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**Teachers' Time Management Issues during EFL
Instruction**
1st Year Secondary School Classes as a Case Study

**Dissertation Submitted in Partial Fulfilment of the Requirements for a Master's
Degree in Linguistics and Didactics**

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Dedication

First and foremost, I'm grateful to the Almighty ALLAH, The Most Merciful and Helpful of all, for giving me determination and strength to finish this work.

I would like to dedicate this modest work to:

My beloved parents for their precious love and unwavering support throughout my life.

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Abstract

Teachers always seem in constant competition with the limited time given for instruction. Hence, time management is the ultimate skill that teachers should acquire in order to ensure effective instructional experience and deliver high quality education. The aim behind the present study is to investigate the main factors and issues which negatively affect EFL teachers' time management process during instruction. This research is particularly conducted with 1st year secondary school classes to explore the methods and techniques EFL teachers can use in order to ensure maximum use of the limited time and develop students' basic language skills. To reach such an aim, data were collected both quantitatively and qualitatively through questionnaires administered to secondary school EFL teachers and classroom observation. The main findings of this research have revealed that poor lesson planning, ineffective classroom management, large classes, as well as the overloaded language syllabus are the main factors that negatively affect EFL teachers' instructional time management process. On the basis of these findings, some significant recommendations including careful lesson planning and establishing a well-disciplined classroom environment have been provided in order to help teachers optimize their instructional performance and enhance students' achievement.

Key Words: Time management, secondary education, EFL teachers, students' achievement.

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List of Abbreviations and Acronyms

ALT	Academic Learning Time
EFL	English as a Foreign Language
ICTs	Information and Communication Technologies
Q	Question
TEFL	Teaching English as a Foreign Language

General Introduction

Nowadays, teaching English as a foreign language has become a quite complex task that entails many challenges and difficulties along the path towards achieving language learning goals and objectives. Time management is strongly considered as one of the most challenging concerns for teachers who often feel overwhelmed in their attempts to promote effective language instruction and cover a large content of lessons and activities into the allotted time frame. Many secondary school teachers find it difficult to manage their instructional time in a manner that allows them to meet their students' levels, needs, and learning styles. Therefore, teachers need to develop effective time management skills and strategies to maximize students' engagement in the learning process and help them to reach the intended learning objectives as productively as possible.

The current research is carried out in order to investigate EFL teachers' time management issues during instruction and explore possible solutions and strategies that can help them ensure maximum use of time to improve students' learning outcomes. To achieve this objective, 1st year secondary school classes are selected as a case study, and a set of research questions are formulated as follows:

- What is the importance of managing time in class?
- What are the most common instructional time management problems and concerns?
- How can teachers minimize wasted time in the classroom?
- What is the impact of teachers' time management skills on students' academic achievement?

General Introduction

On the basis of these questions, the following hypotheses have been built up:

- The overloaded syllabus, poor lesson planning, and discipline problems especially in large classes are possible factors that may negatively affect teachers' time management process during instruction.
- Developing effective lesson plans and maintaining efficient control over the classroom are vital strategies that help teachers manage their instructional time in an optimum manner.

To carry out this research, the descriptive methodology is adopted using a pair of research tools to collect quantitative and qualitative data; a formal questionnaire addressed to 67 secondary school EFL teachers, and observation carried out with 1st year secondary school classes to get a deeper insight into teachers' time management skills during instruction.

This work is divided into three chapters as follows:

The first chapter is devoted to the theoretical part which reviews the literature related to instructional time management from different perspectives. It also reflects the importance of time management skills in enhancing students' learning opportunities.

The second chapter revolves around the practical part of this work. It provides a detailed description of the methodological procedures used in this research including teachers' questionnaires and the observational grid. Then, it analyses the results obtained through both research instruments and presents a discussion of the main outcomes.

Finally, based on the findings of the second chapter, the third chapter is devoted to some pedagogical recommendations and guidelines that can help teachers improve their time management skills and maximize students' engagement in the learning process.

General Introduction

Along this study, the following obstacles and limitations have been recognized:

- Besides time restriction, the most challenging factors in this investigation are the lack of references and the inaccessibility to the most needed documents related to the area of study.
- Another limitation lies in the fact that not all the participants have responded to the questionnaires given to them. Among 86 teachers, only 67 have answered the questionnaires though they were constantly reminded.

However, regardless of these limitations, all the possible ways were attempted in order to accomplish this work with realistic findings.

Chapter One

Literature Review

1.1 Introduction

Instructional time management is one of the biggest challenges for teachers as it is the thread that binds up almost every aspect of teaching. In the field of foreign language acquisition, efficient management of classroom time has long been considered essential in promoting effective language teaching and optimizing students' learning opportunities. The present chapter starts by discussing the different scholars' views and perspectives concerning the concept of time management and its importance in the field of language teaching. Then, it highlights the most common factors which negatively influence teachers' time management within the classroom, and identifies the main time management skills and practices that teachers should possess such as setting goals, prioritizing, and effective lesson planning. Finally, the chapter provides an insight into the significant correlation between instructors' time management skills and students' academic achievements.

1.2 On the Concept of Time and Time Management

Time is the most valuable, limited, and priceless resource that affects every single aspect of human lives just as Lakein (1973) states that "TIME IS LIFE. It is irreversible and irreplaceable. To waste your time is to waste your life, but to master your time is to master your life and make the most of it." (p. 11). This non-renewable resource has been defined in various ways by different scholars. Yet, it is very difficult to define time as it is an abstract thing that cannot be touched or replaced by men, accumulated like money, stocked like raw materials, or be turned on or off like machines (Passig, 2005; Ojo & Olaniyan 2008). According to Drucker (1977), "everybody has the problem of time; for all resources it is the scarcest, the most perishable and the most elusive" (p. 57). He further emphasizes that time is a "unique resource" which cannot be hired, stored, bought, retrieved or changed in any way, and every second spent is gone forever (Drucker, 1967, p. 26).

Contrary to such resources as money, material or machinery, the Roman philosopher, Seneca (2014) sees that time is “an immaterial thing that doesn’t appear to the eyes, and for that reason it’s valued very cheaply.” (p. 118). It rather refers to a continuous process of an existence measured in seconds, minutes and hours, and referenced via clocks and watches. Moreover, time also refers to a particular period during which an action or an activity takes place (Ugwulashi, 2013). From all the foregoing, one can say that time is finite, irrecoverable, never static, and equally available to all as everybody is endowed with the same amount of it regardless of one’s own position.

A large body of literature has grown up around the concept of time Management which has received detailed definitions and elucidations from different scholars and writers. In fact, the secret to achieving success in life is the optimum utilization of time which “unless it is managed, nothing else can be managed...Yet most people take for granted this unique, irreplaceable, and necessary resource” (Drucker, 1967, p. 51). Time management basically refers to the ability to exercise efficient and conscious control of time for the sake of accomplishing life activities successfully as Smith (1994) powerfully points out that, “controlling your life means controlling your time and controlling your time means controlling the events in your life” (Quoted in Dembo & Seli, 2013, p.148).

The concept of management is defined as “the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results” (Williams & Curtis, 2007, p. 5). Time represents a valuable quality that requires effective management and control because successful time management helps to increase job performance (Claessens et al., 2007).

Many scholars believe that time encompasses a wide range of skills, tools, and techniques used to manage the time spent on specific activities in order to increase work effectiveness, efficiency, and creativity. Time management is defined in the Business Dictionary as “a systematic, priority-based structuring of time allocation and distribution among competing demands” (BusinessDictionary.com, n.d.). Therefore, time management is not a matter of doing more things in a particular period of time, but rather it is about getting the things that matters the most done in an optimal manner.

Time is regarded as the art of arranging and budgeting one’s time to reach specific goals (Sandberg, 2001; Mohanty, 2003); a technique for effective time use to accomplish all the tasks required (Woolfolk & Woolfolk, 1986; Orpen, 1994); planning and allocating time (Burt and Kemp, 1994); as well as the tasks that involve efficient time use so as to generate more effective work, enhance job productivity, reduce stress, and improve both personal and professional satisfaction (Britton & Tesser, 1991). In this regard, systematic management of time involves determining the multiple tasks to be performed, prioritizing such tasks according to their degree of importance in enhancing productivity, and lastly allocating time realistically for these tasks by determining how much time is required to complete them (Obi, 2003).

Despite the scholars’ different viewpoints, most of them conceptualize time management as basically a “planning behaviour” to decide upon the tasks to be performed, and how these tasks should be prioritized in order to reach the targeted goals (Claessens et al., 2004). These aims help individuals to direct their energies and efforts towards clear targets and thereby increasing their attention and motivation (Locke & Latham, 1990). In fact, individuals become more disciplined in using their time when they clearly identify their needs or purposes and diminish or eliminate distractions that can negatively affect their time and energy (Soucie, 1986). For a good planning behaviour, Macan (1994)

emphasizes three techniques that lay behind successful use of time. These are making priorities and goals, time management mechanics including designing to-do lists, as well as preference for organization.

In a likewise manner, Britton and Tesser (1991) propose three techniques for time management which are: short-range planning, time-related attitudes, and planning for a longer duration. Short-range planning means organizing activities on a daily or weekly basis, long-range planning refers to the ability to manage tasks for longer periods, while time attitudes indicate people's orientations towards the best use of their time. Crutsinger (1994) concludes that managing time also involves deciding about how much time a task will take to be done, adjustment to the unexpected situations, and finally evaluation through constant revision and reconsideration of the predetermined goals and priorities.

Even though many intellectuals and scholars have approved the use of the term 'Time Management', it has been variously argued that it is very difficult and almost impossible to manage time since according to Olaniyi (1998) and Akomolafe (2005), the hands of the clocks continue to move beyond human control and manipulation. Following this path of argument, Lansang (2003) asserts that "time management is not actually about 'managing' time; rather, it is about setting priorities and planning our lives and time according to these priorities" (p. 3). Individuals, therefore have to manage themselves and their lives by deciding what to do with their own time and how best to organize their tasks within the time frame available to them. In this sense, time management is actually a matter of self-controlling and self-regulating to make optimum and productive use of the time available to each individual in an equal quantity. All in all, learning about how to manage time properly according to needs and the requirements of matters and activities is an important skill one has to acquire in order to achieve success in life.

1.3 The Importance of Time Management in EFL Teaching

Since time immemorial, mankind has always considered teaching as the noblest profession and the most honorable career that builds up any nation. It is the process of nurturing young minds and shaping future generations of skilled professionals and workers such as doctors, engineers, educators, lawyers, policemen and good citizens in society. As with any teaching job, teaching English as a Foreign Language (TEFL) is certainly a challenging task and a fully rewarding experience since English is the most widely and globally used language in many domains including education, computing, business, medicine, banking, and tourism in many world countries.

Teaching English involves developing the four primary skills, namely reading, listening, speaking and writing in addition to polishing learners' intellect and aptitude to embrace a new culture. Thus, it requires much time and effort from teachers who are always working against the clock in order to promote successful language acquisition. Unsurprisingly, then, time management is the key factor to accomplish instructional activities because "the realization of educational goal despite the amount of resources involved remains ineffective without excellent time management" (Ugwulashi, 2012, p. 408).

As Fullan and Miles (1992) note that, "... time is the salient issue" (p. 750), instructors often complain about time limits and feel that it is impossible for them to perform the overload of numerous activities and fit the large volume of work into the allotted time frame available to them. In this regard, Bacon (1994) stresses that "the shortage of time is a problem in all schools and is one of the most complex and challenging problems teachers face every day" (p. 11). Teachers constantly feel overwhelmed as they are engaged in covering the extensive syllabus, meeting their students' needs and styles,

completing every assignment, as well as achieving the targeted learning aims and objectives. Unfortunately, feeling overwhelmed can cause stress which may lead teachers to lose their control and creativity in the class. Hence, possessing the skill of time management is the ultimate goal of effective teachers in order to avoid running out of time and improve their personal and professional performance (Olaniyi, 1998).

Since classroom time is valuable, it is necessary to spend it in a reasonable and efficient way. Therefore, the main task of EFL teachers is to time their lessons and tasks appropriately, and involve their students in an attractive and comfortable learning environment (Brown, 2001). Harmer (2007) believes that EFL teachers should handle a set of variables during instruction including time management so as to manage their classrooms effectively and develop students' basic language skills.

Recently, many scholars have emphasized the importance of time management as it is central mechanism for school enhancement (Denham & Lieberman, 1980). In this respect, Mamchak and Mamchak (1993) put together a book, entitled *Teacher's Time Management Survival Kit* which proposes valuable management techniques for teachers aiming at saving their instructional time at an optimum level. Managing time is a crucial tool for improving teaching and learning targets and results as Horng (2010) and Master (2013) report that time management is likely to have a big effect on teachers' effectiveness and school outcomes. Teachers' management skills, including planning and organizing, encourage the proper transmission of knowledge by teachers to their learners and improve their academic performance. These skills help students to complete the multipurpose tasks and activities in the class (Fazal, 2012) and strongly enhance their academic achievements and attitudes (Adamson et al., 2004).

According to Bacon (1994), "time often defines the possibilities and limitations of teachers' professional performance" (p. 12), which means that the way time is being managed by teachers will reflect on their performance either positively or negatively. Indeed, time is the main factor to be considered when planning because teachers who have better time planning skills can be more creative and productive. On the other hand, teachers who constantly starve for more time due to poor planning will definitely show lower classroom performance. Thus, efficient time planning can yield fruitful benefits in instruction including decreasing procrastination, gaining more time and control, completing more tasks and activities, increasing teachers' satisfaction and motivation, as well as reducing their levels of stress and anxiety (Nadinloyi et al., 2013).

In brief, effective time management helps teachers to increase their productivity, provide a better education for their students, and reach the intended pedagogical aims and objectives.

1.4 Factors Affecting EFL Teachers' Instructional Time

Time is probably the most valuable element in the teaching profession. Quality education highly depends on having sufficient time to deliver effective lessons and create an engaging learning environment for their students. In fact, "understanding where time might be lost in the classroom begins with understanding how instructional time can be defined" (Savage & Savage, 2010, p. 80). Instructional time refers to the portion of class time during which teachers are actively teaching their students a particular knowledge related to the subject (Cotton, 1989).

In fact, instructional time includes allocated time, engaged time, and academic learning time (Savage & Savage, 2010). Allocated Time is the total amount of time assigned for teaching a particular subject in a given area. Engaged Time or time on task,

refers to the portions of time during which students are paying attention to the teacher and are actively involved in pedagogical tasks such as reading or writing. Finally, time spent on successful learning and understanding is often called academic learning time (ALT) during which students can effectively master and perform the skills they have already learned (Harlan & Rowland, 2002).

However, not all scheduled classroom time is devoted to successful academic instruction. Time is often lost and eroded due to many factors such as curriculum overload, teachers' poor planning, procrastination, stress and anxiety, lack of training, dealing with students' disruptive behaviours, working within overcrowded classrooms, as well as transitions between classes and activities among several others. Such factors that negatively impact instructional time need to be examined and investigated by teachers in order to minimize time loss and thereby improve their time management process

1.4.1 Overloaded EFL Curriculum

The curriculum is a paramount element in the education of any nation which reflects its history, politics, economics, and culture. It refers to "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of the school" (Kerr, 1968, p. 16). On the other hand, Levin (2008) defines curriculum as an official document established by the state which identifies the knowledge and the skills students are supposed to acquire and use in their daily lives. However, many educators are recently facing the problem of curriculum overload which affects not only students' acquisition, but also teachers' performance and their classroom time management. In fact, the overloaded curriculum is one of the prominent issues of contemporary education which can have significant negative and damaging consequences on both teachers and learners.

“Overload means placing a demand on the body greater than that to which it is accustomed (Kassing & Jay, 2003, p. 23). Therefore, curriculum overload “reflects a view that there is too much content to be ‘covered’, too little time for following up pupils’ interest and too driven by targets, tests and other external pressures” (Huat & Kerry, 2009, p. 185). As a result of this, teachers often undergo pressures and lose their spontaneity, creativity, and innovation while competing with time and rushing to catch up with the curriculum and cover the syllabus within the allotted time frame (Nagao et al., 2007; Cox, 2014). Consequently, due to their rush, teachers often fail to manage their time properly and focus on their individual students’ needs and abilities. In this sense, Carnie (2017) lamented that “teachers, constrained by an overloaded curriculum and with little spare class time, have often found it difficult to respond to children’s interests” (p. 9).

Curriculum content and goals need to be wisely translated into realistic instructional objectives and make proper planning and prioritizing of tasks taking into consideration students’ different learning needs, abilities, and styles

1.4.2 Overcrowded EFL Classrooms

Instruction in large classes is a challenging task for any EFL teacher seeking to manage time properly and attain the specified objectives of teaching. In fact, the primary objective of a teacher is to organize efficient activities and invest class time on developing the skills and satisfying the needs of each and every student in a proper way. However, in overcrowded EFL classrooms where the number of learners is big, teachers can hardly control their time, pay attention to all learners, or give them equal chances to speak and participate. Researchers have indicated that instructional time management is highly affected by class size, which affects the instruction of learners with different interests,

personalities, and capabilities, and hinders teachers from building effective relationships and interactions with their own students (Erdogan et al., 2010).

According to Norris (2003), when the number of students exceeds a certain limit, EFL teachers spend most of their time settling behavioural disputes and demanding students' attentiveness and concentration which would negatively impact the teaching-learning process. Olivier (2006) shares a similar view that larger EFL classes negatively affect teachers' ability to manage time and monitor their learners' progress and performance inside the classroom. The latter has to be managed effectively by teachers in order to create a successful learning atmosphere. Hence, educational leaders could enhance learning and strengthen teacher-students interactions by limiting the number of students to the extent that teachers can easily manage their time and increase students' engagement in the learning process (Blatchford et al., 2007).

1.4.3 Teachers' Poor Planning

Lesson planning is the most crucial factor for effective teaching just as Queen et al. (2000) stress that "daily lesson plans are key to good instruction and successful teaching" (p. 14). These plans affect teachers' performance of the lesson within the classroom. "Failing to plan means planning to fail" as said by Benjamin Franklin, the father of time management. Hence, lack of preparation will lead teachers to fail in delivering their lessons and activities in an efficient manner. In fact, "poor planning, that is, poor management on the part of the teacher often is the cause of much wasted time in the classroom" (Heidgerken, 1965, p. 199). Many precious minutes are devoured during classes due poor preparation and inadequate or unrealistic timing of lesson activities. This can lead teachers towards frustration and failure and prevent them from reaching the objectives of the lesson.

In this respect, Partin (2009) states that “through poor preparation and planning, a teacher can consume more time on non-instructional activities” (p. 76), which means that the entire learning atmosphere and concentration of the class can be interrupted. Undoubtedly, the absence of proper lesson planning can detrimentally affect teachers’ time and effort within the classroom and therefore decrease students’ learning and acquisition. Careful and creative lesson planning can help teachers establish efficient control over time, and thereby enhance students’ learning outcomes.

1.4.4 Procrastination

Procrastination is a big issue that educators struggle within their profession that is highly characterized by large volumes of workload in and outside the classroom. Hence, EFL teachers tend to consistently procrastinate or leave tasks unfinished, and needlessly put off their academic work until the last minute which seems to have a negative effect on their instructional time management process. According to Ferguson (2008), “procrastination is one of the most expensive time wasters that exist. Our mind is powerful at giving us the excuses for why not, so the more we delay tasks (such as beginning to write reports), the worse it becomes.” (p. 36). This is why procrastination is rightly labeled “the thief of time” (Skinner, 2005, p. 180). Poor preparation, fear, anxiety, lack of concentration, and setting objectives without deadlines can all lead to procrastination in a way or another (Olaniyi, 1998; Partin, 2009).

Educators often fail to manage their classroom time because they tend to avoid or delay the preparation of their lessons and activities believing that they will get them done in some future time. However, as Skinner (2005) notes, these tasks actually get more difficult and worse if they are piled up rather than being pushed off the way. In this respect, Bubb and Earley (2004) agree that “sometimes we waste time procrastinating,

avoiding tasks or distracting ourselves rather than getting on with the job” (p .120). Working under pressure due to procrastination leads teachers towards low academic performance and poor time management during instruction. This fatal habit need to be avoided through daily planning and regular preparation of lessons in order to reach l the pedagogical aims and objectives.

1.4.5 Students’ Discipline Problems and Misbehaviour in EFL Classes

Handling students’ misbehaviours heads the list of teachers’ concerns and presents the biggest source of instructional time loss inside the classroom. Teachers, especially the novice ones, spend most of their teaching time in managing students’ inappropriate, disruptive, and unacceptable behaviours just as Partin (2009) admits that, “classroom research studies have observed that an average of 18 percent of class time is consumed by discipline matters” (p. 76). Such inappropriate behaviors includes students’ disruptive talking and discussions, daydreaming, noise-making, talking out of turn, breaking class rules, as well as disrespecting or disobeying teachers which would rob more class time and affect students’ learning. These misbehaviours usually occur when the lesson is dull and monotonous, which may lead students to misbehave as a reaction to boredom or distraction.

According to Hastings et al. (1981) classroom discipline “produces more stress than any other aspect of teaching, builds high levels of anxiety and frustration that sometimes lead to a sense of helplessness, and consumes monumental amounts of time intended for teaching and learning.” (p. 48). In other words, disciplinary issues build a bridge between goals and accomplishment inside the classroom as they consume much effort and time and thereby hinder teachers from achieving the planned goals and objectives. Good behavior and learning go hand in hand which means that effective classroom management is the

most important factor in facilitating the teaching-learning process and developing positive student-teacher relationships. Teachers, therefore, need to continually monitor and keep constant control of their classrooms to discourage and prevent such problematic behaviours, and invest time and effort in engaging learners in attractive learning experiences (Partin, 2009).

1.4.6 Interruptions

Precious learning time is mainly robbed by a variety of interruptions that are inevitable in every EFL classroom and may sometimes go beyond teachers' direct control. The educational setting provides numerous opportunities for distractions and interruptions such as students arriving late, unexpected visitors, bathroom breaks, constant students demands, mobile calls, outside noises and distractions, checking students' attendance, equipment breakdowns or stopping a lesson to hunt for pedagogical materials, in addition to students falling ill during instruction, or teachers' chatting about personal stories and interests which are totally irrelevant to the lesson (Partin, 2009; Chase et al., 2013).

Constant classroom disruptions cited above not only consume precious class time but even worse, they invite students' misbehavior and increase teachers' frustration and stress. According to Partin (2009), "a class that is 100 percent on task suddenly becomes 100 percent off task as the interruption disrupts everyone's attention" (p. 83). Handling or preventing interruptions is a crucial concern for teachers seeking to achieve the targeted learning goals and objectives. Minimizing classroom interruptions by means of planning for potential disruptions, conducting well-timed lesson plans, and getting materials ready before the lesson starts can effectively enable teachers to invest the available number of minutes on improving academic learning experiences.

1.4.7 Classroom Transitions

Within every classroom, considerable amounts of instructional time can be lost during transitions on a daily basis, which can be one of the most challenging aspects of teaching. Transitions represent those periods of downtimes when moving from one class to another or switching from one instructional activity to the next, which may account for at least 50 percent of a teaching day. Indeed, “classroom transitions constitute a major source of off-task time activities” (Mastropieri & Scruggs 2005, quoted in Maag, 2017, p. 195). According to Goodman (1990), “almost 20 percent of class time was taken up by noninstructional demands, and the largest portion of time was devoted to transitions (35 of 45 minutes, 15 percent)” (p. 32). Most of the time, EFL students get confused about the next activity especially when teachers’ instructions are unclear, which can lead to a total interruption and breakdown of the lesson momentum.

If not properly managed and planned in advance, transitions can slow down the pace of lessons, reduce the amount of productive time, and leave opportunities for chaos and disruptive behaviours which are most likely to occur when there is a lag in the continuity of a lesson (Kounin & Doyle, 1975). To combat time loss and make every minute counts, transitions between classes and activities need to be quick and smooth by EFL teachers who can, explicitly give clear orders and instructions to their students in order to direct them to move quickly and efficiently from one activity to another and speed up the transition process (Partin, 2009). Efficient transitions are vital to maximize instructional time, maintain students’ attention, and create a productive learning environment where activities are conducted in a continuous flow, one after the other.

1.4.8 Teachers' Stress and Anxiety

Stress for educators is a major issue that has received great concern from educational researchers as it can strongly affect the teachers' time management process. In fact, "stress is an inescapable part of any teacher's job" as Hans Selye, the pioneer stress researcher, suggests that "the absence of stress is death." (Patin, 2009, p. 333). EFL teachers often undergo worries and face considerable workload pressure as a result of such heavy demands as working for long hours, teaching in overcrowded classrooms, managing classroom interruptions and disruptions, dealing with different students' personalities and capabilities, performing numerous tasks in a very limited amount of time, constant curriculum changes and reforms, inadequate materials and supplies, unexpected inspections and so forth.

Consequently, going through such overwhelming demands and conditions of pressure and tension can have a negative impact on educators' management of their finite class time and reduce their job performance and satisfaction (Organ & Bateman, 1991). Learning how to resist all of these frustrations and anxieties is vital for effective classroom management and confident teaching. Therefore, EFL teachers need to overcome classroom stress and other emotionally disruptive conditions to gain greater control over time, accomplish their responsibilities efficiently, and maintain a comfortable teaching and learning environment.

1.4.9 Lack of Training

Loss of instructional time can be caused by instructors' low efficiency to teach and lack of pre-service training on the basic pedagogical skills and classroom management. As reported earlier, classroom time management is closely related to teaching effectiveness. Hence, instructional time management and quality of education can be improved when

teachers receive effective pre-service training on the basic pedagogical competencies in order to acquire knowledge on effective teaching (Sahito & Vaisanen, 2017). Indeed, teacher training programs can positively change the behaviours and attitudes of teachers and equip them with effective practical strategies to improve and enhance their time management skills and ensure that students are receiving the maximum quality instruction possible (Macan, 1994; Skinner, 2005; Claessens et al., 2007).

Lastly, besides the above factors, other elements may also affect classroom time management including teacher's experience, flexibility, unclear instruction, low interaction and communication with students, as well as learners' different abilities, needs, and learning styles including visual, auditory, and kinesthetic. All these factors need to be taken into consideration in order to reduce time loss as much as possible and ensure an optimal accomplishment of lessons.

1.5 Teachers' Time Management Skills and Practices

“The ability to use time wisely in pursuing curricular goals is perhaps the most valuable teaching skill” (Partin, 2009, p. 74). Teachers often have limited time to tackle their workloads and cover the syllabus content in a specified period of time. Therefore, it is necessary to distribute the available time equally amongst lessons and activities intended to be covered by the syllabus (Ugwulashi, 2013, p. 62). According to Lakein (1973), “effective time use, like driving a car, is a skill that can be acquired” (p. 11). Hence, Effective classroom time management requires precise skills, proficiencies, capacities, practices, and excellent planning behaviours in order to maximize instructional time and yield positive teaching and learning outcomes.

Literature includes a wide range of time management techniques which involve setting attainable goals, identifying clear priorities, accurate scheduling and allocation of

time, advanced planning of lessons and activities, reducing time wasters, skillful handling of possible interruptions, as well as constant analysis and evaluation of one's performance (Claessens et al., 2007; Chase et al., 2013). It is highly important for instructors to understand and examine each skill and the role it plays in managing classroom time.

1.5.1 Setting Objectives

The most fundamental time management skill is teachers' ability to use time in a manner which serves their educational aims and objectives because as Partin (2009) reported, "both in and out of the classroom, the very best teachers and the happiest people have a clear sense of purpose" (p. 107). According to Earley and Bubb (2004), EFL teachers are required to set SMART goals that are Specific, Measurable, Achievable, Realistic, and Time-bound so as to accomplish their tasks within the time allotted. A Specific goal is detailed as it addresses such questions as who, what, when, where, why and how it must be accomplished; *Measurable* involves deciding the methods of measuring the progress towards goal attainment; *Attainable* means that the goal is really achievable and possible to be attained by properly setting the steps that are necessary to reach it; *Realistic* in the sense that one must be able to work on it; and finally, time-based or set within a limited time frame to create a sense of urgency and motivation to achieve it (Rao, 2015).

Goal setting habit acts as a motivational technique that guides EFL teachers' actions and helps them to focus their time and efforts on obvious targets (Soucie, 1986; Locke & Latham, 1990). Thus, teachers' use of class time need to be driven by effective setting of lesson aims and objectives along with clear deadlines, so they can plot a direct path to achieve a productive and manageable semester.

1.5.2 Prioritization of Tasks in EFL Classes

Prioritizing instructional tasks and activities on the basis of their importance is another indispensable tool for effective handling of instructional time. According to Partin (2009), “feeling overwhelmed by all the demands on one’s time is a cue that it’s time to set priorities.” (p. 335). This is because the most important tasks require more time and energy whereas the less important ones usually require less time and effort in order to be accomplished. Thus, after setting the tasks meant for a particular period, it is more suitable to prioritize the order in which these tasks are to be executed and handle the less important tasks after completing the major ones (Soucie, 1986).

In this regard, Partin (2009) re-emphasizes that “establishing which things are truly both urgent and important helps allocate one’s energies and time” (p. 335). Since time management is mainly about getting the most important things done, teachers, therefore, are required to separate and categorize their instructional activities according to their level of importance, and respect those priorities in order to maximize learning time and reach the intended objectives (Soucie, 1986; Jordan et al., 1989).

1.5.3 Proper Time Scheduling

Besides setting goals and prioritizing the tasks required, fruitful time management also involves keeping a proper schedule of classroom activities. Proper time scheduling or planning is a basic management technique based on arranging and allocating time accurately for the different learning tasks and priorities intended to be accomplished by the teacher within the available time frame (Jordan et al., 1989). By means of sound planning, teachers can estimate time correctly and determine the proportion of time to allocate for each activity (Crustinger, 1994). Through proper and realistic time scheduling, teachers

can manage their instructional time more efficiently and productively and have a clear overview of the steps that lead to achieving their lesson objectives and aims.

1.5.4 Effective EFL Lesson Planning

“As with any other instructional technique, the key to success is careful preparation and planning” (Partin, 2009, p. 215). Regular planning of lessons and activities is a critical skill for efficacious instructional time management. In fact, “teachers in all disciplines use lesson plans as a tool for effective teaching” (Martin et al., 2006, p. 182). In this respect, Partin (2009), stresses that “a lesson plan is simply a sequential guide to how you will accomplish your instructional objectives or goals” (p. 134). He further emphasizes that “whether teaching a lesson or building a house, a good plan helps us get things done effectively, efficiently, and correctly” (Partin, 2009, p. 107).

A fully and carefully constructed lesson plan is the instructor’s guide to utilizing the allotted time wisely and precisely along with tasks’ prioritization and proper time scheduling to accomplish the pre-determined teaching goals and transform them into teaching practices. Indeed, teachers who prepare clear and well-written lesson plans can teach the content properly and efficiently according to the requirements and interests of their students. Detailed and advanced lesson planning is vital as it helps to strengthen and enhance teachers’ performance, anticipate or prevent potential issues, overcome procrastination, and maximize students’ engagement in learning.

1.5.5 Excellent EFL Classroom Management

Efficient use of instructional time goes hand in hand with good discipline and classroom management. The latter refers to teachers’ strategies, methods, and abilities to maintain a good classroom environment and engage students in a productive learning experience just as Whitaker and Breaux (2012) assure that “an effective management plan

involves everything the teacher does to ensure that the classroom runs smoothly and efficiently” (p. 5). Indeed, establishing effective classroom control and management is highly considered as the most essential aspect of the teaching and learning process.

Such non-instructional activities as distractions, interruptions, students’ disruptive behaviors, noise and chaos, and constant disciplinary interventions can erode significant amounts of teaching time (Partin, 2009; Chase et al., 2013). Developing an efficient plan for handling and eliminating these time robbers is a necessary skill for teachers aiming to save valuable amounts of instructional time and improve their classroom performance because “all great teachers are effective classroom managers” (Whitaker and Breaux, 2012, p. 5). Hence, identifying, avoiding, or minimizing off-task behaviours can help teachers invest time in boosting and maximizing students’ learning (Ajayi, 2007).

1.5.6 Reflective Teaching

Finally, and most importantly, reflection on one’s own teaching practices is a basic teaching tool that makes teachers more aware of their professional knowledge and performance (Finlay, 2008). Reflective Teaching is a process of self-assessment and evaluation wherein instructors examine their pedagogical practices and identify their areas of strengths and weaknesses. It is, therefore, a means of professional development that leads to changes and improvements in the teaching process (Bartlett, 1990). Critical reviewing or continuous evaluation of the time spent on performing instructional activities is a very essential strategy to assess the extent to which learning objectives were achieved.

“Goal evaluation includes an analysis of goals and a diagnosis of problems in goal achievement over a period of time that is used to modify future plans” (Love, 1991, p. 84). In fact, lessons do not merely end after getting out of the classroom. Effective teachers frequently assess their lesson outcomes and the way time was managed with regard to

priorities, schedules, and goals in order to determine areas of success or failure, judge students' progress, and modify lesson plans whenever necessary.

In sum, "time management skills are essential for survival in the classroom" (Partin, 2009, p. 74). Mastering each skill plays a critical role in the optimal utilization and management of time in order to improve teachers' performance, deliver the content of lessons properly, and enhance students' academic achievements.

1.6 The Impact of Teachers' Time Management on Students' Achievements

Time management is a factor that affects all aspects of the educational system including students, teachers, administrators, and supervisors. According to Adamson et al. (2004), teachers' time management skills can have a strong impact on students' academic performance and achievements. Similarly, Naglieri and Gottling (1997) state that "maximization of the use of time for academic activities is required to enhance students' academic performances and attitudes" (Quoted in Kayode & Ayodele, 2015, p. 1).

Teachers' time management is very critical in order to enhance students' achievements and attitudes toward learning. Walberg (1988), in his research on time and learning, stresses the importance of time management on increasing student accomplishments. According to Misra and Mckean (2000), "effective planning and prioritization lead to efficient time management, which in turn has been found to increase productivity, alleviate stress, and have a positive effect on students' learning and achievement" (Quoted in Meltzer, 2010, p. 70). Students' academic achievement is the result of classroom instruction which highly depends on the extent to which learning aims and objectives were achieved. Instructors' time management and control is the process through which learners carry out various activities within a limited time frame.

Not only teachers' personalities and competencies affect students' effectiveness and success, efficient use of instructional time is also critical to increase students' academic achievements and productivity. In this respect, Ferguson (2010) believes that "students are likely to engage more deeply and master their lessons more thoroughly when their teachers managed their resources effectively" (Quoted in Kayode & Ayodele, 2015, p. 5).

In a similar vein, Greenwait (2002) re-emphasized that accurate time planning and organization enable teachers' to deliver lessons easily, smoothly, and with minimum issues or failure (Kayode & Ayodele, 2015). Macan et al. (1990) conclude that effective time management practices can impressively engage students in a productive and comfortable learning atmosphere. On the other hand, teachers' poor control of their instructional time and ill-execution of tasks and lessons, can negatively influence students' performance and decrease their learning outcomes. Hence, teachers are required to improve their time management skills in order to deliver their lessons in greater depth and meet their individual students' needs and interests.

In short, teachers' time management strategies which include setting goals, prioritizing, and planning can directly enhance the quality and quantity of students' outcomes and facilitate the teaching-learning process.

1.7 Conclusion

This chapter presented most of the aspects related to teachers' management of their instructional time. After defining the concept of time and giving brief explanations of certain key elements related to time management, many scholars have emphasized that establishing efficient control of time is basically important for teachers to deliver the content of the syllabus in an optimal way. Many issues concerning classroom time management have been analyzed in this chapter. It has also shed light on certain time

management skills used to maximize learning time and enhance students' academic achievements. What is needed, therefore, is that EFL teachers should be aware of all the elements developed in this chapter in order to acquire effective management of time and promote successful teaching and learning experiences.

Chapter Two

Data Analysis and Discussion

2.1 Introduction

This chapter is mainly concerned with the practical work which backs up the literature review described in the theoretical part of this research. Since the purpose of this study is to investigate teachers' time management issues within 1st year secondary school classrooms, data are basically generated through the use of teachers' questionnaires and classroom observation. These instruments are utilized in order to gain a deep understanding of teachers' attitudes towards their time management process, as well as the methods and techniques they use for better control of their instructional time. This chapter, therefore, is devoted to the description, analysis, and discussion of the results obtained from both research tools.

2.2 Sample Population

Algerian secondary school teachers of English represent the target population for this study. The selection of teachers was based on random sampling in order to obtain more accurate and reliable data.

2.3 Research Tools

In this study, data are gathered by means of teachers' questionnaires and classroom observation. These complementary methods are able to obtain rich qualitative and quantitative outcomes from diverse sources and angles with respect to the questions of the research. An explanation for each instrument is provided in details below.

2.4 Teachers' Questionnaire

The questionnaire is the most used research instrument which serves to collect data from relatively large masses of population over a short period of time. The main goal of this questionnaire is to gather comprehensive information about the issues that interrupt teachers' time management process during 1st secondary school classes and to deeply

understand the practices and skills they use in order to overcome these problems. This questionnaire was administered to 67 EFL teachers of different secondary schools in Algeria including 49 teachers from both, rural villages and urban cities of the wilaya of Adrar in order to get an even perspective on the matter.

2.4.1 Description of Teachers' Questionnaire

This questionnaire is largely conceptualized on the basis of the literature review presented in the first chapter. It is a mixture of close-ended questions, multiple-choice questions, as well as follow-up questions such as “specify please” or “justify your answer” where teachers are required to clarify or justify their answers. Since open-ended questions take more time and concentration, they were avoided in this research except for question 16 which allows teachers to add their comments and express their opinions freely without restrictions. As shown in Appendix A, a teachers' questionnaire consists of sixteen questions divided into four sections as follows:

a. Section One: (Q1 – Q3): Background Information

The aim of the first section is to gain general background information about teachers and their work experience.

b. Section Two: (Q4 – Q9): Teachers' Time Management Skills and Practices

The second section highlights EFL teachers' instructional time management techniques and practices at the 1st year level of secondary education.

c. Section Three:(Q10–Q15): Factors Affecting Teachers' Time Management

In this section, teachers were further asked to identify the factors which influence and consume their instructional time.

d. Section Four: (Q16): Further Suggestions

In the last section, teachers were given a space to express their opinions, suggestions, and strategies that help save and maximize instructional time.

2.4.2 Analysis of Teachers' Questionnaire

2.4.2.1 General Background Information about Teachers (Q1 – Q3)

Question 01: Gender

Options	Number	Percentage %
Male	28	42 %
Female	39	58 %
Total	67	100%

Table 1: Teachers' gender

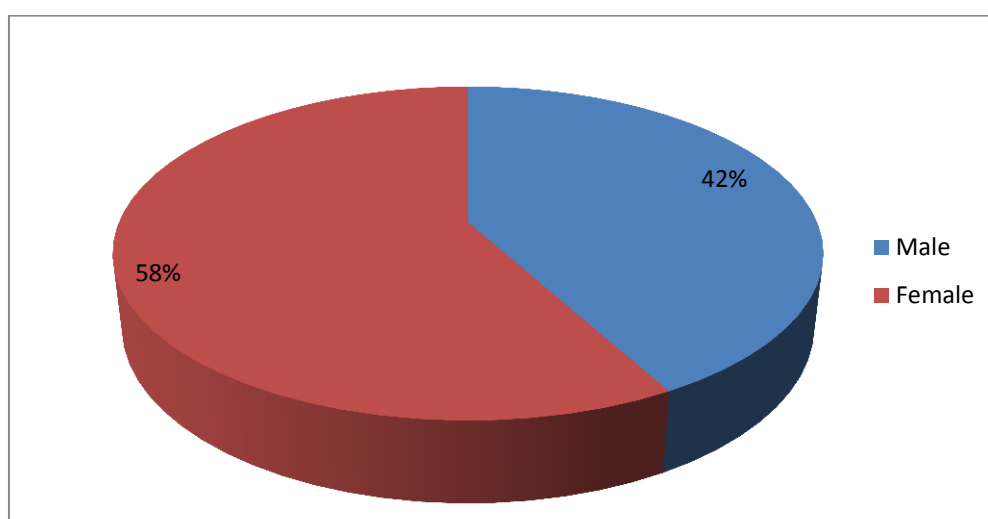


Chart 1: Teachers' gender

It is clear from the above chart that female teachers represent the leading majority in this study (58%) which exceeds males' number representing 42%.

Question 02: How long have you been teaching at the secondary school level?

Options	Number	Percentage %
01 - 10 years	52	78%
11 - 20 years	11	16%
Over 20 years	04	06%
Total	67	100%

Table 2: Teachers' work experience

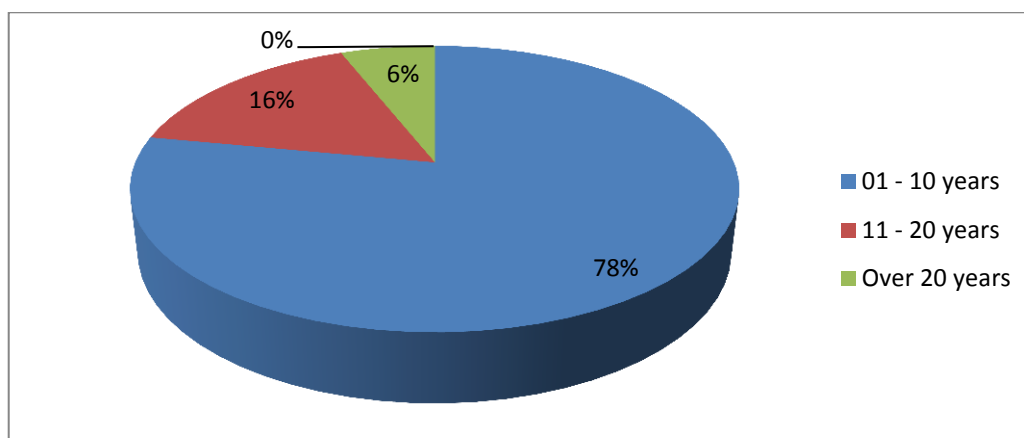


Chart 2: Teachers' work experience

From Chart 2, it can be seen that the highest percentage (78%) belongs to teachers' experience that ranges from 01 to 10 years. 16 % of teachers have between 11 to 20 years of experience, while the lowest percentage (06%) goes to teachers with more than 20 years of teaching.

Question 03: Have you been trained before starting teaching?

Options	Number	Percentage %
Yes	48	72%
No	19	28%
Total	67	100%

Table 3: Teachers' training experience

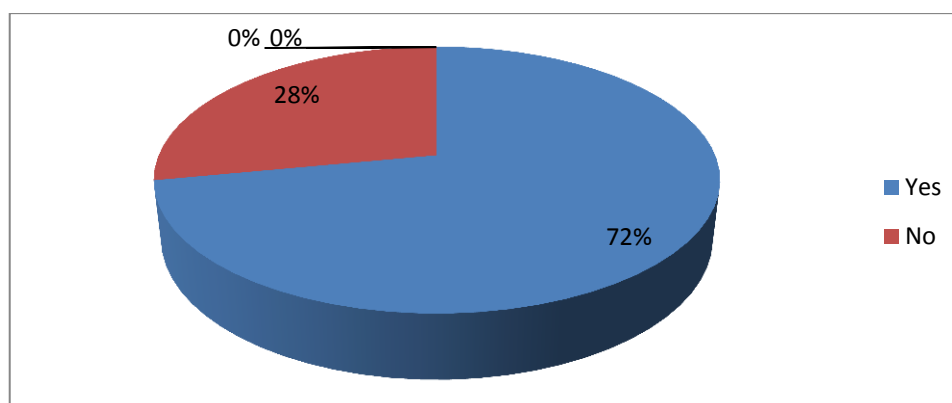


Chart 3: Teachers' training experience

As illustrated in the graph above, the majority of teachers (72 %) have undergone practical training before starting teaching, while only 28 % of the participants have no pre-service training experience at all.

-How did the training affect your time management skills?

When teachers were asked how the pre-service training affected their time management process, they reported that their training experience had actually helped them manage their time more efficiently and effectively, and had provided them with quite appropriate timing to the different phases of the lesson with respect to the pre-determined objectives and students' learnability.

2.4.2.2 Teachers' Time Management Skills and Practices (Q4 – Q9)

Question 04: How often do you plan your lessons?

Options	Number	Percentage %
Daily	41	61%
Weekly	16	24%
Daily and weekly	06	09%
Sometimes	04	06%
Rarely	00	00%
Never	00	00%
Total	67	100%

Table 4: Teachers' lesson planning

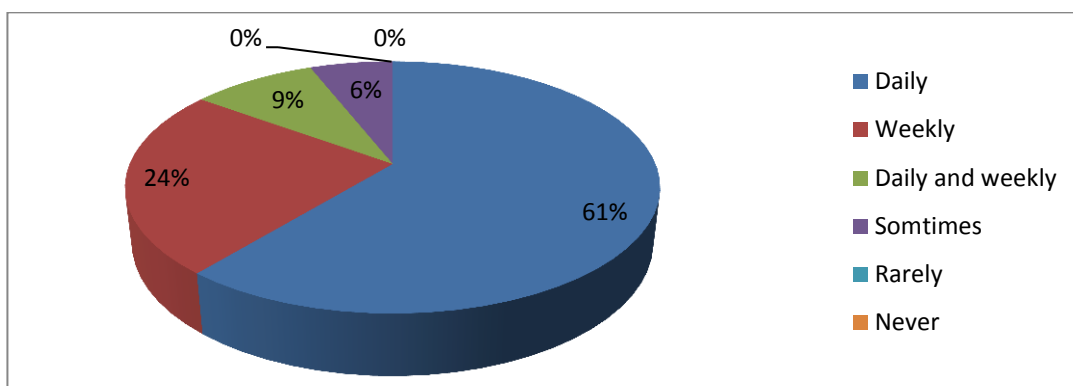


Chart 4: Teachers' lesson planning

The results reveal that the majority of teachers (61%) plan their lessons on a daily basis, 24% of them prefer weekly preparation of their lessons and activities, 9% plan daily and weekly, and only 06% of them, who have over 20 years teaching experience, plan their lessons only from time to time.

Question 05: Do you set specific and clearly defined learning objectives?

Options	Number	Percentage %
Yes	67	100%
No	00	00%
Total	67	100%

Table5: Teachers' setting of learning objectives

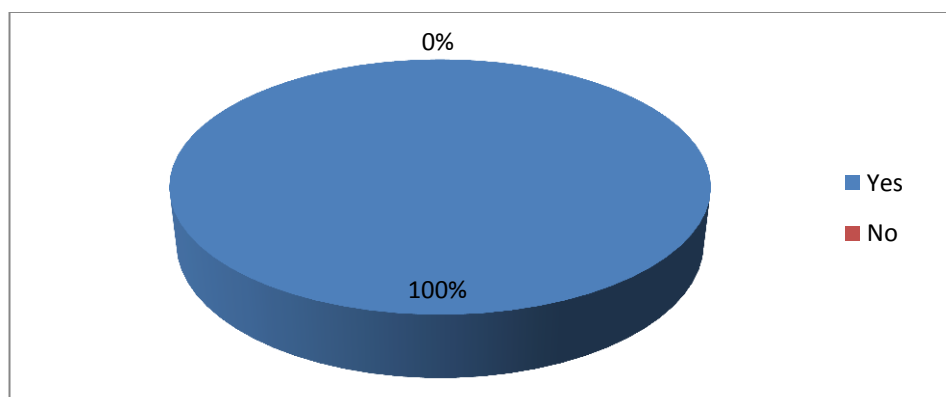


Chart 5: Teachers' setting of learning objectives

As chart 5 shows, the total number of the participants state that they all set specific and clearly defined learning objectives to be reached at the end of the lesson.

Question 06: Do you manage to respect the time set in your lesson plans?

Options	Number	Percentage %
Always	44	66%
Sometimes	05	07%
Rarely	06	09%
Never	12	18%
Total	67	100%

Table 6: Teachers' respect for the timing set in the lesson plan

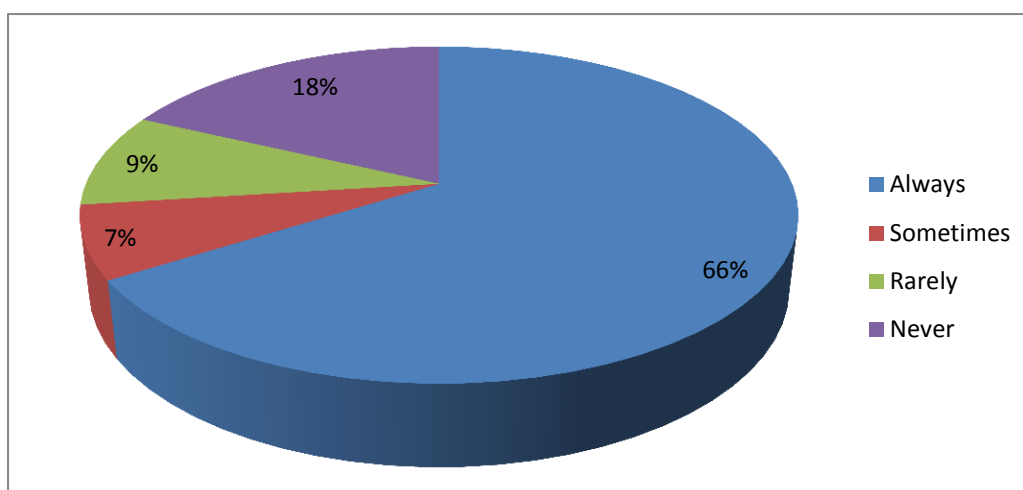


Chart 6: Teachers' respect for the timing set in the lesson plan

As it is mentioned in the graph above, a large number of teachers (66%) always respect the timing set in their lesson plans, whereas 18% of them never follow the time allotted to the learning activities.

Question 07: Are you able to complete your tasks on the allotted time frame?

Options	Number	Percentage %
Always	32	48%
Sometimes	16	24%
Rarely	04	06%
Never	15	22%
Total	67	100%

Table 7: Teachers' ability to complete their lessons

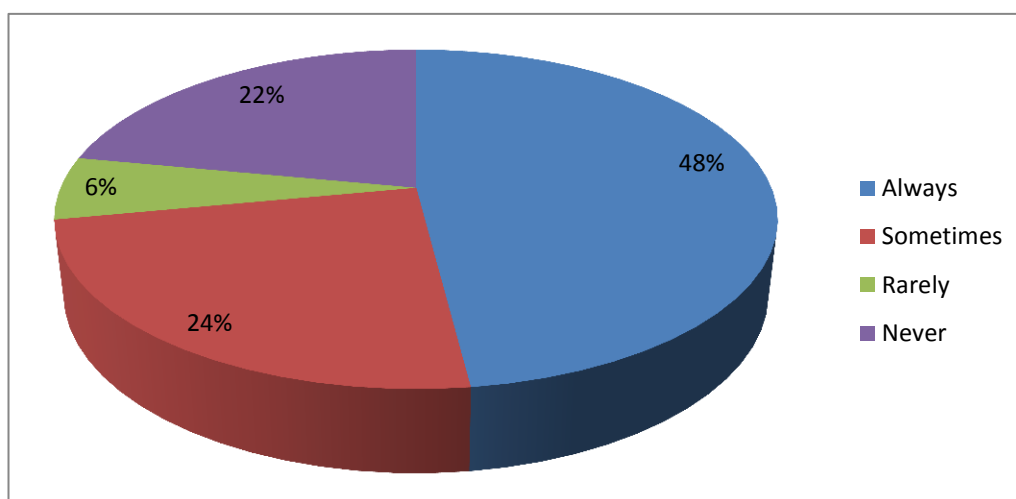


Chart 7: Teachers' completion of their lessons

Regarding question n° 7, 48% of teachers are able to complete their lessons and activities within the allotted time frame. 24% of the participants sometimes finish their lessons in due time, 06% of them rarely manage to fit their tasks on their planned timing, while the remaining teachers (22%) are totally unable to cover their lessons on the time set in their lesson plans.

Question 08: Do you give homework when the lessons are not finished in due time?

Options	Number	Percentage %
Always	45	67%
Sometimes	12	18%
Rarely	06	09%
Never	04	06%
Total	67	100%

Table 8: Teachers' tendency to give homework

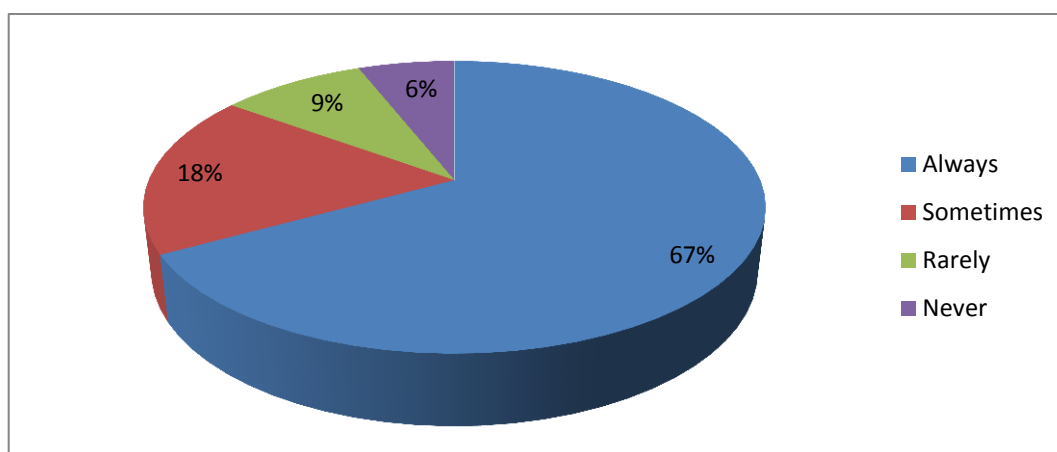


Chart 8: Teachers' tendency to give homework

As shown in chart 8, the data obtained reveal that 67% of teachers tend to give homework to their students as an alternative solution when the lesson activities are not finished during class time.

Question 09: Do you regularly review and assess the outcomes of the lessons and revise your lesson plans accordingly?

Options	Number	Percentage %
Always	47	70%
Sometimes	04	06%
Rarely	10	15%
Never	06	09%
Total	67	100%

Table 9: Teachers' assessment of lesson outcomes

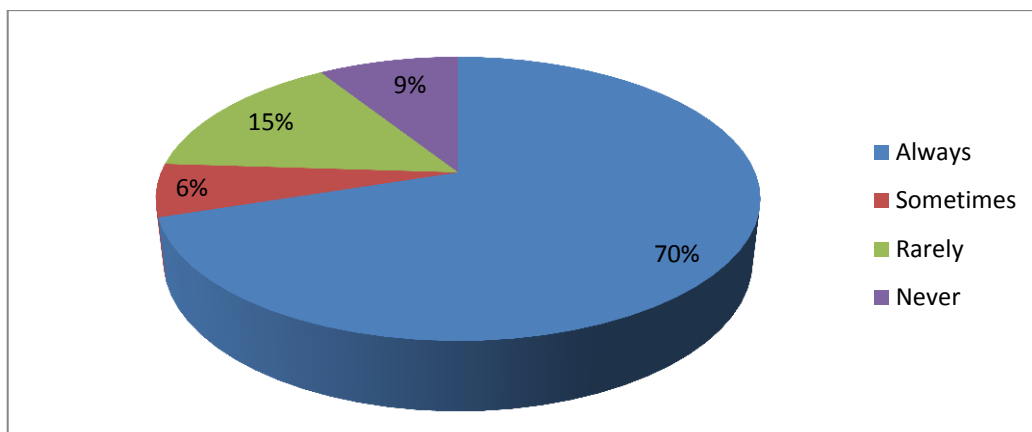


Chart 9: Teachers’ assessment of lesson outcomes

Chart 9 shows that 47 respondents opt for the first choice which means that they constantly review and assess their lesson outcomes, whereas only 06 of them completely neglect the evaluation part at the end of their lessons.

2.4.2.3 Factors Affecting Teachers’ Time Management (Q10 - Q15)

Question 10: Do you think that the number of hours per week allotted to teaching English to 1st year secondary school classes is enough to reach the intended objectives?

Options	Number	Percentage %
Yes	20	30%
No	47	70%
Total	55	100%

Table 10: Teachers’ views about the time devoted to 1st year EFL instruction

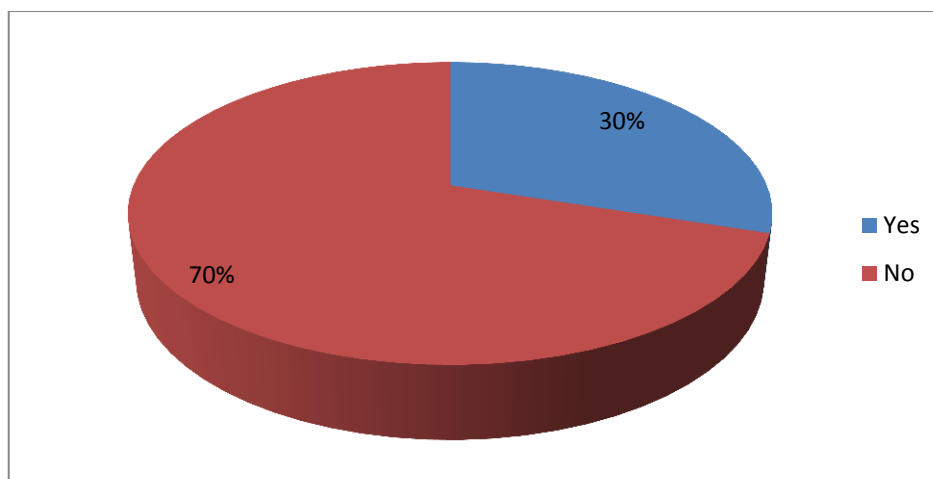


Chart 10: Teachers’ views about the time devoted to 1st year EFL instruction

For question 10, 70% of 1st year secondary school teachers believe that the number of hours per week devoted to EFL teaching is insufficient to reach the intended aims and objectives. Yet, 30% of the respondents are satisfied with the time allocated to English instruction.

Question 11: Do you always rely on the activities of the textbook?

Options	Number	Percentage %
Yes	02	03%
No	65	97%
Total	55	100%

Table 11: Teachers' reliance on textbook activities

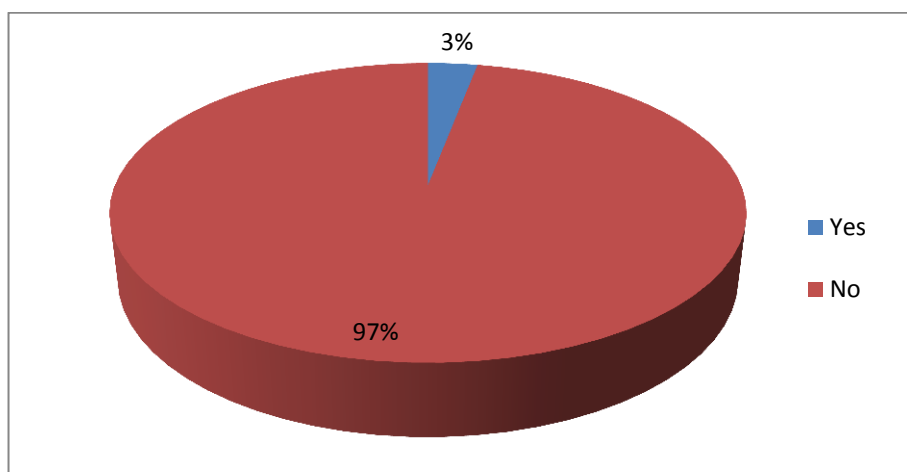


Chart 11: Teachers' reliance on textbook activities

As for teachers' reliance on textbook activities, the vast majority of teachers (97%) do not entirely rely on the tasks of the textbook, and they rather add extra activities that better suit the levels of their learners.

-Teachers' explanations:

97% of teachers see that sometimes textbook activities are quite complicated for their learners and have no relation with the intended lesson objectives. Therefore, they tend to

adapt and adopt learning activities in order to be easily understood by their learners and meet their needs, levels, and interests.

Question 12: What are the factors that generally affect and consume your instructional time?

Options	Number	Percentage %
Poor planning	17	13%
Procrastination	05	04%
The overloaded program	36	27%
The overcrowded classroom	18	14%
Discipline problems	30	23%
Lack of training	14	10%
Stress and anxiety	05	04%
Using ICTs	07	05%
Total	132	100%

Table 12: Factors affecting teachers' instructional time

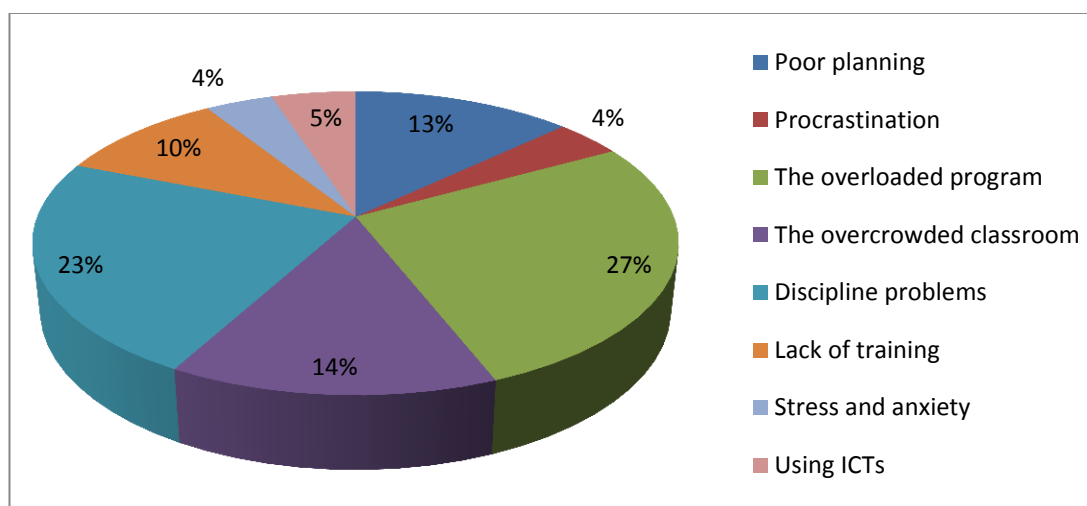


Chart 12: Factors affecting teachers' instructional time

Concerning the factors which negatively influence and consume teachers' instructional time, 27% of instructors confirm that valuable amounts of learning time are mainly affected by the overloaded English syllabus of 1st year secondary education, while 23% of them see that discipline problems and students' misbehavior are the main reasons

behind time loss during instruction. Besides that, 14% of the participants report that working in overloaded classrooms which include students with different learning styles and abilities can erode significant amounts of instructional time. 13 % of teachers opt for poor planning, 10% for lack of training, 05% for using Information and Communication Technologies (ICTs) in the classroom, and only 04% of them believe that their procrastination habit, as well as stress and anxiety, can disrupt their time management process.

-If other factors, specify please?

In this respect, teachers further mention other time consumers including students' different needs and levels (17%) as well as their lack of self-confidence and background knowledge (4%). Instructors also complain about pupils' focus on unimportant details which have no relation with the lesson (3%), leaving their basic learning materials (copybooks and textbooks) at home (5%), in addition to some administrative obstacles such as lack of new teaching materials like ICTs (8%).

Question 13: Do you generally make your pupils work:

Options	Number	Percentage %
Individually	15	17%
In pairs	23	26%
In groups	19	22%
All of them	31	35%
Total	88	100%

Table 13: Teachers' preferred patterns of interaction

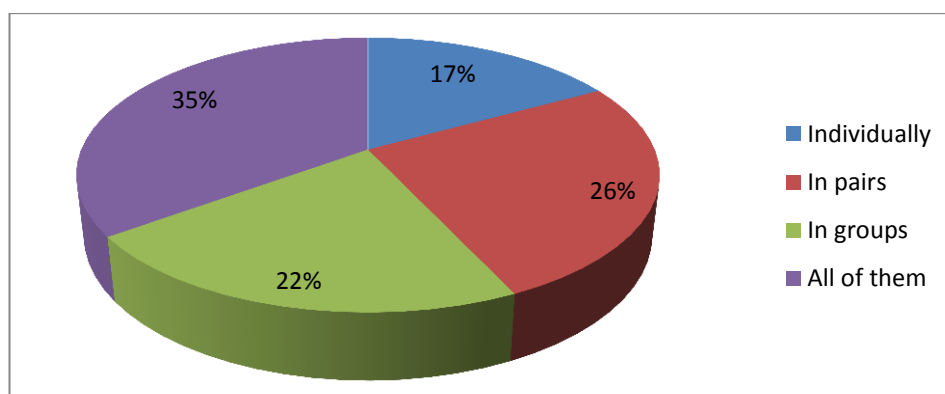


Chart 13: Teachers' preferred patterns of interaction

The chart shows that most of the teachers questioned (35%) prefer the three types of interaction, i.e. students' individual, pair, and group work depending on the type of learning tasks.

-Teachers' Justifications:

17% of the teachers questioned generally make their pupils work individually in order to check their own abilities and comprehension, avoid noise and disorder especially with large classes, and prevent students from using their mother tongue when working in pairs or groups.

26% prefer students' pair work since, according to them, it gives slow learners a chance to work with and learn from their peers for a better understanding of the lesson. Besides that, it is suitable for large classes and fits more in communicative situations such as in dialogues.

22% of instructors tend to make their learners work in groups in order to encourage them to exchange their ideas and correct one others' mistakes. This cooperative learning can help students overcome their shyness and motivate them to be fully engaged in the lesson. Besides that, it can allow teachers to gain more time when dealing with or correcting group work instead of correcting every individual work, especially during writing sessions.

Finally, the majority of teachers (35%) opt for the three types of interaction in order to evaluate students' individual levels and capacities, improve their communicative skills, and create an active learning atmosphere.

Question 14: Do your learners' individual differences affect your instructional time management?

Options	Number	Percentage %
Yes	59	88%
No	08	12%
Total	67	100%

Table 14: Teachers' views about learners' differences effect on time management

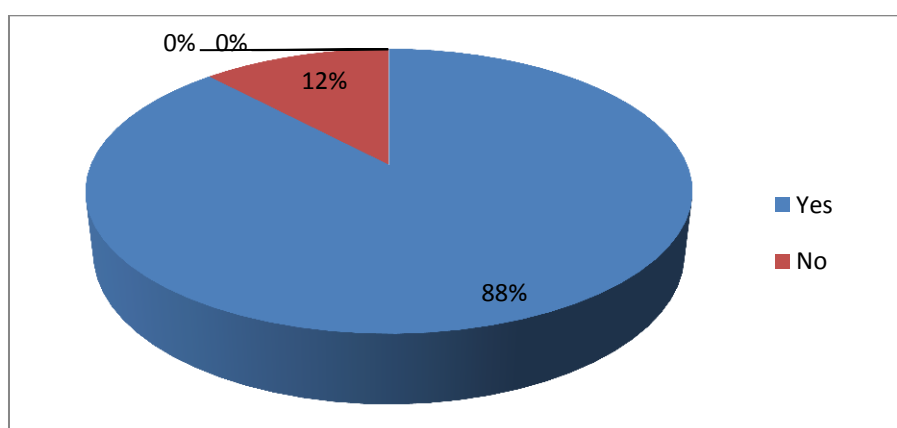


Chart 14: Teachers' views about learners' differences effect on time management

As it is displayed in chart 14, the majority of teachers (88%) confirm that their students' different levels, needs, and learning styles highly affect their instructional time management process.

-How do you manage to balance between these differences?

As shown in the table below, teachers follow different strategies in order to balance between their learners' individual differences.

Teachers' Strategies	Number	Percentage %
Designing different types of activities	39	51%
Varying the teaching methods	10	13%
Using different pedagogical materials	18	24%
Engaging students in group work	09	12%
Total	76	100%

Table 15: Teachers' strategies to balance between students' individual differences

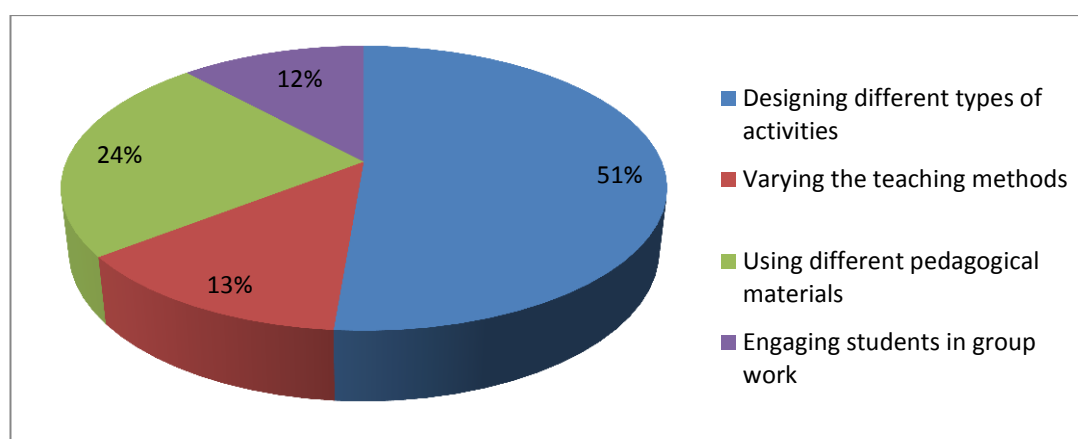


Chart 15: Teachers' strategies to balance between students' individual differences

Chart15 illustrates the different strategies teachers use in order to balance between their students' individual differences in the classroom. 51% of teachers tend to design different types of activities so as to meet different levels, needs, and learning styles of students. 24% of the teachers questioned use different pedagogical materials such as ICTs, 13% of them vary their teaching methods and techniques, whereas 12% of them prefer to engage learners in group work and collaborative learning activities.

Question 15: Do you think that your teaching experience helps you to better manage your instructional time?

Options	Number	Percentage %
Yes	67	100%
No	00	00%
Total	67	100%

Table 16: Teachers' views about the effect of work experience on time management

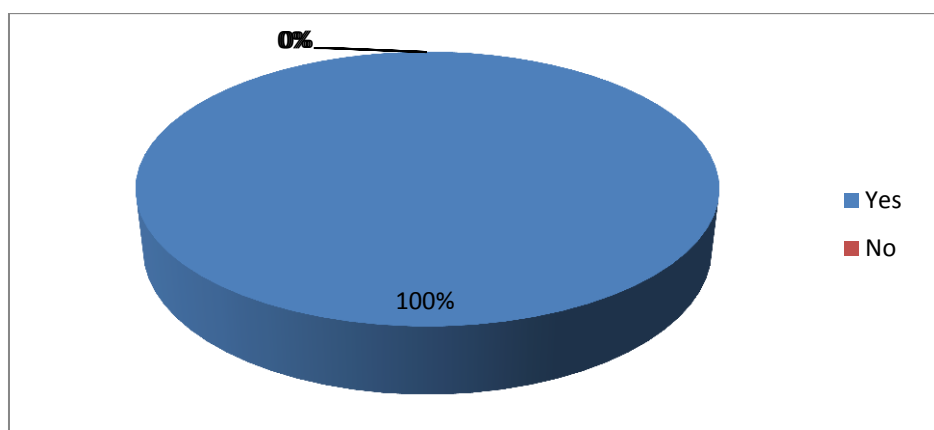


Chart 16: Teachers' views about the effect of their experience on time management

As shown in the chart above, all the participants strongly agree that their teaching experiences can greatly improve and enhance their instructional time management skills and practices.

2.4.2.4 Teachers' Further Suggestions (Q16)

Question 16: What techniques do you suggest in order to save instructional time?

-Teachers' suggestions:

Teachers suggest the following ways and techniques in order to manage instructional time in an optimal manner:

Suggestions	Percentage %
Serious lesson planning	35%
Using audiovisual aids	16%
Identifying students' individual levels, capacities, and interests	14%
Involving learners in pair and group work	10%
Good classroom management	25%
Total	100%

Table 17: Teachers' suggestions to save instructional time

2.5 Classroom Observation Results

The use of teachers' questionnaire was combined with classroom observation which is considered as one of the effective research tools as it allows the researcher to view and observe the real situation. This observation was held in El-Zaoui El-Farâa Secondary School of Talmine in the wilaya of Adrar where I have observed a five-year experienced female teacher, Miss Bala Djamila, who teaches first-year classes of both literary and scientific streams. The purpose of this observation was to observe the teacher's time management techniques and practices inside the classroom including lesson planning and presentation, transitions between activities, teacher-student interaction, classroom management, and students' engagement in the lesson. The observation phase was divided into two sessions with two different streams.

The first observation session took place on February the 9th, 2020 in a scientific stream classroom of 39 students during a vocabulary explorer lesson which was about forming adjectives by adding suffixes "ful" and "less" to some nouns. As far as time management is concerned, the teacher started her lesson on time without waiting for the late coming learners. Then, she spent about five to seven minutes to recall students' previous knowledge and warm them up for the new lesson. After that, she presented the lesson smoothly and inductively by explaining the topic and writing examples on the board and then she let her students guess the rule and the general ideas of the topic. Regardless of the large number of pupils, the teacher succeeded in ensuring an effective management of the classroom where all the learners were fully engaged in the lesson by their constant participation. After the presentation of the lesson, the teacher asked her pupils to do the exercise individually in order to check their comprehension. While students were doing the assignment, the teacher was moving about in a constant manner in order to monitor her learners and check their answers. The correction of the task was held in an active learning

atmosphere where students participated, wrote their answers on the board, and corrected each other mistakes. Eventually, the lesson finished on its allotted time.

On Wednesday the 19th, the second observation session was held in a literary stream classroom of 41 students during a reading and writing lesson about the causes and consequences of air pollution. The teacher started her lesson with a warming up of 10 minutes using expressive pictures along with comprehensive questions in order to introduce the topic. Later, she asked the learners to read the text provided in the textbook silently and answer the questions that follow. Though the teacher was moving from time to time in order to monitor the large class, some students were not doing their assignment and rather spent time chatting with their classmates which created noise inside the classroom. On the other hand, since the majority of students are slow learners, the teacher spent most of the allotted time on explaining the text as it contained many difficult words that required explanation. She also used simple English and even a translation into Arabic in order to clarify difficult notions and ideas. Finally, unlike in the first session, the lesson was not here completed in due time and the teacher assigned the remaining task as homework for students to be corrected later on.

2.6 Discussion of the Results

This research paper aims to highlight the main issues regarding teachers' time management within 1st year secondary school classes. From the analysis of both, teachers' questionnaires and classroom observation, we have obtained the following results:

- All teachers agree that well lesson planning is the major key that sets the direction towards better control of instructional time. Respecting the timing set in the lesson plan is also necessary for teachers in order to reach the intended objectives.

- A large class which includes students with different abilities and learning styles can deeply affect teachers' control of time during instruction.
- EFL teachers confirm that the process of time management varies according to the level of the class. They also state that generally time is better managed and controlled within scientific stream classes where students' motivation to learn English is higher in comparison with the literary ones.
- Most of EFL teachers emphasize that classroom management, which involves dealing with students' disruptive behaviours especially in large classes, highly affects teachers' instructional time in a negative way.
- According to teachers' views, undergoing pre-service practical training is essential to have a general overview of the teaching profession and improve their instructional time management skills.
- Apparently, most teachers tend to assign the unfinished tasks during class time as homework in order to correct them quickly in the next sessions.
- Concerning the time devoted to EFL instruction for 1st year classes, most teachers confirm that 3 hours per week for the scientific stream and 4 hours for the literary one are not enough in order to cover the syllabus in due time.
- It was confirmed by the majority of teachers that the 1st year secondary education program of English is overloaded and unlikely to be covered within the allotted time frame.
- Another main finding is that the vast majority of teachers have a negative attitude towards textbook activities, and they prefer to adapt and adopt extra tasks to meet the level of their learners.

- Finally, there is a strong conviction that through long teaching experience and practice, teachers' time management skills can be improved. If you teach the same class or grade year after year, the binder or computer file serves as a reference to help you save time in future planning and to improve your practice based on past experience.

2.7 Conclusion

The present study has been designed in order to highlight teachers' time management issues during 1st year secondary school instruction. This chapter has focused on the analysis and discussion of the data collected both qualitatively and quantitatively by teachers' questionnaire and classroom observation. Statistical analysis of the questionnaires and the results of the observation reveal that the overloaded syllabus, large classes, as well as students' disruptive behaviours can negatively affect teachers' instructional time. Thus, the findings of this chapter support what is mentioned in the first one. Based on these results, the third chapter tackles some suggestions and recommendations that may play a principle role in improving teachers' time management skills to optimize and maximize learning.

Chapter Three

Suggestions and Recommendations

3.1 Introduction

This chapter is the last part of this research which attempts to explore possible solutions regarding teachers' instructional time management issues during 1st year secondary school instruction. Based on the literature review and the results obtained through teachers' questionnaires and classroom observation, some significant recommendations and suggestions will be provided in order to improve teachers' time management strategies and minimize instructional time loss during the instruction. The chapter will further offer some keys to promote a positive learning environment that helps teachers to maximize students' engaging time and improve the quality of teaching.

3.2 Effective Lesson Planning

Planning is the first step in any process including teaching. The lesson plan is the teacher's guide which includes a detailed description of a lesson intended to help learners achieve a particular learning objective. Thus, good lesson planning is the key to effective time management and successful instructional experience since it helps instructors to organize the lesson content, materials, time, and strategies in a manner which serves the learning objectives and facilitate the teaching process. Indeed, successful lessons are built on the basis of carefully constructed plans in which teachers have to set specific objectives which describe the intended learning outcomes, plan interesting tasks based on students' prior knowledge and learning abilities, and also decide upon the assessment strategies to check students' understanding and evaluate their progress.

After determining the topic of the lesson, teachers have to set clear and concrete learning and objectives which involve all the specific knowledge, ideas, and skills learners are expected to acquire and use at the end of the lesson. Instructional objectives have to be SMART, i.e., Specific, Measurable, Attainable, Relevant, and Time-bound so that teachers build their lessons upon clear targets and goals.

Furthermore, since good starting leads to a good ending, teachers should plan for a quick and motivating warm-up activity to introduce the lesson. Good warming-up enables teachers to review students' prior knowledge, provide an overview of the content to be taught, and focus students' attention on the coming stages of the lesson. During planning, teachers have to provide quite reasonable and appropriate timing for the different steps and activities of the lesson by estimating the number of minutes required for most students to complete their assignments. They should also prioritize these activities according to their degrees of importance and grade them from simple to complex in order to maintain a smooth instructional flow of the lesson.

Besides describing the content and the methodology of teaching, lesson plans should also include efficient strategies to assess learners' performance and comprehension at the end of the lesson in order to determine the extent to which learning objectives have been achieved. Assessment of learning outcomes provides excessive clarity about what students have learned and determines if the lesson was successful or not. Hence, teachers' self-evaluation and reflection upon both, the positive gains made by students and the barriers to the attainment of learning objectives, is an important task after a lesson is over through which teachers can make future changes and improvements in their lesson planning and performance.

Developing a backup plan is also critical for teachers in order to anticipate unexpected or potential problems and account for what could go wrong during instruction by looking for any situations or points in the lesson where students are more likely to make mistakes and develop misunderstandings.

All in all, careful planning of lessons intended to meet students' needs and abilities is the first and the most important step which paves the way towards the successful accomplishment of learning goals and objectives.

3.3 Adapting and Adopting Learning Activities

Another important recommendation for teachers is to design interesting activities and exciting learning experiences to meet students' varying needs and interests and maximize their engagement in learning. From the beginning of the school year, teachers have to identify their learners' individual levels, requirements, and learning styles and also check their prior knowledge through a diagnostic assessment in order to design their activities accordingly.

Some teachers feel an obligation to cover all the contents of the syllabus, therefore, they devote their instructional time to complete all the tasks of the textbook at the expense of students' need for comprehension. Yet, the extensive language syllabus prescribed by the textbook of the 1st year secondary school level is totally overloaded with tasks and activities which sometimes appear beyond learners' educational levels and abilities. On the contrary, students' understanding should be the prior objective of the teacher despite any other considerations like reaching the end of the syllabus.

In this case, teachers should allow modification and feel free to SARS their tasks by selecting the essential textbook activities which are meaningful and suitable for learners' abilities, Adapting or editing other tasks according to the level of learners, Rejecting the useless exercises which do not contribute anything to the lesson, and Supplementing the lesson with extra activities which increase students' motivation and enhance their language competencies.

Teachers can improve their instructional experiences by enriching the lesson with different types of exercises such as fill in the gaps, put a cross, or matching activities which can promote students' engagement and focus their attention in the lesson. In this regard, games represent an excellent way to deliver the learning content in a very enjoyable manner and increase learners' motivation towards learning. Implementing the lesson with interesting games such as puzzles, quizzes, and crosswords creates a relaxed and entertaining atmosphere which stimulates students' learning and sharpens their knowledge.

To sum up, teachers have to put great emphasis on creative planning of learning activities in order to motivate learners and invest the limited amount of instructional time on promoting successful language learning.

3.4 Maintaining Effective Classroom Management

Besides a well-planned lesson with interesting activities and delivery procedures, instructional time management cannot be accomplished without good classroom management and efficient discipline procedures. Indeed, maintaining effective classroom management is critical in order to prevent disruptive behaviours and establish a respect-based relationship with students. This would help teachers to organize their instructional time in an efficient way and increase students' sense of responsibility and engagement in learning.

Without retaining control in the classroom, teaching the content of the lesson remains difficult and time cannot be managed appropriately. Therefore, it's highly important for teachers to set a code of conduct right from the first contact with students and establish stringent rules or procedures to teach students self-discipline and reinforce good behaviour patterns in the classroom. Successful instruction is built on such effective standards that

organize the classroom arrangement, control noise levels and talking, and enable students to function respectfully and successfully in the classroom.

EFL Teachers can handle and minimize disruptive behaviours using a warning system such as eye contact or mentioning the names of misbehaving students. Positive and negative reinforcements are also powerful techniques to strengthen appropriate behaviours and weaken the undesirable ones during instruction. Teachers should reinforce students' positive behaviours with a reward like verbal praise, bonus points, or giving privileges that make them feel special. Moreover, learners' annoying behaviours can be minimized through negative reinforcement or the so-called positive punishment using various techniques such as forcing students to do unpleasant tasks or assigning them extra work as a consequence of their misbehaviours. The process of reinforcement can lead to achieving a balanced discipline within the classroom.

To conclude, effective teachers can shape students' desirable behaviours and increase their motivation by establishing a well-disciplined classroom environment that makes the class run smoothly and ensures efficient management of instructional time.

3.5 Promoting Positive Psychology in the Classroom

Along with good classroom management and structure, effective teachers have to create a positive learning environment where learners feel safe and comfortable enough to participate and share their ideas in the classroom. Promoting positive psychology in the class increases students' involvement in the learning process, reduces anxiety and stress, and allows teachers to exercise effective control over their instructional time. This can be realized through enhancing teacher-students' interactions and offering opportunities for learners to be autonomous and responsible in building their own knowledge.

In fact, developing effective communication skills and establishing positive connections with students are the foundations of good classroom management. Hence, teachers have to make real effort to know their individual students and establish warm relationships with them based on mutual respect and caring. Besides that, they should make learning exciting and fun by designing activities and materials which provide learners with opportunities to be creative and express their own opinions, feelings, and experiences. Developing a sense of humor from time to time can also refresh students' minds and enhance their emotional learning and academic achievement.

Providing positive and constructive feedback is a very important and powerful way to improve students' behaviours and reinforce their learning competence and motivation. However, teachers should avoid poor feedback and overcorrection of students' linguistic errors that may be negatively perceived by learners and affect their self-esteem and confidence. Errors should rather be seen as opportunities to learn and succeed, this is why teachers need to be careful not to overcorrect them in order to maximize learning time and boost students' confidence.

In short, effective teaching involves a well-managed instructional time through building personal and mature relationships with students and maintaining a relaxed and enjoyable learning atmosphere that supports classroom instruction and increases students' active participation.

3.6 The Implementation of Cooperative Learning Strategies

In a learner-centred classroom, collaborative learning is a great strategy that allows students to learn from their peers, share their own thoughts and ideas, and develop their communicative skills. Hence, the effective implementation of cooperative learning tasks

and strategies in EFL classes is essential as it helps students feel confident, increases the amount of instructional time, and maximizes language use and practice in the classroom.

In fact, many activities are better conducted through pair and group work in order to create a positive learning climate which encourages students to exchange their ideas and correct each other's mistakes. Cooperative learning activities can help students overcome fear and shyness and develop their social skills. They can also allow teachers to gain more time when correcting group work instead of correcting every individual work, especially during writing sessions. Besides that, collaborative learning is suitable for large classes and fits more in communicative situations such as in dialogues, information sharing, and role-playing activities.

However, if poorly managed, collaborative activities can bring in chaos and off-task behaviours inside the classroom. Therefore, teachers should constantly monitor students' interactions in the groups and provide assistance or clarification whenever necessary so as to avoid disorder, especially in overcrowded classrooms. Also, the grouping processes and techniques should be clearly identified to the learners, and the classroom has to be arranged in a manner which facilitates group interaction and guarantees successful implementation of cooperative learning activities.

For there to be an effective cooperation, the groups should be composed of students with mixed-abilities in order to give slow learners a chance to interact and benefit from their capable peers for a better understanding of the lesson. High-achieving groups must be rewarded by the teacher for their success in order to motivate and encourage all the learners to work cooperatively, finish their assignments, and share their knowledge within the allotted time period. Another case in point, it is important for teachers to make learners

communicate with each other in English as much as possible in order to maximize their language use and improve their communicative competence.

There are many strategies which encourage collaborative learning and help students build their own knowledge. For instance, The “Jigsaw” method is a time-saving strategy which covers large amounts of content rapidly and makes students dependent on each other to succeed. It allows students to be responsible for learning a given lesson by dividing the class into groups and assigning each group a particular activity or segment of the lesson. Finally, the groups share their works and help each other to build comprehension.

Another type of cooperative learning is the STAD technique or Student Teams-Achievement Divisions in which learners are formed into small groups of four or five learners with different levels and skills in order to work together to comprehend the lesson and accomplish the learning objective.

Furthermore, The Placemat strategy provides an opportunity for each student in the group to brainstorm and share his or her own opinions regarding a particular topic or question. It involves forming groups of three-to-five learners and providing each group with one large sheet of paper divided into sections based on the number of students in the group with a square or circle drawn in the centre. At first, individual students write their ideas independently in their own sections of the placemat without discussion. Then, the group discusses and reviews all the ideas written by its members in order to reach a consensus on mutual decisions and ideas written in the middle section of the placemat. At last, all the groups exchange their key ideas and discuss them together to reach the learning objective.

Think-Pair-Square-Share is another way to enhance students’ interactions and increase their sense of responsibility in learning. In this activity, students are given a

question to answer or a topic to think about. First, they think individually about the topic and write down their notes. After that, each student has to pair with another classmate to discuss their ideas for few minutes. Finally, each pair of students share their ideas with another pair and eventually all the groups or squares exchange their ideas with the entire class.

Such collaborative learning activities can effectively encourage students' cooperation, maximize their learning time, and enhance their academic achievements. Nevertheless, teachers should not neglect pupils' individual work as well as it is crucial to assess learners' individual abilities and check their own comprehension.

3.7 Effective Use of Authentic Materials

Effective management of instructional time highly depends on increasing learners' motivation and engagement in the learning process. For this purpose, teachers can rely on a variety of teaching materials in order to satisfy the needs and interests of their learners and achieve the objectives of the lesson. These materials play an important role in facilitating the teaching process and maximizing students' interest and motivation towards language learning.

Supplementing the lesson with authentic materials such as films, tapes, audio-visual aids, and even songs, is highly recommended for teachers in order to offer pupils authentic linguistic insights and situations, and make language learning more vivid and concrete. In fact, due to the recent technological advances and innovations, foreign language teaching should be further backed up with the use of ICTs which provide learners with authentic language input and develop their basic language skills and competences. Hence, effective use of authentic materials can save a large amount of time and energy during EFL

instruction, enhance students' understanding, and expose them to real-life practices of English.

3.8 Effective Teacher Training

Teaching English at all levels is a challenging task that requires competent EFL teachers who can effectively invest the limited amount of time on promoting meaningful language instruction and enhancing students' achievements. Addressing teaching practices and techniques through practical training is an effective strategy to shape qualified teachers and enable them to deliver high quality education for their learners.

Teacher training is a continuous process that plays a vital role in the professional preparation and development of teachers which can improve their teaching skills throughout their teaching career. Indeed, numerous studies have indicated that teachers' training programmes can enable teachers to be effective classroom managers, build their lessons upon students' levels and interests, cope with problems like students' misbehavior and overcrowded classes, and organize their instructional time in a way that promotes maximum language learning and fruitful communication among learners.

Many EFL teachers, as it has been revealed in the second chapter, lack the necessary knowledge and the basic skills of teaching as they have never undergone any kind of training before starting teaching. Therefore, providing systematic pedagogical and practical training for future teachers is recommended to develop their teaching skills and ensure their effectiveness in the classroom. Being a competent teacher can be achieved through careful preparedness and effective pre-service training that is typically aimed at preparing teachers for optimal classroom practice. Pre-service teacher training should involve preparatory courses for learners under the supervision and guidance of professional EFL specialists and inspectors before the actual integration in the teaching profession. The

training experience allows teachers to master the techniques and the concepts they have learned and apply them successfully in the classroom.

Since education is a never-ending process, teachers should not stop learning after starting their careers. Through continuing education, teachers can constantly reinforce their skills and increase their proficiency levels. In this vein, teachers can benefit from their participation in constant development programmes, conferences, and seminars in order to update their knowledge and deliver high quality education. In fact, teaching is an evolving skill that goes hand in hand with learning in the sense that teachers' competence and professionalism play a principal role in students' success. Being an effective teacher is a crucial factor to enhance students' learning skills and increase their academic achievements. Hence, great emphasis should be put on teachers' education and development in order to reinforce their professional growth, which in turn, helps improve students' learning.

All in all, careful preparation and training programmes are necessary in order to prepare novice teachers to transfer their professional knowledge of teaching principles into their actual classrooms, and ensure effective teaching experiences.

3.9 Devoting More Time to EFL Instruction

Productive language learning largely depends on the amount of time allocated to EFL instruction which is a paramount factor in the successful attainment of learning aims and objectives. As revealed in the second chapter by the vast majority of Algerian EFL teachers, the time devoted to 1st year secondary school EFL instruction, which is reduced to the minimum three hours for the scientific stream and four hours for the literary level, is totally insufficient to cover the overloaded syllabus and develop students' basic language skills, especially in large classes. Therefore, teachers require more time than prescribed in

order to deliver effective language teaching and meet their individual learners' needs and abilities. For this purpose, it is widely recommended for the ministry of education to make effective educational reforms and devote more time and effort to EFL instruction based on the syllabus content and the learning objectives.

3.10 Additional Recommendations

To help teachers manage their instructional time in an optimum manner, further suggestions and recommendations can be advanced as follows:

- Teachers are strongly recommended to use simple, clear, and meaningful English and adjust the classroom language to suit the proficiency level of
- Teachers should give clear, detailed, and step-by-step instructions in order to clarify their assignments and avoid learners' confusion. They have also to provide guided practice for students, monitor their responses, and deliver immediate corrective feedback.
- Making errors is a natural phenomenon which provides valuable feedback about learners' progress towards goal attainment. Thus, teachers should avoid the overcorrection of errors so as to encourage learners to overcome their frustration and shyness, and increase their classroom interactions.
- Teachers have to avoid frequent translation to students' native language as a means of explanation since it may confuse learners and give them insufficient or incorrect information about the target language. Teachers can rather explain English by English or use body language and gestures to transmit a given message.

- Keeping in mind that motivation is a key instrument in learning, teachers have to deliver interesting topics and activities, and offer incentives and positive reinforcements to increase learners' enthusiasm and motivation towards learning.
- From day one of school, the teacher has to develop a classroom management plan and establish rules that prescribe appropriate behavior in class. Such procedures have to be shared with students and constantly reinforced to prevent misbehaviour and maintain effective management of instructional time.
- Teachers have to be in class and start their lessons on time and should not tolerate students' late coming as well. Also, they have to ensure quick and smooth transitions between classes, or when switching from one activity to the next during instruction.
- It is also important to mention that the size of the classroom has to be adequate in each room in order to ensure more effective teaching experience and active participation of students in the learning process.
- The structure of the learning environment is another important aspect to be considered by teachers who have to organize the classroom space and provide suitable seating arrangements for learners to support instruction and eliminate any possibilities for disruptive behaviours.
- It is very effective to stimulate interactive language use through pair and group work by designing tasks which involve information sharing and collaborative problem solving so that students cooperate together to achieve learning objectives.

- Teachers should constantly monitor the class and pass between the rows especially when students are writing the lesson or doing their assignments in order to check their answers and leave no opportunity for chaos or misbehaviour.
- It is also recommended for teachers to minimize interruptions and break open-ended discussions which have no direct relation to the lesson.
- Learning should not be confined to the classroom. Students have to do some work at home in order to gain a deeper understanding of their lessons and reinforce the concepts they have learned during class time. Hence, homework assignments are necessary to enhance students' practice and improve their language skills.
- Using worksheets and written handouts which include learning activities is a helpful time-saver strategy that enables students to spend their available time on actual learning and comprehension rather than writing large contents of the lesson.
- Teachers should decide on an effective strategy for lesson closure by spending the last five minutes on revising what students have learned, reviewing the completion of the assignments, and developing anticipation for the coming lesson.
- We also recommend self-reflective teaching by evaluating one's classroom practices each time a lesson is unfinished to identify the weak points and opt for more efficient teaching strategies.
- Finally, in the light of our findings, we highly recommend syllabus designers to re-evaluate the English language curriculum of 1st year secondary education and leave the opportunity for teachers to design the textbook upon their teaching experiences.

3.11 Conclusion

In summary, this part of the research has offered significant recommendations for EFL teachers in order to establish effective control over time during instruction. For effective lesson planning, the following criteria ought to be taken into account: students' prior knowledge, needs, and abilities, learning aims and objectives, and assessment strategies to check learners' progress. Additionally, this chapter has offered a series of suggestions including effective classroom management, promoting positive psychology in the classroom, adapting and adopting learning activities, the use of authentic materials and cooperative learning strategies, as well as adequate teacher training and development that can ensure effective instruction and optimize students' learning.

General Conclusion

Teaching English as a foreign language is not an easy task because it involves various hurdles and difficulties during the teachers' instructional process. Time as a limited resource has been considered as one of the most challenging aspects facing EFL teachers while trying to help students obtain certain knowledge and improve specific language skills. In this vein, effective management of instructional time is regarded as one of the most important skills teachers should master in order to increase students' active engagement and participation in the learning process.

This research paper was divided into three chapters. The first chapter was concerned with the theoretical part which shed light on the concept of time management and its importance in the field of EFL instruction. It also provided a general overview of the main factors affecting teachers' instructional time and the strategies that can ensure maximum use of this limited resource. The second chapter was dedicated to the analysis and interpretation of the main results gathered through the research instruments used in this study, namely classroom observation and questionnaires submitted to secondary school EFL teachers to perceive their attitudes towards their time management practices in the classroom. As for the third chapter, it provided some suggestions and recommendations which serve as a guide to be followed by teachers in order to retain efficient control of time and ensure effective language instruction.

On the basis of the data collected and analyzed throughout this research, all the teachers are aware of the importance of time management as a vital skill for effective language teaching and learning. The results have also demonstrated that discipline problems particularly noise and students' disruptive behaviours, overcrowded classes which include a large number of learners with mixed levels and abilities, the overloaded

General Conclusion

English syllabus of 1st year secondary school education, as well as poor lesson planning on the part of the teacher are the main factors that can negatively affect EFL teachers' instructional time and reduce students' learning opportunities. Besides that, it was confirmed by the majority of EFL teachers that the time devoted to 1st year secondary school EFL instruction is insufficient to cover the whole syllabus and attain the intended learning aims and objectives. At another level, teachers agree that the process of time management is also affected by the academic levels of learners which demands from teachers to adapt and adopt textbook activities in order to meet their students' needs, abilities, and interests. Finally, retaining efficient control over the classroom environment besides effective and regular lesson planning are the central keys that can guarantee effective time management process.

In the light of the aforementioned findings, the research hypotheses have been confirmed and a set of recommendations and suggestions have been provided as an attempt to help teachers improve their time management skills and enhance learners' academic achievements. Besides careful and detailed lesson planning, which includes a clear setting of learning objectives and reasonable timing of activities, it has been also suggested for teachers to develop backup plans in which they anticipate any potential problem that may occur during instruction. Finally, self-reflective teaching offers teachers an opportunity to assess the lesson outcomes and consider the areas of success or failure so as to make future changes and improve their own teaching practices.

Although conducting this research has been a very beneficial experience that contributes important insights in highlighting EFL teachers' instructional time management issues, the researcher has encountered some difficulties and limitations that can be summarized in the lack of resources and hard access to some documents related to the area of investigation, the difficulty in distributing and getting back questionnaires from

General Conclusion

teachers, in addition to time limits. Therefore, this humble research is just a beginning that paves the way to further investigations and studies to highlight other aspects of the topic and to find solutions that can improve teachers' time management skills and ameliorate the teaching of English in the Algerian schools.

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Appendix

Teachers' Questionnaire

Dear Teachers,

I am conducting a research on EFL Teachers' Time Management Issues during First Year Secondary School Instruction, and I call upon your help to answer the following questionnaire. I would be very grateful if you could answer these questions by ticking the appropriate boxes (✓) and making full statements whenever necessary. The validity of this research highly depends on the extent to which your responses are reliable.

Thank you in advance for your help and feedback.

Section One:

1. Gender:

♂ Male

♀ Female

2. How long have you been teaching English at the secondary school level?

.....

3. Have you been trained before you started teaching English?

Yes

No

- If yes, how did it affect your time management skills?

.....

.....

.....

Section Two:

4. How often do you prepare your lessons?

Daily

Daily and weekly

Rarely

Weekly

Sometimes

Never

5. Do you set specific and clearly defined objectives of your lessons and activities?

Yes

No

6. Do you manage to respect the time set in your lesson plan?

Always

Sometimes

Rarely

Never

7. Are you able to complete your tasks on the allotted time frame?

Always

Sometimes

Rarely

Never

8. Do you give homework when the tasks are not completed in due time?

Always

Sometimes

Rarely

Never

9. Do you regularly review your lesson outcomes and revise your lesson plan accordingly?

Always

Sometimes

Rarely

Never

Section Three:

10. Do you think that the number of hours per week allotted to teaching English to 1st year secondary school classes is enough to reach the intended learning objectives?

Yes

No

11. Do you always rely on the activities of the textbook?

Yes

No

If no, explain more

.....
.....
.....

12. What are the factors that generally affect and consume your instructional time?

Poor planning

Procrastination

The overloaded syllabus

The overcrowded classroom

Stress

Anxiety

Discipline problems

Lack of training

Using ICTs

Others

If other factors, specify please

.....
.....
.....

13. Do you generally make your pupils work:

Individually

In pairs

In groups

-Why?

.....
.....
.....
.....

14. Do your learners' individual differences affect your instructional time management?

Yes

No

How do you manage to balance between these differences?

.....
.....
.....

15. Do you think that your teaching experience helps you to better manage your instructional time?

Yes

No

Section Four: Further Suggestions

16. What techniques do you suggest in order to save instructional time?

.....
.....
.....
.....
.....

الملخص

تعتبر إدارة الوقت إحدى أهم الركائز الأساسية للتدريس و التي تمكن الأساتذة في مختلف المستويات التعليمية من استغلال الوقت المتاح لهم داخل القسم بفعالية، و استثماره في تحسين المستوى التعليمي للتلاميذ. في هذا الصدد تهدف الدراسة الحالية الى تسليط الضوء على أهم العوامل والعوائق الرئيسية التي تؤثر سلباً على تنظيم و تخطيط الوقت المخصص لتدريس اللغة الإنجليزية لتلاميذ السنة الأولى من التعليم الثانوي. كما يسعى البحث إلى تحديد الاستراتيجيات الفعالة و السبل الكفيلة بإرساء تحكم فعال في الوقت التعليمي المحدود و القضاء على العوامل التي تسبب ضياع الوقت أو الحد منها بقدر المستطاع.

الكلمات المفتاحية: إدارة الوقت، التعليم الثانوي، أساتذة اللغة الانجليزية.

Summary

Time management is considered as one of the most important pillars of teaching because it allows teachers to use their instructional time in an optimum manner, and to invest it in enhancing students' levels. In this sense, this research aims to highlight the main issues and obstacles that negatively affect EFL teachers' time management process during 1st year secondary school instruction. It also tries to identify the most appropriate techniques and strategies that ensure effective control over instructional time and eliminate as much as possible the factors that cause time loss in the classroom.

Key Words: Time management, secondary education, EFL teachers.

Résumé

La gestion du temps est considérée comme l'un des piliers les plus importants de l'enseignement qui permet aux enseignants d'utiliser le temps d'enseignement de manière effective, et de l'investir dans l'amélioration des niveaux des élèves. A cet égard, la présente recherche vise à investiguer les facteurs principaux et les obstacles qui affectent négativement l'organisation du temps alloué à l'enseignement de l'Anglais aux élèves de première année secondaire. La recherche tente également d'identifier les stratégies et les moyens les plus efficaces pour établir un contrôle sur le temps limité et pour éliminer autant que possible les facteurs qui causent une perte de temps pendant l'enseignement.

Mots Clés : La gestion du temps, l'éducation secondaire, les enseignants d'Anglais.