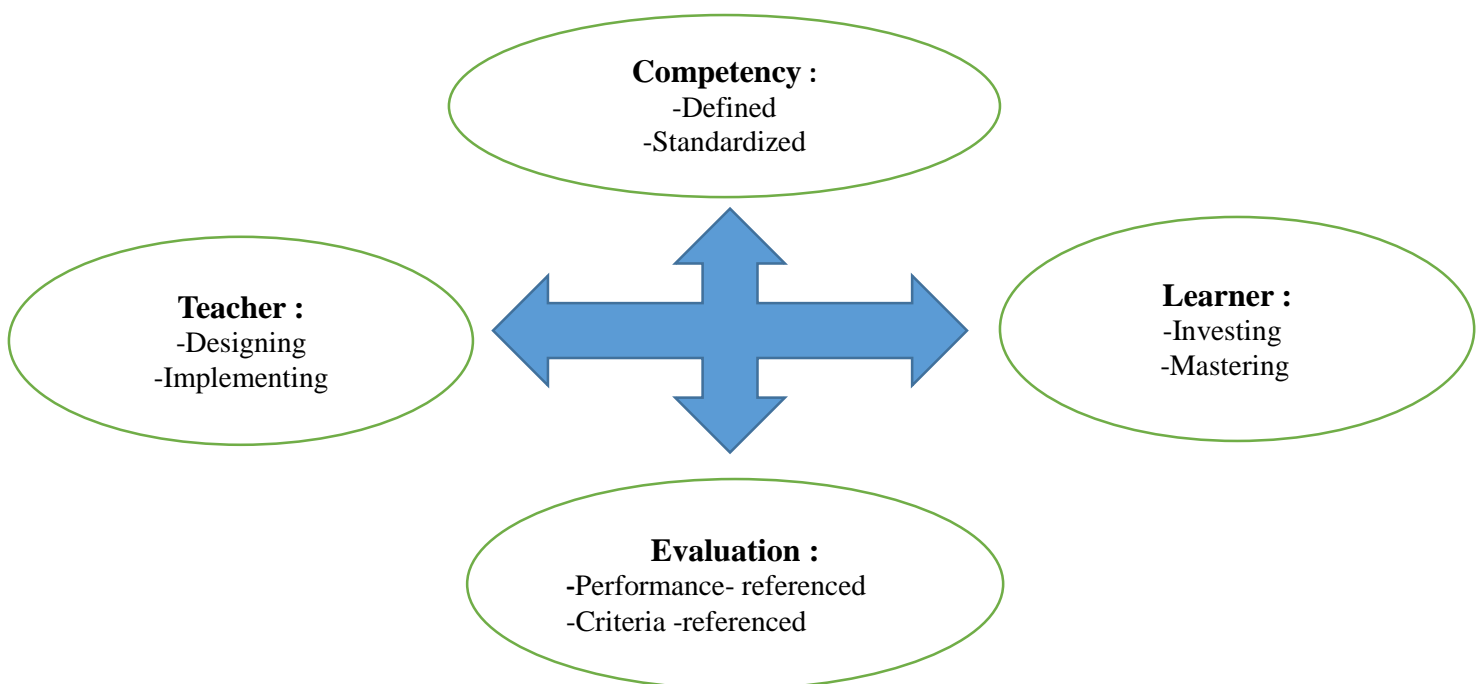
1.4.1. Competency

A person's ability to construct and comprehend sentences, including ones they have never heard before, their understanding of what constitutes a sentence in a given language and what does not, and their capacity to identify ambiguous and deviant sentences are all considered aspects of competence, according to Richards and Schmidt (2002). A speaker or listener who is considered competent is frequently an idealized but unreal individual who is fully conversant in the language. Performance, or how people actually use the language in speech and writing, is distinguished from competency. On the other hand, the competency described in ELT articles is always associated with "know-how-to act," meaning that it involves managing the process and considering how to act and solve the problem. According to the same article, the competency is defined as an arrangement of theoretical and technical knowledge components arranged into operational schemes that help identify a problem-task and its resolution through an effective action within a set of situations. In other words, the competency functions similarly to a system and manifests when a student encounters difficulties and uses it to resolve those issues. A competence is the set of skills and information needed to solve a particular problem. A competence is the last phase of a series or a time period and establishes the learner's intermediate and long-term growth possibilities since it can be assessed through performance. According to the Quebec Education Programme (QEP), a competence is a collection of actions predicated on the effective mobilization and use of a number of resources. The term "set of behaviors" describes the ability to effectively employ a range of resources, both within and outside the home, especially knowledge gained in the classroom or in day-to-day activities. The term

"resources" encompasses not just the knowledge that pupils have acquired in the classroom but also their experiences, abilities, passions, etc. Students may depend on a variety of external sources, including their teacher, peers, certification, etc.

Finally, the concept of effective resource mobilization and usage suggests that a competency's activities go beyond a simple instinctive response or reaction. It suggests that students consciously learn and use scholarly and social concepts and abilities to discover an appropriate response to a question or the solution to a problem in order to accomplish a clearly defined goal. It is a sophisticated and evolving competence. According to Myre (2000), a competency is observable in terms of the participant's performance; it necessitates a variety of skills (having sufficient ability, experience, and knowledge to be able to do something well); it represents a personal accomplishment in real-world situations and contexts; and it aids in ensuring the performer's (learner/student) skills (quoted in an ELT article). Almost all academics argue that competence is the capacity or method of thinking to use a student's intelligence to solve an issue.

1.4.2. The teacher

Competency-Based Approach does not necessitate the subservience of instructors since it is learner-centered. Any approach's assumptions on language theory and language learning theory have a direct bearing on the teacher's role. The responsibilities of the instructor under the competency-based approach are comparable to those associated with the new technique. Teachers are now expected to act as facilitators who engage students in activities and assist them in developing learning methods for successful learning, rather

than merely imparting knowledge and filling in gaps. As a resource person consulted for information or advice, she/he is a counselor because she/he is an example of "an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback" (Richards and Rodgers 78). Additionally, by using individual instruction as needed, the instructor must take into account the uniqueness of each student, who does not all progress at the same pace. The instructor must also be an examiner and a student, particularly when it comes to how projects are carried out and what conditions must be fulfilled in order for those projects to be completed.

Additionally, the teacher must introduce the students to teamwork through pair and group projects, which are crucial for a socioconstructive view of education. To put it briefly, the instructor must assist students in feeling accountable for their education. For instance, just as there are roles for the professors, there are also roles for the students.

1.4.3 The learner

The competency-based approach is learner-centered; students are no longer passive recipients of information; instead, they actively participate in the learning process rather than passively; and they must build and mobilize their resources in order to effectively handle a problem-situation. As a result, students must devise plans that help them get beyond these challenges, learn how to solve problems, and reach their full intellectual potential. Students better integrate what they are studying when they put what they are learning into practice. Collaboration and information negotiation are also necessary. In an effort to assist students take greater responsibility for their education and analyze their own learning, the competency-based approach encourages students to self-evaluate.

1.4.4. Evaluation

It is fundamental to take into account contemporary assessment tools that work with the underutilized standards if instruction follows the competency-based education approach. The evaluation of dialect learners has always involved controlling knowledge-based assessments. In contrast to earlier dialect instruction evaluation methods, the key focus of CBLT instruction and assessment is on demonstrating the authority of significant abilities. (Mulder et al, 2007).

1.5 Comparing and Contrasting CBA to Previous Approaches

Each approach differs in various ways, with each one being unique and exceptional in its own way. Here, we contrast the CBA with previous approaches, as shown in this table:

Table 03: Comparing and contrasting CBA to previous approaches

Previous approaches	CBA
The instructor is a knowledge-source who spoon-feeds the students.	Students are responsible, productive, and active participants in the learning process.
Students aren't given many opportunities by the teacher to figure out meaning on their own without assistance.	Students infer meaning
English is only used in teacher-student interactions in the classroom.	Students conduct outside research for their projects

The majority of interactions take place between teachers and students.	The majority of interactions take place between students in small groups and pairs.
What students will do and how they will accomplish it are determined by the teacher.	When it comes to choosing what they will do and how, learners are more in charge.
The instructor is the one who evaluates, and the evaluation is centered on the final product—what the students create.	Students and teachers share assessment information. In other words, there is greater evaluation by peers and by oneself. And that evaluation is for both the final product or outcome and the method used to get there.
Learners gain information about language but lack the abilities necessary to apply it.	Students gain the ability to use and apply their language knowledge, as well as social, research, critical thinking, and decision-making abilities, as well as computer capabilities.

1.6. The adoption of CBA in Algeria

Reforms to educational institutions seek to modernize learning objectives and aims to better meet the demands of people, society, and the global community in the twenty-first century. Algeria has implemented educational reforms since 2002 with the goal of assisting our students in gaining the abilities and skills required to meet the challenges of the twenty-first century. English has been incorporated into primary, middle and high school curricula by the Ministry of National Education (MNE), where students study it for ten years. This is because English is the most commonly spoken language in the world and is widely utilized in scientific and technological domains. The English curriculum designers emphasize its significance by pointing out that Algerian English instruction attempts to immerse students in the contemporary environment. Additionally, it enables people to communicate with global communities, discuss and exchange ideas across many domains, comprehend one another, and coexist peacefully.

Prior to 2003, the Aural-Oral Approach, Objective-Based Approach, and Communicative Approach served as the foundation for Algeria's educational system. The MNE chose to implement the Competency-Based Approach (CBA) in 2003 in order to address the shortcomings of the earlier strategies. This method is based on constructivist learning theories and incorporates the Learner-Centred Approach (LCA) principles. According to Attard et al. (2010), p. 5, those methods "take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking, and reflective thinking."

The competency-based program offers learning situations and situations of integration that place learners at the center of the learning process and involve them in knowledge self-

appropriation, a feature related to LCA, according to the MNE (2006), highlighting the efficacy of the CBA. These educational settings support students' initiative and inventiveness. Additionally, they support students in applying a variety of learning techniques and applying what they have learned to address challenges in the actual world. Additionally, in order to increase students' sense of independence and responsibility, the program designers incorporated project work and group work pedagogy into the teaching process.

Furthermore, the Algerian government needed to adopt the CBA in order to stay up to date with the latest teaching methodologies. In actuality, the Ministry of National Education utilized the CBA in Algerian schools for other reasons. First, in the era of globalization, which has connected nations and cultures, the CBA is crucial. English is the lingua franca in a globalized world, making it more crucial than ever to learn it. Since we now live in a "global village," English should be given a high prestige even though French is still the most widely used foreign language. This is because it may be necessary to communicate with other people. Second, the era of globalization, which creates connections between various nations and cultures. Second, preparing students for the future is one of the primary goals established by the Ministry of Higher Education. As a result, schools must assist students in acquiring the skills necessary to become successful professionals who will meet the demands of society and contribute to the economic development of the nation. Third, authorities have implemented the current reforms to raise students' level and improve the quality of education due to the shortcomings of the previous approaches. It appears that the educational system is not changing in a positive way, even with the recent reforms. The majority of instructors complain about their students' usually

poor achievement. Furthermore, they consistently use a sign to acknowledge that theory and practice are not aligned. As a result, it becomes imperative that we look into the causes of the CBA's failure in Algeria and offer some fixes to raise the acceptable level of students.

1.7 The Best Elements to Choose CBA in Algeria

Education has been using competencies for a few decades. The objective is to motivate the learner to apply his knowledge while completing tasks at the academic, social, and professional levels since his social and personal growth is given priority. In order to ensure practical and long-term learning, the curriculum was designed. Despite their novelty, the objectives of the competency-based program are not new.

Fundamentally, the development of universal "know-how" procedures and the application of information learned in the classroom have long been the concerns of educationists. The Algerian student will be able to grow in his ability to think and behave in accordance with a world he will be creating on a daily basis thanks to this curriculum. This reasoning has several educational ramifications, including:

-Developing the learner's thought process.

- Presenting learning settings in connection to the learner's requirements.

 -Ending disciplinary hurdles.

-Selecting a tailored pedagogy.

- Making school acquisitions feasible and sustainable.

   The Competency-Based Approach emphasizes a variety of topics, including lesson planning and classroom management.

1.7.1. Lesson Planning

Planning is a crucial part of effective education, but because it's a conventional phrase used in industry, there is frequently some misunderstanding when it comes to its definition. However, these days, it is closely tied to good teaching in that having a plan for what will occur in the classroom is a crucial component of effective teaching. Since "preparation is the most important thing a teacher does," it is believed that a teacher's ability to create lesson plans accounts for a large portion of their success (Wright & Trevor, 2005)

To put it another way, planning is a very helpful instrument that reflects the teaching philosophy and acts as a combination guide. This latter pertains to the problems of what and how to teach; without a thorough response to these two fundamental questions, a new teacher would be unable to organize his classes (Hardfield, 2011). Choosing which subjects to include or leave out of a course is therefore one of the most challenging aspects of course preparation if the entire thing is to be manageable (Davis, 2006).

Furthermore, lesson preparation is defined more simply by Harmer (2006) as "the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work with, and react to. "In the same framework, Woodward (2004) presents the idea that instructors' actions or work when they believe they are planning, rather than taking pages of notes, constitute planning. Similar to this, Mahon (2011) contends that a lesson plan is a structured framework for a single instructional session that instructs the teacher on the lesson's teaching methodology, content, and order of presentation.

1.7.2. Classroom Management

Since classroom management affects instructional effectiveness, it is one of the most crucial jobs that educators play. Additionally, it works effectively when the instructor can reduce disruptive student conduct and foster a supportive learning environment by employing a range of techniques to create a classroom that is secure, orderly, and welcoming. Therefore, the concept of classroom management is around establishing and preserving a learning environment that facilitates instruction and raises student involvement and achievement. According to Gieve and Miller (2006), classroom management is the teacher's capacity to control the following five key components: time (temporal dimension), space (space), emotional and effective dimension (engagement), social dimension (participation), and teaching materials (resources).

Working with individuals or a group of people—whether they be students, teachers, administrators, or parents—to accomplish specific objectives that support learning and education in general is known as classroom management. Coetzee and associates (2008). Similarly, according to Rothstein and Trumbull (2008) classroom management is "making the classroom environment hospitable for learning." It is the responsibility of the teacher to establish a thorough, encouraging, and compassionate environment in which teaching and learning may occur. In order to prevent interruptions during the learning process, instructors and students employ a range of tactics to create a productive and peaceful learning environment.

1.8 Teaching Material

1.8.1. Definition of Teaching Materials.

In a broad sense, materials can include representations (like a drawing or photograph of a person, home, or scene) and "realia" (real objects like a pencil, chair, or bag). Although these resources can be used to learn languages, we are concentrating on content materials here. These materials include books, worksheets, and computer programs that are specifically designed for teaching and learning languages; authentic materials (like off-air recordings and articles from daily papers) that have been specifically selected and used for educational purposes by the classroom teacher; teacher-written materials; and learner-generated materials. McGrath, Ian (2002). In any event, the phrase "teaching materials" refers to anything that teachers or students use to promote language acquisition. As the following figure appears, any educational fabric provides clever information that improves the opportunities for memorization.

Figure 02: Interaction between teachers, learners, and materials (Allwright,1981)
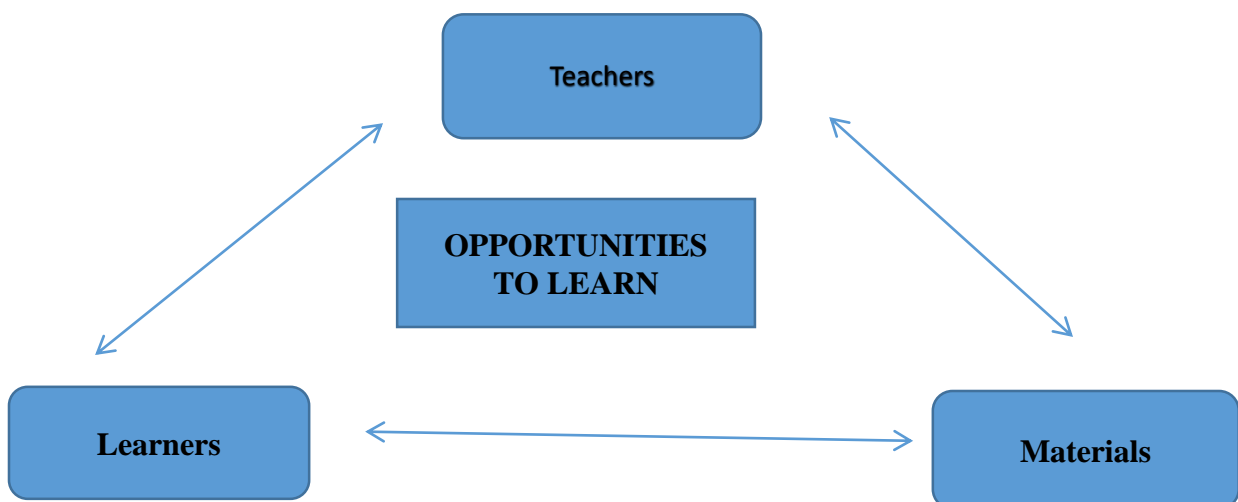
1.8.2. Textbooks

A textbook is defined as "a book that instructs a specific subject which is utilized particularly in schools and colleges" by the Oxford Progressed Learner's Dictionary (2000). Textbooks for Hutchinson and Torres (1994) are used all over the world to teach components that are necessary for advancement, to support teachers and present contemporary techniques, to provide the necessary input into lessons, and to be an extraordinary device for effective and continuous change. They conclude that they are effective in meeting a variety of needs that arise outside of the classroom and their larger setting. The following is Cunnings Worth's (1995) definition:

Textbooks are described as a useful tool for self-directed learning, a successful way to introduce materials, a source of ideas and exercises, a reference for students, a syllabus that reflects predetermined dialect targets, and a resource for less experienced teachers who still need to gain knowledge. In general, different authors define textbooks in different ways. The way and context in which textbooks are used determine this. However, they share one characteristic:

A textbook serves as a teaching and learning resource for both students and teachers. The majority of teachers use textbooks, which are either recommended or prescribed to them, even though in some regions of the world they are free to choose the books.

1.8.3 Course book

According to the 2011 Longman Dictionary of Modern English, "course book" is the word that the British equivalent of "textbook" is. "A textbook which gives the core

materials for a language-learning course" is the description of the Tomlinson (2011) course book. It aims to provide as much information as possible in a single book and is designed to be the one that students use most frequently during a course.

In this handout, the terms "course book," "textbook," and "material" are used interchangeably to refer to the book that provides a particular substance that is used by both teachers and students.

1.8.4. The role of materials in teaching

A noteworthy distinction for both teachers and students is the use of textbooks. In addition to communicating the materials directly to the teachers, it also offers crucial input through various exercises and clarifications. It affects how the students approach the materials and how they execute them. It might be true that students will participate well in class when they enjoy their textbook. According to Harmer (2007), the most important aspect of textbook use is for teachers to make an effort to involve students with the material they are trying to learn. Furthermore, it provides students with excellent opportunities to communicate in English in the classroom. According to Cunnings Worth (1995), a textbook is useful for presenting the content and for providing students with practice in areas like vocabulary, pronunciation, language structure, listening, reading, speaking, and writing.

To put it briefly, a textbook is effective in assisting teachers in implementing the necessary educational programs because it provides guidance and opportunities for memorization.

Conclusion

This chapter has given a thorough introduction to the Competency-Based Approach (CBA), beginning with its basic description as an educational paradigm that emphasizes quantifiable learning outcomes and the mastering of practical skills. We examined the unique features and goals of CBA, highlighting its learner-centered approach, emphasis on practical application, and divergence from conventional knowledge-accumulation models. The transition to active, experiential approaches and the teacher's function as a learning facilitator were emphasized in the CBA discussion on teaching and learning. Comparing and contrasting CBA with earlier methods was a critical component of our study, highlighting how it might help overcome the shortcomings of prior systems by encouraging greater comprehension and transferable abilities. The chapter also critically analyzed Algeria's implementation of CBA, recognizing the country's attempts to modernize its educational system and equip students for contemporary issues. Although the adoption's goals are admirable, a number of challenges have arisen during implementation, such as teacher preparation, classroom conditions, and the availability of suitable resources.

Lastly, we determined the most important factors to take into account when selecting CBA in Algeria, highlighting the necessity of strong professional development for teachers, the development of engaging and contextually relevant instructional materials, and a thorough comprehension of the competencies most pertinent to Algerian students and society. In order to ensure that the approach genuinely enables students to become capable and adaptive persons, the successful integration of CBA in Algeria thus depends on an ongoing conversation between policy, practice, and the changing requirements of learners.

Chapter Two: The challenges of Overcrowded Classes

Introduction

      This chapter discusses overcrowding in classrooms, a widespread issue in educational institutions across the world. We start by breaking down the definition of an overcrowded classroom and looking at the general issues that result from it, which affect not just student engagement and learning but also teacher wellbeing and the quality of instruction. This chapter will place a lot of emphasis on approaches for encouraging active teaching and learning in big courses, acknowledging that conventional teaching techniques frequently don't work well in high-density settings. We will explore a number of methods and strategies designed to optimize student engagement, communication, and comprehension in spite of the limitations imposed by class size. The chapter will also offer a thorough analysis of Algeria's present class size situation, looking at the unique circumstances and difficulties that teachers and students in the country's educational system confront. Lastly, we will examine the revolutionary potential of incorporating technology into crowded classrooms, examining how cutting-edge platforms and digital resources might improve learning opportunities for all kids while reducing the negative consequences of big class numbers.

2. Overcrowded classes

2-1- Definition of overcrowded classrooms

A classroom is considered overcrowded when there are more pupils than is ideal and it interferes with the teaching-learning process. Scholars contend that a huge class lacks a precise definition. It varies from nation to nation and from one educational scenario to another.

According to Hayes (1997), there is no way to quantify what makes a class "overcrowded" because opinions may differ depending on the situation. For instance, some individuals believe that a class of forty students is sufficient, while others counter that a large class may include as many as 150 or even more. Nonetheless, the majority of educators concur that a class of forty to fifty students is "large" enough.

"An overcrowded classroom has more students assigned to a classroom-building than the number of students it was designed to accommodate," according a study by Mahlo (2015). The current infrastructure and resources in schools that are necessary for efficient learning are put under further strain when classroom capacity is surpassed.

2.2. General problems of overcrowded classrooms

It can be frustrating, overwhelming, and stressful to teach in a packed classroom. Teachers have to overcome obstacles that are difficult, if not impossible. Researchers frequently think that this environment may have a significant impact on the caliber of instruction and, consequently, the educational outcome. Asma (2015) asserts that certain issues are unavoidably present in all large-scale business education programs and cannot

be disregarded at any point.

2.2.1. Discipline

Instructors struggle to keep their pupils under control when they create noise, especially while they are working on an activity or finishing ahead of schedule. The best setting for a teacher to transfer knowledge is a well-behaved classroom. A class can only be disciplined if its strength is normal. It is hard to keep discipline in a class of forty or more. Even if a teacher is very skilled in his field, has good preparation, is astute, and arrives on time, he will not be able to maintain discipline in those huge classrooms. According to Hayes (1997), "...it is noisy, some students who are not interested in class will disturb the others...you will find it difficult to control or to solve their problems when we have activities in class." We may state that disciplinary issues are prevalent in packed classrooms and that the instructor should be sufficiently skilled to stop them from happening.

2.2.2 Discomfort

Teaching or studying in an overcrowded classroom can make many teachers and students uncomfortable; they may feel depressed and hopeless. "Large makes me frustrated and tired and I feel hopeless to manage the class successfully," according to Hayes (1997). Therefore, it's critical that the classroom be a welcoming space for productive engagement.

2.2.3. Individual attention

Teachers are unable to give each student in the class their full attention because of

the sheer volume of students and the time constraints. It is hard for teachers to focus on every kid, thus they won't provide enough encouragement to get everyone involved in the same   activities. Kennedy & Kennedy (1996) had a similar opinion, arguing that it is challenging to address all of the issues that arise in the classroom once the student body reaches a particular number.

2.2.4 Evaluation of students' progress

Numerous studies have demonstrated how challenging it is for teachers to do appropriate evaluation in a big class. When there are more than forty students in a class, it can be difficult for professors to monitor and provide constructive criticism. It can also be difficult to verify that every student has completed all of the activities. The teacher finds it difficult to grade an excessive number of homework assignment scripts. All of this assessment is necessary for the educational system, though.

2.2.5. Teaching-learning process

Overcrowding slows down the teaching-learning process in a classroom. There are several interruptions and diversions. The pupils cannot hear the teacher. There is a lot of noise in the classroom due to congestion. Speaking with one another is more convenient for the pupils than asking the teacher questions and listening to him.
The teaching-learning process is disrupted and the class lacks the appropriate teacher-student interaction as a result.

2.3 Teaching through lecture method only

Teachers are compelled to use the lecture approach exclusively in high class sizes.

Class size and methodology are nearly inseparable, according to McKeachie (1980).

Thus, there is overlap between the studies on lecture vs discussion and class size.

Compared to small classrooms, large courses are more likely to employ lecturing

techniques and less likely to engage in debate.

This raises the question of how learning results from courses that solely use the lecture

technique in big class settings compare to those from smaller classrooms, when the

discussion method is more frequently used. Actually, secondary schools shouldn't use the

lecture technique for instruction.

As a result, there is no space in this school of thought for teachers to visit students

and assess their progress. Overcrowding and excessive workloads caused teachers to have

stressful working conditions, which in turn increased teacher absenteeism, according to

Corcoran et al. (1988). Furthermore, the impact that overcrowding has on teachers may

directly affect how well students learn in crowded classrooms. This is primarily due to the

following hypothesized reasons.

* Teachers in overcrowded classrooms may be spread too thin and unable to give each

student the one-on-one attention he or she needs.

* If students are not given the attention they need in the classroom, they may fall behind.

This can affect not only standardized testing scores, but also learners' own enjoyment of

learning, setting them up for failure in the future.

* Teachers in overcrowded classrooms may be more stressed out and overwhelmed, feeling

as though they lack the time and resources to really make a difference. This can lead to

teacher burnout.

* Teachers may find themselves spending more time managing the classroom organization and student behavior than actually teaching.

* As more students are crammed into a classroom, the noise level rises, which may interfere with some students' ability to concentrate or learn.

* In an overcrowded classroom, there frequently isn't enough technology or resources to go around.

* The teacher might find it more challenging to establish a deeper connection with each student.

Moreover, crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case. (U.S. Dept. of Education) What if teachers try the magic bullet of technology within their classroom setting, to overcome the maximum of obstacles.

2.4. Active teaching and learning in large classes

The significance of active teaching and learning at all educational levels has been emphasized by decades of study on the subject. The difficulty is in figuring out how to accomplish this in the setting of sizable college courses. Numerous scholars have emphasized the importance of students' active learning in postsecondary educational settings and the need of putting them at the center of the learning process (e.g. Boyer 1990;

Jungst, 180 C. Qualters 2001).

Voekl (1995) discovered that a decline in students' active participation in their education might result in worse course achievement. As a result, an essential component of high-quality education is students' active engagement in the teaching and learning process. Participation in class discussions and course reading were found to be positively correlated by Karp and Yoels (1976). Additionally, students who arrived at class unprepared frequently had unfavorable opinions of their classmates who participated.

According to Machemer and Crawford (2007), active learning does not always indicate that lectures are going extinct. It does mean that all teaching methods, including lectures, must provide chances for students to participate in reflection, analysis, synthesis, and communication within the framework of their learning (Fink 2003).

According to Millis and Cottell (1998), active teaching entails developing student-centered learning settings that value student variety and lessen reliance on the instructor for information acquisition.

Adapting lectures to include students more directly in the teaching-learning process is a major theme in a lot of the literature on creative approaches to large-group college instruction and active teaching techniques in this context (e.g. Bonwell and Eison 1991; Chickering and Gamson 1987; Kozma 1978; Michaelsen, Fink, and Knight 1997; Millis and Cottell 1998; Penner 1984; Weimer 1992).

In an effort to make teaching and learning more dynamic in large college classes, some specific recommendations and suggestions have been put forth. These include brainstorming, brief writing exercises that are followed by class discussions, quick surveys, think-pair-chare, formative quizzes, debate, role-playing, student presentations, and

Michaelsen, Fink, and Knight (1991; Chickering and Gamson 1987; Cooper and Mueck 1990; Kozma 1978; Lammers and Murphy 2002; Michaelsen, Fink, and Knight 1997; Millis and Cottell 1998; Weimer 1992).

Additional strategies include inserting quick demonstrations into lectures, the feedback lecture, which consists of two mini-lectures interspersed with a study session in small groups based on a study guide, and the guided lecture, in which students listen to a presentation for thirty-three minutes without taking notes, then spend five minutes writing down what they remember and the rest of the class period in small groups explaining and expanding on the information (Bonwell and Eison 1991). According to Ruhl, Hughes, and Schloss (1987), students learnt a lot more if their lecturer invited them to take two-minute breaks three times to review their notes.

"Drama, simulation, and peer teaching" are further suggested strategies (Bonwell & Eison 1991) asking students to write down a succinct summary of the lecture's main points, providing questions or test problems pertaining to the material covered in class, and/or offering suggestions for course improvement are some creative ways to achieve a high-quality conclusion to a teaching session (Felder 1997). This sort of feedback may serve as a foundation for future course development as well as a formative evaluation of the efficacy of the course. It could also serve as an accountability tool and help pupils concentrate on the course material.

Small-group cooperative work during class sessions has been suggested in the context of large-class instruction at the college level, and cooperative learning is considered a crucial component of active teaching (Bryant 1978; Psychl, Clark, and Abarbanel 1999). Small-group work can support successful teaching and learning by encouraging cognitive

elaboration, improving critical thinking, giving feedback, fostering social and emotional growth, valuing variety, and lowering student attrition, claim Cooper and Robinson (2000).

Recent years have also seen advancements in the use of technology to improve large group instruction at the tertiary level, with chances for online course materials, discussion forums, student feedback, and assessment being made available

.

2.5. Current State of Class Sizes in Algeria

Class size is a major factor influencing the dynamics of teaching and learning; its effects are especially clear in Algeria, where overcrowded classrooms are common. Many secondary schools in Algeria have classes that regularly surpass thirty students, therefore stressing teachers (World English Journal & Baghoussi, 2021). This scenario makes it more difficult for teachers to use active learning techniques like group work, which are absolutely vital for promoting a competency-based education model. Teachers say more stress and weariness, difficulties keeping student attention and individualized attention, and more of both. Consequently, the challenge of managing large classes sometimes prevents teachers from covering all they require, so they resort to outdated teaching techniques that actually do not help maintain student engagement.

Overcrowded classrooms present more than just instructional challenges; they also create systemic barriers to effective learning outcomes. A classroom of 26 or more students is considered overcrowded, which has a significant impact on both instructional quality and language acquisition processes. Teachers in environments with insufficient classroom space frequently face constraints that limit their pedagogical flexibility, stifling the

implementation of innovative teaching practices. Overcrowding has far-reaching consequences; students in these settings struggle to grasp material, interact meaningfully, and develop critical language skills.

In addition, if there isn't enough money spent on infrastructure, overcrowded classes get worse, and we keep using old teaching methods that don't support competency-based education.

In order to address the issues caused by high student-teacher ratios, educational interest groups in Algeria must promote structural changes in the country's education system. Such changes can involve reconfiguration of classroom space and the provision of additional resources that enhance the conditions for teaching and learning. In this way, the Algerian education system may gradually move toward better adherence to the principles of competency-based approaches to bring more equity and productivity to the learning environments.

2.6. Integrating Technological tools in Overcrowded Classrooms

It's commonly believed that technology-based learning (TBL) will allow students to learn at their own pace and provide and receive feedback from both teachers and peers. Additionally, it offers a multitude of variables in the teaching and learning opportunities.

In order to improve pedagogy, secondary education institutions worldwide, and in developed nations specifically, have begun implementing a form of information and communication technology (ICT) known as "course management systems (CMS)" (Limayem et al., 2003; Tavangarian et al., 2004; Ifinedo, 2006; 2007a; Ngai et al., 2007).Therefore, it is thought that in order to carefully address the current challenges, our educational systems must fundamentally address their missions toward potential ways of

incorporating information and communication technologies (ICTs). The primary goal of this is to examine and evaluate how our educational institutions might investigate the courses while considering the inventive and creative use of new technologies in the teaching and learning process.

Technology in education is reportedly evolving at a very quick pace. In fact, this led to the development of new pedagogical studies that sought to create curricula that would make efficient use of the newest technologies. Accordingly, there appear to be four widely acknowledged, adaptable, thoroughly studied, and approved pedagogies for learner-centered technology-supported environments: contextualization, collaboration and communication, constructive criticism, and convenience and flexibility (Fox et al. 2008: 10–11). These could serve as the basis for investigating potential future technologies in order to assess the benefits of implementing them for improved language instruction and, consequently, for improved continuous academic training.

In this regard, Crystal (2006:271-272) argues that the "electronic revolution" we are currently experiencing is causing a linguistic revolution. He presents the Net speak phenomenon, which he believes will fundamentally "change the way we think" about language because it is a linguistic singularity and a true new medium. Additionally, research shows that when used effectively, "technology applications can support higher-order thinking by engaging students in authentic, complex tasks within collaborative learning contexts" (Means, Blando, Olson, Middleton, Morocco, Remz, & Zorfass, 1993).

Theoretically, all of this is acceptable, but as usual, reality is different. The implementation of these theoretical concepts appears to be difficult in our packed classrooms. Teachers should understand the delicate situation and use the necessary

technologies carefully as they attempt to integrate them into their regular classrooms. In a setting like this, teachers need to be incredibly well-organized. To make the most of their time with their students, they might create engaging interactive lessons, collaborate in smaller groups, and experiment to create a fluid system. Teachers must be organized in large classes, and the first step in this process is to assign seats strategically. Students with poor academic standing and/or behavioral problems ought to be seated near the front. Seats in the back should be assigned to students who perform well academically and/or behave well.

Conclusion

This chapter has looked closely at the complex problem of overcrowding in classrooms, which is a recurring issue that affects the quality of education globally and is particularly noticeable in Algeria. From less individualized attention and student engagement to more teacher burden and possible classroom management issues, we started by describing the typical issues that arise in such settings. The conversation about encouraging active teaching and learning in big classrooms brought to light cutting-edge pedagogical techniques that enable teachers to design successful and captivating learning environments even when dealing with sizable class sizes. In order to meet the varied learning requirements of students in high-density environments, these tactics highlight the significance of dynamic lesson preparation, group projects, and differentiated teaching.

After that, we looked at Algeria's present class size situation, which highlighted the unique circumstances and difficulties facing the country's educational system. This perspective, which acknowledged both structural limitations and the commitment of educators, emphasized the urgent need for durable solutions adapted to Algerian realities.

Lastly, we highlighted how incorporating technology into packed classrooms may have a revolutionary effect. Technology has potential opportunities to customize learning, improve collaboration, and give insightful feedback—all of which can help mitigate some of the negative consequences of high class numbers. These opportunities range from interactive platforms and digital materials to learning management systems. Although obstacles still exist, a methodical and well-informed strategy to use both cutting-edge teaching and technological developments provides a feasible way to improve the educational experience for every student in Algeria's overcrowded classrooms.

Chapter Three: Field Work

Introduction

This chapter focuses on presenting and thoroughly interpreting the information gathered from a survey given to 28 secondary school teachers. Using a qualitative methodological approach, this section seeks to identify and examine the participants' rich ideas and viewpoints. Key themes and patterns that emerged from the teachers' replies will be clarified by the data provided here, providing a more nuanced view of their experiences, attitudes, and difficulties in the educational setting that is being studied. By means of a methodical analysis of this qualitative data, we want to give a whole picture that enhances and supplements the theoretical conversations discussed in earlier chapters.

3- Presentation and Interpretation of Data

3-1- Section One: Background and general information

This section aims to provide some background information about the participants of the study. Ergo, this portion of the questionnaire includes questions about the gender, the teaching experience, the educational qualification of the respondents and the number of the students in the class.

Q1: The aim of this question is to ensure that the research accurately reflects differences and experiences related to gender, which can impact results, interpretations, and the border relevance of the study. Most of the informants 82 % are female and 17 % of them are male.

Figure 3: Participant's gender
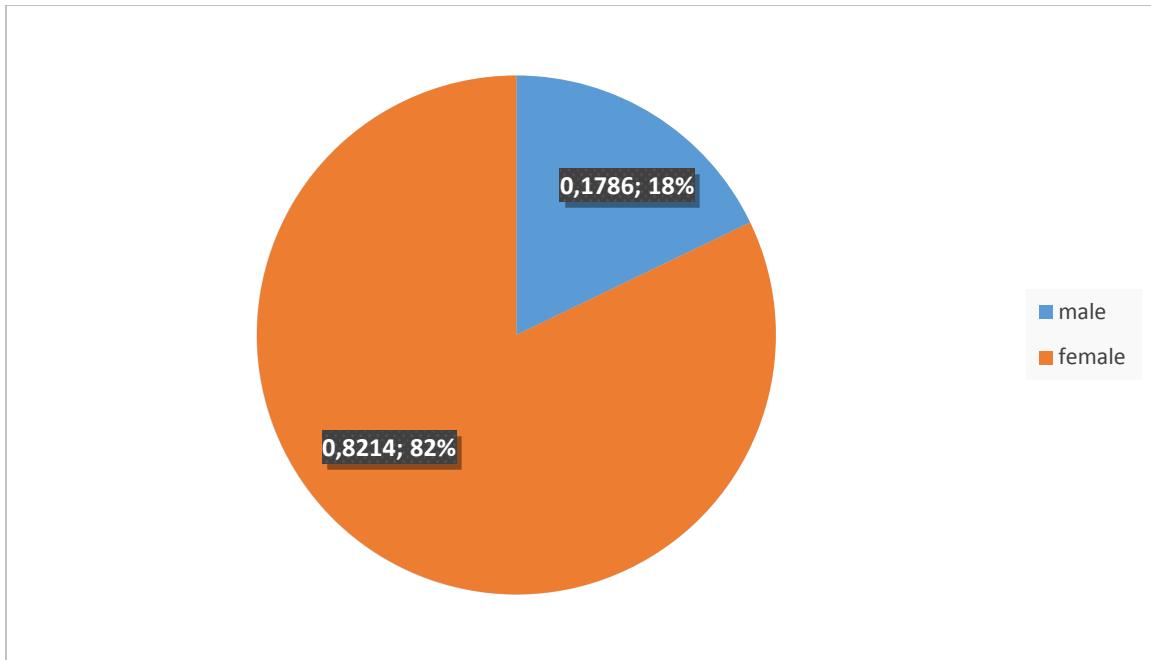
Q2: The purpose of this inquiry is to ascertain how teaching experience affects learning outcomes and to account for its impact in the analysis of findings. Adding experience as a variable makes it possible to draw more insightful comparisons and conclusions and guarantees that the study appropriately captures the influence of teacher background on results. 18 % of the teachers have the experience from 5 to 10 years, 57 % of them possess 11 to 20 years of experience, while the remaining teachers have over 20 years of experience.

Figure 4: Teaching Experience
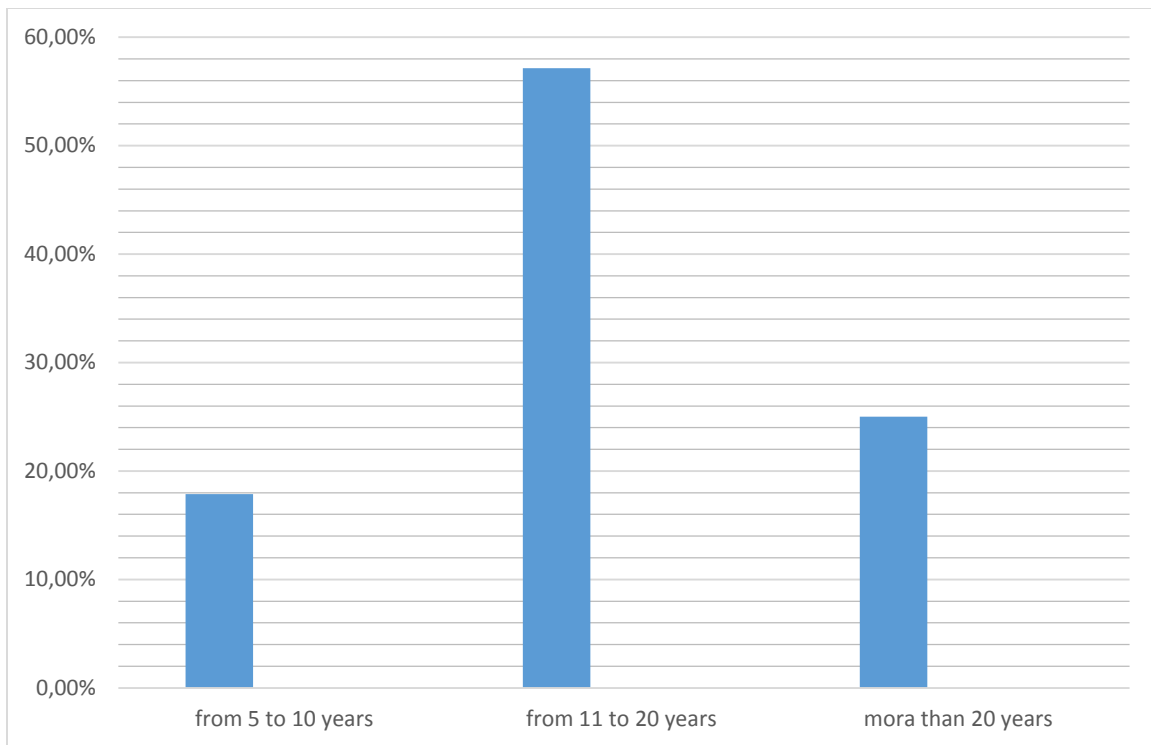
Q3: The purpose of this question is to determine whether teachers with a BA, those with an MA, and graduates of the ENS—a school that trains and prepares students to be teachers—have different teaching methods and CBA success rates. The majority of teachers (15 teachers) enrolled in the ENS, despite the fact that the selection process was random. Seven of the teachers hold a MA degree, and six hold a BA degree.

Figure 5: Educational Qualification
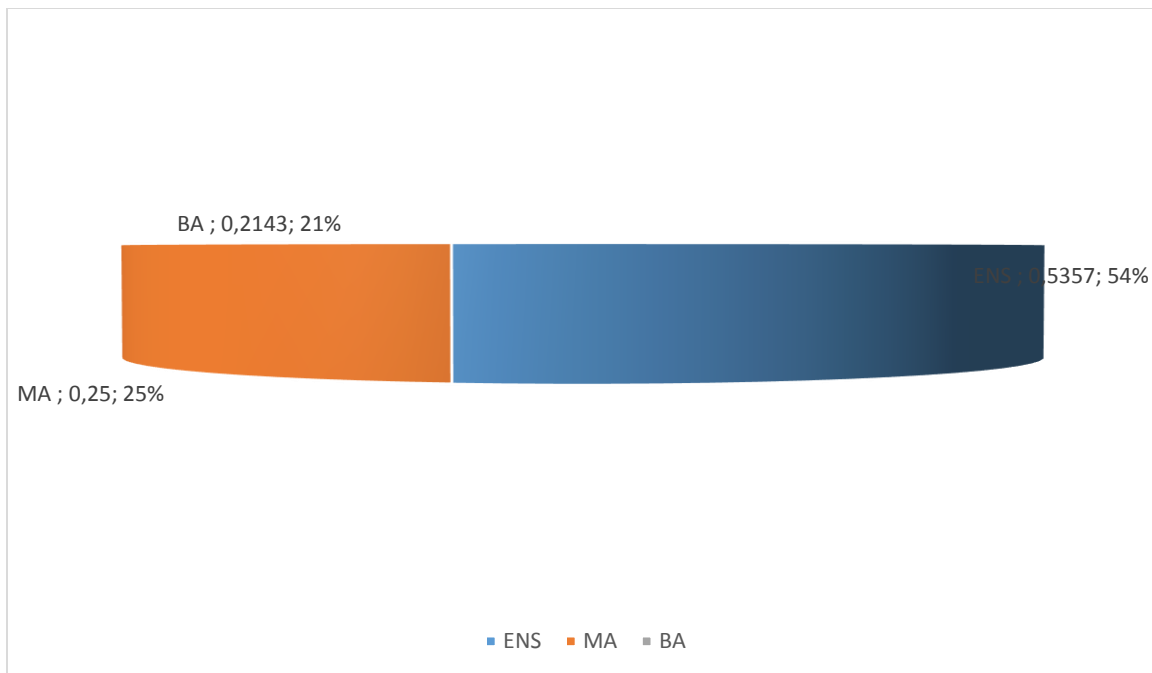
Q4: Asking about the number of students in a class helps to understand the educational environment, take into account important variables, and enhance the interpretation of results, all of which contribute to more meaningful and valuable conclusions. Eighteen teachers have classes with more than 40 students, nine teachers have classes with between 30 and 40 students, and only one teacher reveals that his classes have no more than 30 students.

Figure 6: Number of Students in the Class
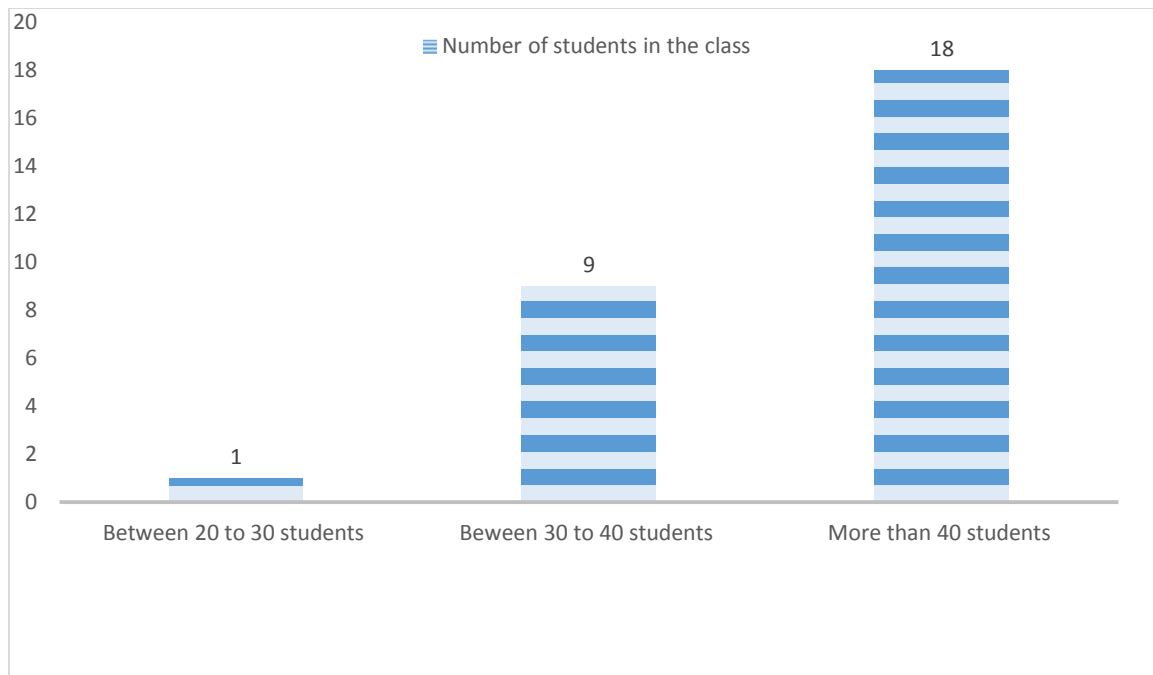
3-2- Section Two: Challenges in implementing CBA in overcrowded classes

This section was measured on a frequency Likert scale.

3-2-1Curriculum and lesson planning

The most startling finding is that 14 out of 28 respondents (or 50%) thought it would be difficult to modify the CBA curriculum to meet the requirements of different pupils. This implies that the majority of research participants had significant challenges with this area of curriculum implementation. 23 out of 28 respondents (82.14%) thought that changing the curriculum was at least a considerable difficulty, according to the replies for"Moderate challenge" (3 respondents, 10.71%), "Significant challenge" (14 respondents, 50%), and "Severe challenge" (6 respondents, 21.43%). This clearly shows that the participants are concerned about it. Curriculum adaptation was deemed a "Minor

challenge" by 5 respondents (17.86%), while no respondents (0%) said it was "Not a challenge." This serves to further support the notion that it is a major obstacle.

Table 02: Frequencies related to Curriculum and lesson planning

	Question 1		Question 2		Question 3	
Options	Frequency	%	Frequency	%	Frequency	%
Not a challenge	0	0	2	7.5%	1	3.6%
Minor challenge	5	17.86%	4	14.28%	8	28.6%
Moderate challenge	3	10.71%	12	42. 5%	10	35.7%
Significant challenge	14	50%	9	32.15%	4	14.3%
Severe challenge	6	21.43%	1	3.57%	5	17.8%
Total	28	100	28	100	28	100

Q1: Adapting CBA curriculum to suit diverse students' needs.

The most startling finding is that 14 out of 28 respondents (or 50%) thought it would be difficult to modify the CBA curriculum to meet the requirements of different pupils. This implies that the majority of research participants had significant challenges with this area of curriculum implementation. 23 out of 28 respondents (82.14%) thought that changing the curriculum was at least a considerable difficulty, according to the   replies for "Moderate challenge" (3 respondents, 10.71%), "Significant challenge" (14 respondents, 50%), and "Severe challenge" (6 respondents, 21.43%). This clearly shows that the participants are concerned about it. Curriculum adaptation was deemed a "Minor

challenge" by 5 respondents (17.86%), while no respondents (0%) said it was "Not a challenge." This serves to further support the notion that it is a major obstacle.

Q2: Ensuring adequate coverage of Competency -Based Learning Objectives

The most often selected response, "Moderate challenge," was selected by 12 out of 28 teachers (42.5%). This suggests that a significant portion of teachers face some difficulty in ensuring adequate coverage of competency-based objectives. If we combine the answers that show some degree of difficulty ("Minor challenge," "Moderate challenge," "Significant challenge," and "Severe challenge"), 26 out of 28 teachers (92.85%) think that ensuring enough coverage is at least a minor issue. This illustrates how widespread this concern is among the teachers surveyed. Additionally, a significant portion of teachers selected "Significant challenge" (9 teachers, 32.15%) and "Severe challenge" (1 teacher, 3.57%). This implies that a considerable number of instructors find it difficult to ensure adequate coverage. Of the teachers surveyed, just two (7.15%) stated that ensuring competency-based objectives were sufficiently addressed was "Not a challenge." This demonstrates even more how broadly it is seen as a problem that requires addressing.

Q3: Designing assessments that align with CBA principles

The most common option is "Moderate challenge," with 10 out of 28 instructors (35.7%) choosing it. This shows that a sizable proportion of instructors find constructing CBA-aligned examinations difficult. When we include "minor," "moderate," "significant," and "severe" obstacles, we find that 27 out of 28 instructors (96.4%) face some level of difficulty. Only one instructor (3.6%) said it was "not a challenge". This clearly suggests that constructing these evaluations is often regarded as challenging. A sizable proportion

of instructors expressed "significant challenge" (4 teachers, 14.3%) and "severe challenge" (5 teachers, 17.8%). These data show that a significant number of instructors find this part of CBA problematic. Only one instructor stated that creating CBA evaluations was "not a challenge".

Figure 07: Curriculum and Lesson planning
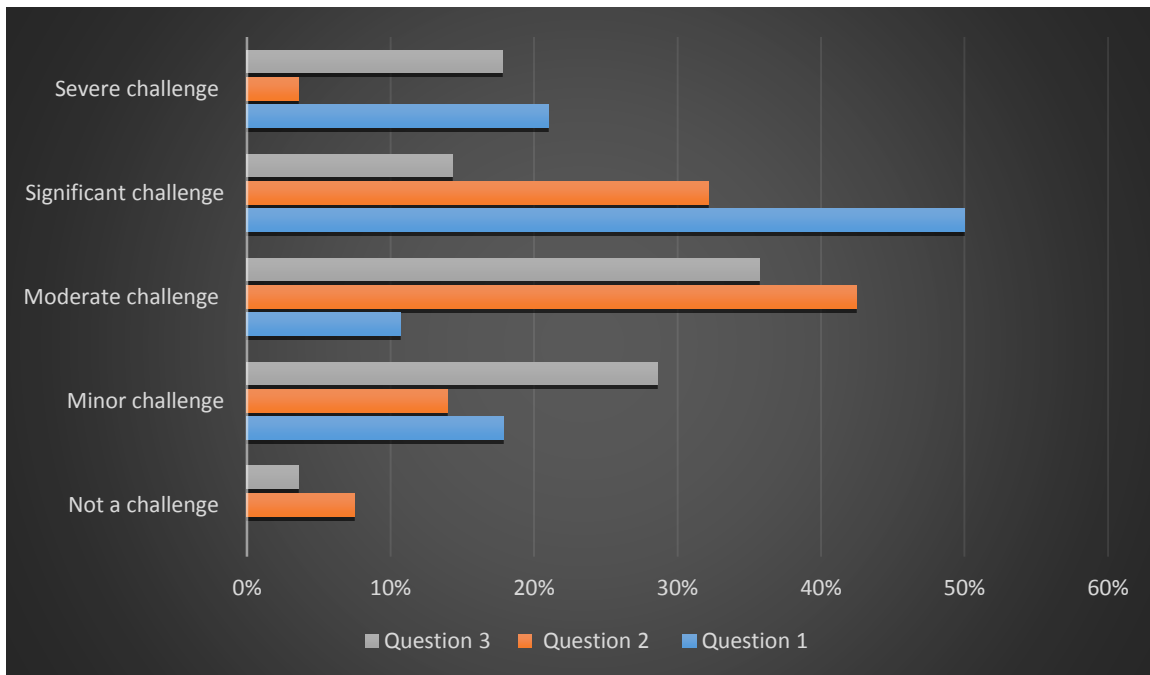
3-2-2-Classroom Management and Individualization.

The findings are represented in the table below:

Table 03: Frequencies associated with teachers' practices in overcrowded classes

Options	Question 4		Question 5		Question 6	
	Frequency	%	Frequency	%	Frequency	%

Not a challenge	0	0	7	25%	0	0
Minor challenge	0	0	10	35.71%	0	0
Moderate challenge	0	0	4	14.29%	0	0
Significant challenge	6	21.4%	7	25%	6	21.42%
Severe challenge	22	78.6%	0	0	22	78.58%
Total	28	100	28	100	28	100

Q 4: Providing individualized attention to students with diverse learning needs.

None of the respondents chose "Not a challenge," "Minor challenge," or "Moderate challenge." This suggests that there is agreement that providing each participant with individualized attention is not a simple or insignificant matter. However, 6 respondents (21.4%) rated it as a "significant challenge," and 22 respondents (87.6%) rated it as a "severe challenge." The findings show that respondents strongly believe it is very difficult to provide each student with different learning needs individualized attention. The severity of the problem is highlighted by the lack of responses in the lower three categories (Not a challenge, Minor challenge, and Moderate challenge).

Almost four out of five respondents say it is a severe difficulty, while slightly more than one in five consider it significant but not severe. This distribution implies that instructors have significant challenges when seeking to meet the various requirements of children on an individual basis. The evidence suggests that educators require focused assistance, resources, and maybe structural reforms to better prepare them to face these problems.

Q 5: Managing student's behavior and engagement in a crowded classroom.

Ten participants (35.71%) indicated that controlling behavior and engagement in a packed classroom presents only a minor challenge, making "Minor challenge" the most commonly reported category, according to the findings. Seven participants, or 25%, each reported "not a challenge" and "significant challenge." This points to a polarized perception: 25% of respondents see no challenge, while another 25% face major challenges. 4 participants (14.29%) selected "moderate challenge," suggesting that fewer people consider the challenge to be at a moderate level. No participant reported a "severe challenge," indicating that none of the respondents thought the problem was troublesome.

According to the findings, while the majority of respondents agree that managing student behavior and engagement in crowded classrooms can be challenging, the issue is not very serious. The majority believe it to be somewhat challenging, while a sizable portion do not believe it to be challenging at all. However, 25% of participants do not view it as a significant issue, highlighting the need for treatments that are specifically designed for individuals who encounter greater challenges. The absence of responses in the "severe challenge" category may indicate that most individuals can manage the circumstance even though it is challenging.

Q 6: Ensuring students' progress at their own pace within a crowded classroom setting.

In a packed classroom, most respondents (22 out of 28 or 78.58%) said that letting

students go at their own speed was a "severe challenge."   This suggests that when working with a big class of pupils, most teachers find it very challenging to accommodate individual learning paces. According to six individuals (21.42%), this problem is a "Significant challenge." This indicates significant difficulty for a significant percentage of responses, even if it is not as overpowering as a severe problem.

"Not a challenge," "Minor challenge," and "Moderate challenge" received no answers (0% each). This indicates that none of the participants think this portion of packed classrooms is simple or merely marginally challenging.

The findings clearly reveal that all respondents face significant challenges in guaranteeing pupils' progress at their own speed in overcrowded classes. With over 80% evaluating it as a severe issue and the remaining 20% as a substantial challenge, it's clear that tailored education is a key concern in such settings. The total absence of replies in the lower difficulty categories highlights the universal nature of the problem within the examined group.

Figure 08: Classroom Management and Individualization
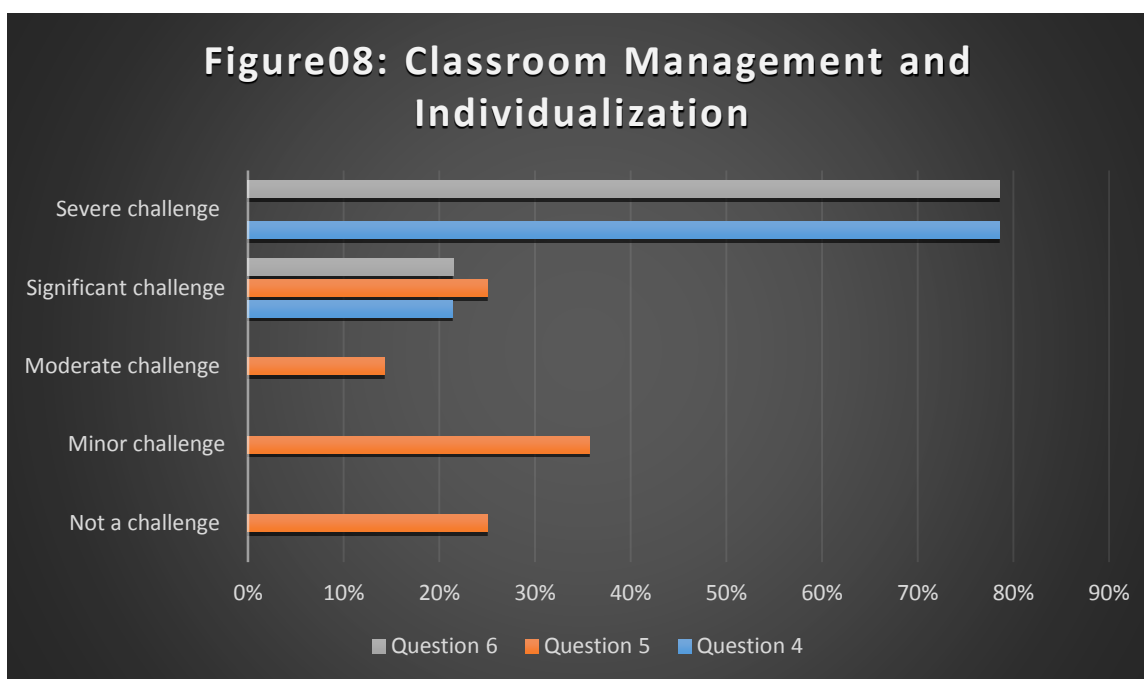
4- 2-3-Resource and Support

Table 04: Teachers attitudes towards resources and support for CBA

Options	Question 7		Question 8		Question 9	
	Frequency	%	Frequency	%	Frequency	%
Not a challenge	3	10.72%	16	57.14%	0	0
Minor challenge	1	3.57%	10	35.72%	0	0
Moderate challenge	9	32.14%	2	7.14%	0	0
Significant challenge	7	25%	0	0	3	10.71%
Severe challenge	8	28.57%	0	0	25	89.29%
Total	28	100	28	100	28	100

Q 7: Availability of teaching materials and resources for CBA implementation

Only three participants (10.72%) stated that the availability of instructional materials and resources does not pose a difficulty for CBA implementation. This suggests that relatively few educators feel appropriately prepared in this area. Just one person (3.57%) considers this a modest obstacle, implying that only a small percentage of respondents suffer minor challenges.

The largest group, nine participants (32.14%), rated this as a moderate challenge. This shows that, for many instructors, a shortage of materials and resources is a visible but not insurmountable challenge. Seven participants (25%) saw the availability of teaching materials and tools as a serious difficulty. This demonstrates that, for a quarter of respondents, this issue is a major obstacle to effective CBA implementation. Eight participants (28.57%) rated this as a significant issue, showing that nearly one-third of respondents have substantial challenges as a result of insufficient educational materials and tools.

The statistics show that the majority of respondents saw the availability of teaching materials and resources as a moderate issue. simply a small percentage believe this is not a difficulty or simply a minor challenge. This distribution indicates that insufficient teaching materials and resources are a prevalent and significant problem among educators charged with implementing CBA.

Q 8: Adequate professional development and training in CBA method

16 out of 28 teachers, or 57.14 %, said they had no trouble finding enough professional growth and training in CBA techniques. This implies that over 50% of the

participants feel adequately supported and competent in this regard.

According to 10 respondents, or 35.72%, the problem is really a small one. Even though these teachers might be a little worried, the matter is not seen as serious or troublesome. The sufficiency of professional development and training in CBA methodologies was viewed as a moderate difficulty by just 2 respondents (7.14%). This suggests a tiny group that could need more resources or assistance.

Remarkably, not a single responder (0%) stated that this problem is a serious or serious obstacle. This absence implies that the assessed group does not experience widespread levels of extreme discontent or lack of support in professional growth and training for CBA approaches.

Q 9: Support from school administration and policymakers for CBA initiatives

According to the question's answers, none of the respondents believe that policymakers' and school administration's assistance is sufficient or that the problem is just mild to moderate. 22 respondents (78.58%) believe that a major obstacle is the absence of support from legislators and school administration. Additionally, 6 respondents (21.42%) believe that this is a significant difficulty.

According to the research, the CBA project is severely lacking in support from policymakers and school administration. None of the respondents believe that this is not problem, nor do they consider it to be a small or moderate one. Rather, every responder believes that the problem is serious or important. Nearly four out of five respondents rated the issue as severe, indicating a high level of discontent. The fact that one respondent out of five still views it as a major difficulty highlights how pervasive the

issue is.

Figure 09: Resources and Support
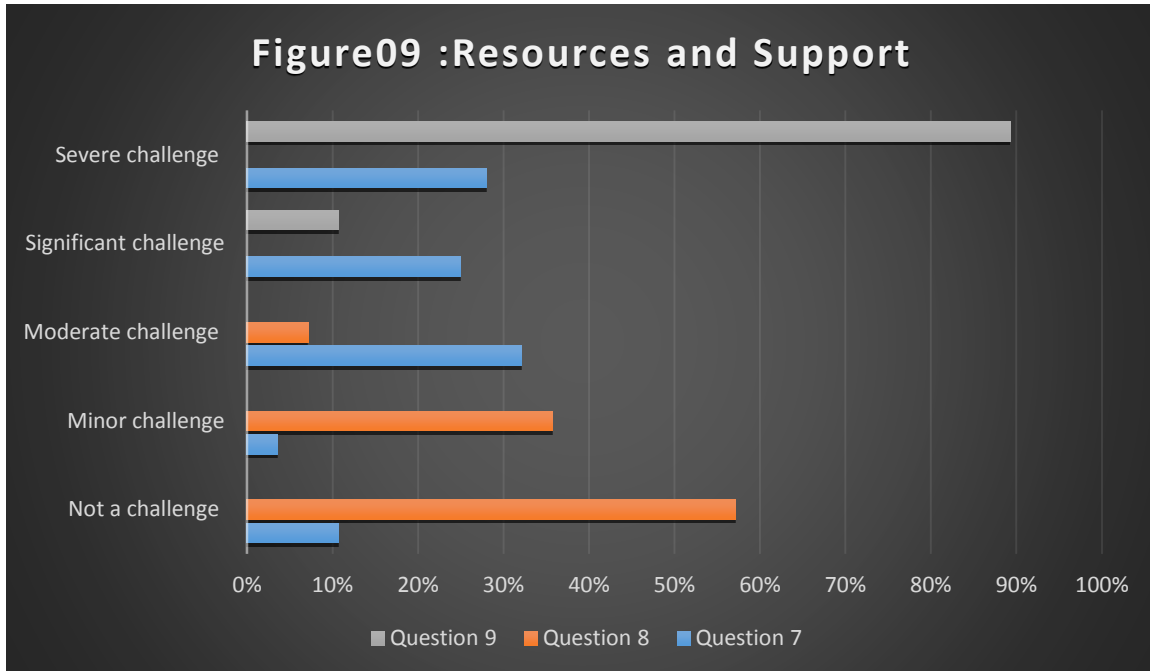
3-3- Section Three: Open- ended questions

Q 10: In your experience, what specific strategies have you found effective in overcoming challenges related to CBA implementation in overcrowded classrooms?

In order to have a qualitative understanding of the teachers' practical approaches to dealing with the challenges of Competency Based Assessment (CBA) in packed classrooms, this question was posed to them. Ten educators stress the value of starting weak learners by teaching them the fundamentals of English, especially grammatical principles. This implies that basic knowledge is thought to be essential for facilitating more education and involvement in CBA activities. However, eight educators advise beginning with easy assignments and progressively advancing in difficulty, such as from creating single phrases to entire paragraphs. Students may develop their competence and

confidence at their own speed with this scaffolding method. Seven educators emphasize the need of continuous assessment and feedback. This is thought to be crucial for tracking student development and modifying lessons to accommodate their various demands in packed classrooms. The other three instructors observe that the tactics are designed to help weak kids with their challenges, demonstrating a differentiated approach in the classroom.

In order to overcome the difficulties of implementing CBA in large-size classrooms, the instructors who were surveyed clearly preferred organized, gradual, and feedback- oriented approaches, according to the analysis of their replies. The focus on fundamental skills, incremental advancement, and ongoing assessment demonstrates a pragmatic and flexible approach meant to optimize student learning in spite of environmental limitations.

Q 11: How do you perceive the impact of classroom overcrowding on student learning outcomes within a Competency Based Approach framework?

In a competency-based approach, 21 instructors (75%) stated that crowded classrooms seriously impair student learning results. They mentioned challenges in ensuring that all students had the necessary skills, controlling classroom conduct, and giving tailored   feedback. Although five instructors (18%) acknowledged the negative consequences, they also noted that some competences might still be attained, particularly by highly driven students, with excellent classroom management and assistance. According to two   instructors (7%) who attributed success to peer cooperation and student self-motivation, overcrowding had no effect.

All the questioned teachers agree on these points :

*Overcrowded classroom hinders their capacity to meet the unique requirements of each student, which is essential in a competency-based framework.

*Conducting continuous formative exams and giving prompt, individualized feedback proved challenging for teachers.

* Classrooms that were overcrowded resulted in more behavioral problems and less time spent on effective instruction.

* Only a tiny percentage of students—typically the most advanced or driven— were able to continuously grasp competencies, according to teachers, while   others fell behind.

The responses from 28 teachers indicate that classroom overcrowding presents considerable challenges to the effective implementation of competency-based education. This situation leads to inequitable learning outcomes and places additional strain on educators. Therefore, addressing class size is essential to fully realize the benefits of a competency-based approach.

Q12: In your experience, how can collaboration among teachers help in addressing the challenges of overcrowding and ensuring a more personalized approach to CBA?

Twelve educators say that collaborating enables them to create classes that cater various learning styles and guarantee that no student is left behind. According to eight instructors, teamwork works best when it is well scheduled, well-planned, and backed by the school administration. Four educators believe that working together enables them to exchange ideas and learn from one another, which enhances their pedagogical approaches, particularly in crowded classrooms. According to the other four educators, co-teaching

provides them with a greater range of materials and learning opportunities.

These results show that instructors strongly agree that working together is a vital strategy for controlling crowded classrooms and promoting individualized, competency-based instruction. Administrative support, organized planning, and a common dedication to student development are important success elements.

Q 13: In terms of professional development, what support or training would be most beneficial for teachers in Algerian schools to better implement CBA in overcrowded classrooms?

Regarding their CBA training and professional development (PD), all 28 instructors were highly dissatisfied. Most people believed that the seminars that were already in place were ineffectual, excessively theoretical, and did not take into account the realities of crowded classrooms. Particularly, all participants (100%) stated that professional development (PD) was restricted to theoretical elements and did not offer opportunity for hands-on practice or practical solutions that were pertinent to their everyday teaching issues. Most teachers (75%) who responded to the survey asked school authorities to reconsider the way they currently handle CBA. To better suit Algerian conditions, they suggest either a major reform of the CBA framework or a change to a different methodology that is more in line with the realities of the classroom and the resources at hand. Teachers emphasized that without significant, practical support and a reduction in class size, successful CBA implementation would be impossible.

The findings indicate a great need for educational reform that either adjusts CBA to local reality or replaces it with a more appropriate method. The results underline the importance of policymakers including teachers in the reform process and designing

professional development programs based on the real conditions of Algerian schools.

Q 14- In your opinion, how could school leadership and policymakers help alleviate the challenges that teachers face with overcrowding while still supporting the shift towards CBA in Algerian Schools?

All respondents (100%) focused on the following points:
1. Implement rules and devote resources to dramatically reduce class sizes.
2. Hire additional instructors to create smaller courses and give personalized attention.
3. Invest in infrastructure to increase school capacity and instructional spaces.
4. Adapt non-traditional settings for educational activities.
5. Consider Hybrid Learning Models (when feasible): Consider using blended learning ways to lower the number of pupils physically present at all times, with careful consideration for equality.

The findings indicate a desire for a more individualized, resource-intensive, and perhaps flexible educational system that places a high priority on enhancing the physical learning environment and lowering class sizes. As long as equity is carefully taken into account, the use of hybrid learning models also suggests an investigation of creative ways to control student crowding and maybe improve learning.

Q 15: Any other comments or insights you would like to share regarding the challenges of implementing CBA in large size classrooms?

Only eight teachers responded to this question. The biggest issue, according to one instructor, is that English teachers often find it difficult to read documents written in French. Three teachers stressed the necessity to change the CBA approach for an effective learning process. Four of them noted a significant issue: the lack of district

unification. This has led each district inspector and teacher to handle matters based on their individual schools rather than adhering to a unified curriculum.

The responses from the eight teachers highlight several key challenges and areas for improvement within the educational context. There is a language barrier in the written documents intended for teachers. This indicates that changes are necessary for these documents, regardless of the teachers' proficiency in French. The results also suggest that the CBA's present implementation is not thought to be very successful. They think that in order to increase learning results, changes must be made. According to the instructors' replies, there are systemic problems that require attention. French language hurdles, the CBA's efficacy, and the necessity of more district unification to guarantee a more uniform and efficient educational system.

3-4 - Discussion

This section of the study summarizes the main findings of the teachers' questionnaire. As a result, our hypothesis, which stated that overcrowded classrooms using a competency-based approach harm the quality of students' learning and the effectiveness of instruction by means of insufficient individualized attention and lack of resources, has been confirmed.

Conclusion

This chapter concluded with a thorough presentation and interpretation of the qualitative information obtained from 28 secondary school teachers using a comprehensive questionnaire. The results clearly show that instructors in Algeria have a difficult time

adopting the Competency-Based Approach (CBA) in the setting of packed classrooms. A complex interaction of issues, including inadequate training, a lack of large-group-appropriate teaching resources, challenges in giving personalized feedback, and the pedagogical limitations imposed by high student-teacher ratios, was indicated by the instructors' replies. The actual reality and significant challenges faced by educators on the ground are highlighted by these findings. Thus, this qualitative analysis offers an important teacher-centric viewpoint, confirming that although CBA has potential, overcoming these basic implementation barriers is necessary for its successful integration, especially in demanding classroom settings like those found in Algerian secondary schools. The results reported here provide a crucial empirical basis for further debates and suggestions meant to maximize the uptake of CBA.

General Conclusion

This research has started a thorough investigation of the major obstacles Algerian secondary school teachers face while trying to use the Competency-Based Approach (CBA) in the ubiquitous setting of overcrowded classrooms. This study has shed light on the complex relationship between classroom reality, pedagogical transformation, and the real-world experiences of educators through a multifaceted analysis. The study first provided a basic grasp of CBA by outlining its fundamental principles, traits, and goals. We emphasized its potential as a paradigm-shifting approach to education, one that aims to promote practical skills, critical thinking, and the overall development of learners rather than mindless memorization. The theoretical benefits of CBA, such as its focus on learner autonomy and real-world application, were compared to more conventional, content-driven methods, highlighting the reasons for its widespread acceptance, especially in Algeria.

But after that, the dissertation turned to the harsh reality of Algerian education, paying special attention to the ongoing problem of packed classrooms. We described the several general issues brought on by high student-teacher ratios, including less chances for customized attention, challenges with classroom management, lower student engagement, and more strain on educators. As shown, these innate difficulties seriously undermine the core ideas that underpin CBA, which is centered on customized, interactive, and activity-based learning.

The difference between policy and practice was empirically demonstrated by the qualitative findings, which were based on the experiences of 28 secondary school teachers. The instructors' words clearly expressed the real-world challenges they deal with on a daily

basis. The lack of suitable, flexible teaching materials that can accommodate a variety of learning needs in a packed classroom; the logistical challenge of giving meaningful, individualized feedback to a large number of students; the insufficiency of initial and continuing professional development to provide them with the specialized skills required for CBA in large settings; and the ongoing struggle to implement active learning strategies effectively when space, resources, and time are severely limited were among the recurring themes. Although incorporating technology tools was recognized as a promising way to address some of these problems, the current situation frequently demonstrates a lack of the infrastructure, training, and reliable access required for their broad and significant use.

The study essentially comes to the conclusion that, although Algeria's adoption of CBA is a positive step in updating its educational system and preparing students for future needs, the long-standing issue of overcrowded classrooms seriously hinders its successful implementation. According to the report, there is a significant discrepancy between the theoretical objectives of CBA and the actual circumstances in which Algerian educators are supposed to implement it. The entire promise of CBA runs the danger of being mostly unfulfilled if the structural problems of class size, resource allocation, and focused teacher assistance are not addressed.

Therefore, a coordinated and comprehensive effort is needed if CBA is to truly thrive in Algerian secondary schools. This includes, among other things, making strategic investments in school infrastructure to reduce overcrowding, creating contextually relevant and flexible teaching materials, and—above all—prolonged and useful professional development programs that give teachers the tools they need to manage and implement CBA in large class settings, possibly with the help of suitable and easily accessible

technology. Algeria can only fully realize the transformational potential of the Competency-Based Approach and guarantee that its students receive the high-quality education they are entitled to by implementing such comprehensive changes.

Implications of the Findings

The results of this work have important implications for theoretical knowledge, pedagogical practice, and educational policy. From a practical standpoint, they highlight the urgent need for an approach to educational reform in Algeria that is more pragmatic and context-sensitive. If basic structural problems like classroom size and resource allocation are not addressed, using a progressive educational framework like CBA is likely to provide less than ideal outcomes. The research emphasizes the tremendous strain teachers face and the need for focused, useful, and ongoing professional development. Theoretically, this study adds to the larger conversation on educational innovation in poor nations by highlighting the fact that effective reform involves more than just implementing new approaches; it also entails building an environment that facilitates their successful use.

Recommendations

In light of the results, the following suggestions are made to help secondary schools in Algeria adopt CBA more successfully:

* **Handle the Overcrowding in the Classroom**: Give top priority to programs that lower student-teacher ratios by hiring more teachers, improving school facilities, or coming up with creative scheduling ideas. Any significant educational change must start with this.

* **Professional Development:** Create and present thorough, hands-on, and continuous CBA training programs. These programs have to incorporate technological integration,

individualized education, formative assessment methods, and practical approaches to big class management. Peer learning networks and mentoring should also be set up.

*   Examine Curriculum and Resource Provision: Taking into account the actual limitations, thoroughly examine the secondary school curriculum to make sure it realistically aligns with CBA objectives. Invest in and make available instructional materials, digital tools, and adaptable classroom furnishings that encourage active learning.

* Reform Assessment Practices: Investigate and test cutting-edge evaluation techniques that are compatible with CBA and feasible in big courses, maybe utilizing peer evaluation or technology where necessary. This transition might also be facilitated by a gradual change in the national examination system to include more competency-based components.

* Encourage Collaborative Stakeholder Engagement: Start discussions and cooperative forums with legislators, school officials, educators, parents, and students to create a common understanding and vision of CBA and a shared dedication to its achievement.

Limitations of the Study.

Although this dissertation provides insightful information, it is crucial to recognize its limitations. Despite offering extensive detail, the study's qualitative design means that its conclusions might not apply to all secondary schools in Algeria. Despite being suitable for a qualitative investigation, the sample size was tiny and limited to a certain geographic region. Additionally, future research might benefit from include the opinions of students, parents, and educational officials, as the study predominantly focused on Instructors' perspectives.

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Appendix

Questionnaire

Dear teacher,

You are kindly requested to complete the following questionnaire which is designed for a research work on the Competency Based Approach (CBA). The questionnaire is anonymous; your responses will be strictly shrouded in secrecy, and they will be used only for research purposes. Your frank and honest answers are very important for the success of this study.

Thank you immensely for your collaboration.

Section One: Background and General Information

- **Gender**

- Male   b – Female

- **Teaching experience**

- From 5 to 10 years   b- from 11 to 20 years

    c- more than 20 years

- **Educational Qualifications**

- BA (Licence)   b- MA (Master)

    c-A graduate of the ENS

- **Number of the students in your class**

- Between 20 to 30   b – between 30 to 40

    c- more than 40 students

Section two: Challenges in implementing CBA in overcrowded classrooms.

Please rate the following challenges on a scale from 1 to 5 where:

1 = Not a challenge

2= Minor challenge

3 = Moderate challenge

4 = Significant challenge

5 = Severe challenge

A - curriculum and lesson planning

- **Adapting CBA curriculum to suit diverse students' needs.**

  .1   .2   .3   .4   .5

- **Ensuring adequate coverage of Competency- Based Learning Objectives.**

  .1   .2   .3   .4   .5

- **Designing assessments that align with CBA principles.**

  .1   .2   .3   .4   .5

B- Class Management and Individualization.

- **Providing individualized attention to students with diverse learning needs.**

  .1   .2   .3   .4   .5

- **Managing student's behavior and engagement in a crowded classroom.**

.1   .2   .3   .4   .5

- **Ensuring students' progress at their own pace within a crowded classroom setting.**

.1   .2   .3   .4   .5

C- Resource and Support

- **Availability of teaching materials and resources for CBA implementation.**

.1   .2   .3   .4   .5

- **Adequate professional development and training in CBA methods.**

.1   .2   .3   .4   .5

- **Support from school administration and policymakers for CBA initiatives.**

.1   .2   .3   .4   .5

Section three: Open- ended questions

- **In your experience, what specific strategies have you found effective in overcoming challenges related to CBA implementation in overcrowded classrooms?**

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- **How do you perceive the impact of classroom overcrowding on student learning outcomes within a Competency –Based Approach framework?**

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- **In your experience, how can collaboration among teachers help in addressing the challenges of overcrowding and ensuring a more personalized approach to competency-based learning?**

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- **In terms of professional development, what support or training would be most beneficial for teachers in Algerian schools to better implement CBA in overcrowded classrooms?**

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14- In your opinion, how can school leadership and policymakers help alleviate the challenges teachers face with overcrowding while still supporting the shift towards competency-based education in Algerian schools?

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15-Any other comments or insights you would like to share regarding the challenges of implementing CBA in large size classrooms?

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Thank you for your time and insightful comments. Your answers will help us better understand and enhance Algeria's educational system, particularly with regard to competency-based learning in overcrowded classrooms.

ملخص

نستكشف في هذه الدراسة التحديات المعقدة التي يواجهها أساتذة التعليم الثانوي في بسكرة الجزائر عند تطبيق المنهج القائم على الكفاءة في بيئة الأقسام المكتظة. مع التركيز بشكل خاص على عينة من 28 أستاذ تم اختيارهم من ثانويات مختلفة في بسكرة. تسعى الدراسة الى تقديم تقييم شامل للحواجز الهيكلية والتربوية والعملية التي تمنع نجاح دمج النهج القائم على الكفاءة. يعتمد البحث على بيانات نوعية تم جمعها من خلال استبيان بحثي يسمح بتحليل شامل لتصورات الأساتذة وتجاربهم و الحقائق الملحوظة لتطبيق النهج القائم على الكفاءة في ممارستهم اليومية يتعمق البحث النوعي في التحديات المحددة بما في ذلك الصعوبات في تقديم ملاحظات فردية و إدارة احتياجات التعلم المتنوعة و اجراء تجارب حقيقية وتعزيز التعلم التعاوني في الأقسام الدراسية الكبيرة. تشير النتائج الى ان الأساتذة في بسكرة يواجهون عقبات كبيرة. يبرز الاكتظاظ كعائق رئيسي مما يؤثر بشكل مباشر على قدرة الأساتذة على رصد و متابعة تقدم التلاميذ بفعالية و توفير تعليم متمايز. الهدف النهائي لهذه الدراسة هو أيضا تقديم اقتراحات مدعومة بالتجربة العلمية لمصممي المنهاج والإداريين والتربويين وصانعي السياسات في الجزائر وفي بيئات مماثلة.