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**Classroom Time Management Obstacles in EFL Classes:
The case of 1MS Teachers of English at Tébessa Middle Schools**

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the
Requirements for the Degree of Master in language science

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2017/2018

Dedication

This work is dedicated specially to my father, to my greatest mother who show me what nobody else would ever have, and have provided me with their encouragement, love and understanding

This work is also dedicated to my wonderful brothers "Ammar and bilel" and sisters "sonia" "awatef" "chaima" for their whole-hearted support; to all my extended family,

Djenina Afef



Dedication

I would like to dedicate this work to:

*My mother for her unconditional love, unceasing prayer
and support*

*My dead father who was my first teacher
my brothers, sisters, my brothers in law and my brother's
wife*

*My fiancé 'Ahmed' for his help, patience and continuous
encouragements*

To all my friends and teachers at the University of Tebessa

Maamri Souraya



Acknowledgements

All thanks to God the greatest, the Lord of Merci, for giving us strength and courage to complete this work.

A great thankful to our supervisor Miss TAYAA Karima for her encouragement and for her great comments and remarks that helped us.

Special thanks to the teachers who answered the questionnaire and accepted to contribute to this work.

We would like to thank all teachers in the department of English at University of Larbi Tebessi- Tebessa who have been always there to listen and give advice for the long discussions that helped us.

Abstract

The purpose of this study is to explore and analyze classroom TM obstacles that 1MS EFL teachers in Tebessa encounter. By adopting a descriptive method, through employing a survey design; the data were collected using a questionnaire which was administered to a total number of 40 teachers. The obtained data from the questionnaire confirm the two research hypotheses. First, due to the fact that having just one hour per session; the majority of 1MS English teachers in Tebessa middle schools face arduous obstacles concerning TM. Second, they use some strategies to overcome those obstacles. The research findings also revealed both the main reasons and effects that are attributed to those obstacles.

Based on the research findings, the following are the main recommendations which address this issue: supplying teachers with the sufficient time they need to teach either by having extra sessions or adding half an hour to the official session (90 minutes instead of 60 minutes), reducing both the length of the curriculum and the class size, designing training programs to enhance teachers professional development concerning TM.

Keywords: time management, obstacles, strategies, 1MS teachers of English, Tebessa middle schools.

List of abbreviations

CBA: Competency Based Approach

CM: Classroom Management

EFL: English as a Foreign Language

LS: learning styles

TM: Time Management

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General Introduction

1. Literature Review

Since time is a crucial pillar in human's life, time management is increasingly demanding in various fields. Therefore, numerous studies tackle the issue of time management from different angles. Much of the earlier work has focused on defining it. Lakein (1973) determines 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" (p.11). The term time management was used interchangeably with time structure (Bond and Feather, 1988). Schuler (1979) confirms that "time management means less stress for individuals, which means more efficient, satisfied, healthy employees, which in turn means more effective organization"(p.854). The above literature shows that there is no permanent and accurate definition of time management as Claessens, van Eerde, Rutte, and Roe (2007) confirm "we found it difficult to determine the exact content of time management in past research, to describe the current state of affairs, and to identify which parts are responsible for what results" (p.262) . They make a review of literature that includes 32 empirical studies on time management conducted between 1982 and 2004. Shifting from defining time management, others highlight its importance and role in facilitating productivity, alleviating stress, gaining job satisfaction and enhancing the one's performance (Lay& Schouwenburg, 1993).

The lion share, in this context is given for introducing many strategies for better managing time. However, there is a great consensus on regulating setting goals, prioritizing them and organizing as the most effective time management strategies (Lakein, 1973, Britton and Tesser, 1991, Macan, 1994). Numerous researchers designed methods on how time issues can be handled on the job (e.g. Drucker, 1967; Lakein, 1974). In order to improve job performance, Druker (1967) and Lakein (1973) offered some useful techniques as making "to-do lists". Moreover, Drucker (1967) also points to the fact that time pressure badly affects

the planning of tasks and activities. In addition, Macan's research findings (1994) show that time management behavior result in job satisfaction and performance.

In the educational context, the focus is more on how time management skills and timing are successfully helpful for teachers and students for better teaching and learning process takes place. Moreover, providing both teachers and students with useful time management strategies gained much more interest today. For instance, McLeod, Fisher and Hoover (2003) and Cummings (2000) provide teachers with some time management strategies that may be used in their classroom management process as a planning in advance and rearrangement students' seating. Furthermore, McLeod, Fisher and Hoover (2003) highlight the fact that "the administrative demands on teachers' time have increased dramatically in the last few years.... and the time a teacher has for planning lessons and accomplishing administrative duties is never sufficient" (p.44). In addition, other researchers examine the effects of time management on total study habits score (Bond & Feather, 1988), college grades and grade point average (Britton & Tesser, 1991), and academic performance of students (Burt & Kemp, 1994). In the same line, Shahani (1993) tackles the issue of procrastination with planning, practices and goals setting that are addressed for students. Finally, despite the fact that there is a tremendous researches concerning time management, it is still discussed nowadays to fulfill the modern world demands.

The motive behind the present study is that, to the knowledge of the researchers, the issue of time management obstacles that face EFL teachers of IMS pupils in Tebessa middle schools has not been tackled yet. We could not find any study concerning this issue. Therefore, the purpose of this study is to explore deeply those obstacles.

2. Statement of the Problem

Classroom management has long been recognized as one of the most challenging tasks for teachers especially what concerns TM. Teachers have to do multiple tasks and activities to provide an effective teaching-learning environment. No matter how teacher is organized, classroom time management is one of the serious challenges especially for EFL teachers with 1MS pupils. Due to the fact that teachers have just one hour per session (2 sessions per-week), they find numerous constraints to manage the time during teaching. They have just one hour which is devoted to warming up, presentation and production. In addition, teachers may do other non-instructional tasks such as, controlling and managing students. If the teachers are controlled by time, they will never have enough of it. We implement this study to review the classroom time management obstacles that English middle school teachers face. In this study, we will investigate these obstacles within the 1MS classrooms of Tebessa middle schools. Those obstacles seem to be more obvious with this level more than the others because the pupils are beginners and their skills are not improved yet.

3. Aim of the Study

since many teachers experience numerous obstacles concerning classroom management, this study is designed for the sake of helping the teachers of middle schools, especially novice ones, in making the teaching process more effective and successful through shedding the light on a crucial component of classroom management; the so-called time management. In addition, this study aims at exploring the obstacles that English middle school teachers face. Furthermore, it aims at exploring the strategies that English middle school teachers use in order to overcome those obstacles.

4. Research Questions

The main questions:

1/What are classroom time management obstacles that encounter 1MS English teachers in Tebessa middle schools?

2/ How English teachers of 1MS pupils deal with those obstacles?

The Sub questions:

1/What are teachers' perceptions about time management in 1MS classroom?

2/What are the main reasons that lead to those obstacles?

3/What are the effects of those obstacles on the teaching process?

4/Does all English of 1MS experience similar obstacles?

5. Statement of the Hypothesis

1/The majority of 1MS English teachers in Tebessa middle schools face arduous obstacles concerning time management.

2/1MS English teachers use different strategies to cope with those obstacles.

6. Means of Research

In order to confirm our hypothesis, to obtain the information required for our subject and to meet our study aims, a questionnaire will be administered for teachers. Our aim is to explore classroom TM obstacles that 1MS teachers of English face and the coping strategies that they use to overcome those obstacles.

7. Validity and Reliability

7.1. Validity

Cohen, Manion and Morrison (2000) affirm that validity is important for the effectiveness of a research. He stated several kinds of validity, but the concern in this research is drawn on content validity and external validity. The researchers measure the content validity through a pilot testing. It has been found that there is coherence between the questionnaire items and the research topic. External validity is about the generalizability of the results. Since the researchers use random sampling selection in the study and select representative sample (40 respondents), the result can be generalized.

7.2. Reliability

It is confirmed by Cohen Manion and Morrison (2000) that reliability is about precision and accuracy. Through comparing the pilot test results and the final obtained results, it was found they are approximately alike; it is proved that teachers really face classroom TM obstacles.

8. Limitations

Although this research was carefully prepared and has reached its aims, there were some unavoidable limitations. First, the research questionnaire was delivered to 40 IMS teachers of English in Tebessa. Some teachers did not answer the questionnaire and they keep it for a long time and return it back empty. Because of the time limit we face a problem in delivering the empty questionnaire to other teachers. Second, most school directors refuse our request to deliver the questionnaire. Third, most respondents did not answer the open questions, which it would help us in getting a deep understanding about the research topic.

9. Structure of the Study

This research is divided into two main chapters. The first chapter which, comes after the general introduction, presents a review of related literature. This part consists of three sections. The first section provides an overview about teaching EFL in Algerian Middle Schools: Current Situation and Framework. The second one deals with classroom management qualifications, whereas, the last one covers some classroom TM dimensions. The second chapter consists of two sections; the description of the sample and data collection instrument and Analysis and Discussion of the Findings. This chapter is followed by a general conclusion.

Chapter one: An Overview about Classroom Time Management

Introduction

In EFL context, there has been a numerous discussion about issues which impact significantly the teaching and learning process. The present chapter focuses on one of the crucial educational issues in the context of EFL in Algerian middle schools which is TM obstacles. This chapter establishes the theoretical framework of the present study; it is divided into three main sections. The first section is designed as an attempting to provide an overview about EFL in Algerian middle schools context, more specifically what is related to IMS teaching and learning scope. The second section is devoted to mainly address the issue of classroom management. Eventually, in the last section of the current chapter, the focus is given to classroom time management.

Section one: Teaching English as a Foreign Language in Algerian Middle Schools: Current Situation and Framework

1. Current Situation of Teaching English as Foreign Language in Algeria

1.1. Teaching in Algeria from 1962 to 2018

Since the independence, the Algerian educational system had witnessed a great change; numerous reforms had been introduced. Benadla (2012) addresses the main reforms that are more related to language teaching in Algeria as follow:

1.1.1. First Reform: Arabization

As an attempt to drop all what could represent 130 colonization years; the Algerian government adopted the Arabisation policy since 1962. This policy aimed at encouraging the national integrity and unity and religion that was essential for the de-colonization process. Through Arabization, the Algerian government endeavored to progressively increase Arabic sessions in all levels. Moreover, all subjects were taught in Arabic instead of French and the

amount of time to teach this later was dramatically decreased .One of the main criticism that dropt upon this policy is its ignorance of the population linguistic diversity. As a result, the Algerian government in 1964 was obliged to appoint numerous non-Algerian teachers mainly the Egyptian ones. Those teachers were characterized by their lack of qualifications and their political involvement in the country's domestic policy. Until the 1970's the educational system consisted of the primary school: 05 years, middle school: 04 years and the secondary school: 03 years.

1.1.2. Second Reform: The Fundamental Schooling System

In 1976, the Algerian government adopted the fundamental schooling system addressing just the primary, including grades one to six, and middle school of grades seven to nine (09 years) with all the subjects taught in Arabic. English was taught in the middle school at the age of 13. The Algerian educators were split into those who supported the use of French, the language of modernization as a language of instruction particularly in scientific subjects and those who stuck to Arabic as a pillar of the Algerian identity.

1.1.3. Third Reform: English in the Primary School

In order to enhance the foreign languages teaching at an early age, the Algerian government in 1993 gave the primary school pupils the opportunity to choose between French and English as a compulsory foreign language. Almost all teachers were Algerian at all levels. Although the Algerian government viewed Arabization of the education system as one of its main objectives during the 1990s, vocational education at the secondary level received attention as part of the reorganization of the mid-1970s. The government had made a pilot test of this program in just few primary schools .Since the majority of parents preferred French to English, the Algerian educational system got rid from this program.

1.1.4. The Higher Education Reforms

The Algerian universities initiated a system based on the French model meant that the university faculties were autonomous even in designing the teaching curricula .Although the Algerian universities witnessed some reform as what was introduced in1971and1988; they still resembled the French model .Moreover, for instructional purposes French still widely used. However, after1980 a decree introduced the total Arabization of the first year of social and political science, law and economics at university the number of French instructors has decreased the number of Algerian teachers has increased.. Concerning secondary education, the baccalaureate of 1989/1990 school year was totally arabized. As a result, students who followed either medical stream, electrical or specialized in foreign languages at university found themselves handicapped

To grasp the course content, in 2002, a national education reform reintroduced the foreign language French into the second grade of primary school and English would be taught in the sixth grade (intermediate school), two grades earlier than in the past. In 2004, the higher education system of Algeria has adopted LMD system .This latter consists three main grades: The license(granted after three years of study), Master's degree(conferred after two years of study) , The doctorate (conferred after the completion of research for at least three years)

1.2. Teaching English in Algeria

The emphasis on teaching English as a foreign language is becoming a crucial part of education all over the world due to its historical, political social and the most important the economic reasons. English has become the language of the new media and it is spoken by 1.5 billion people. In the case of teaching English in Algeria, English is taught as a compulsory module starting from the level of first year middle school (i.e. at the age of 11) till the level of baccalaureate. It is taught to the students for seven years (four years in the middle school and

three years in the secondary school). It is taught for educational purposes as to pass the exams. A new methodology was adopted in 2002 which is the competency based approach; it is used to teach the English language learners and the newly designed syllabuses are based on it. Concerning course goals, materials, teaching methods, and assessment procedures are decided by the program director (Algerian Ministry of National Education).

1.3. Teacher's Scope

1.3.1. Teacher's Knowledge

The teacher is a qualified person who has certain abilities and skills to transmit the knowledge to his students and educates them. "The teacher is the main actor in the learning process and therefore is supposed to have a broad knowledge and abilities in order to effectively help students" (The Significance of Quality Teacher Training, 2009,p15). Learning to teach is complex and multifaceted in that it requires many different kinds of knowledge, and it is not just about standing in front of students and giving them information. Jacobsen, Eggen and Kauchak (2009) state the following knowledge that the teacher should acquire:

1.3.1.1. Content Knowledge

Jacobsen, Eggen and Kauchak (2009) say that "you can't teach what you don't know" Teacher's content knowledge refers to the knowledge that the educator possesses about specific academic courses and teach it to his students in the classroom. The teacher's mission here is to transmit the information to his pupils in a simple way and to clarify the complex ideas to become learnable topics.

1.3.1.2. Pedagogical Knowledge

It is the second kind of critical teacher knowledge. It involves the knowledge about classroom management principles, strategies, organization, etc, and knowing how they work, and how they help in the improvement of learning. Jacobsen, Eggen and Kauchak (2009)

provide that “Pedagogical knowledge involves knowing about classrooms, how they work, and how they promote learning”. Some examples of concepts embedded in the domain of pedagogical knowledge include the following:

- Levels of learning in the cognitive domain
- Instructional goals and objectives
- Lesson planning
- Inquiry
- Rules and procedures
- Criterion-referenced tests

1.3.1.3. Teaching Skills:

“The ability to use knowledge in strategic ways to bring about student learning” (Jacobsen, Eggen and Kauchak, 2009). It is about how teachers use their knowledge in strategic and skillful ways to enhance students’ learning, for instance, planning, implementation and assessment.

1.3.2. Teacher’s Roles

Although the educational scope exposed to the paradigm shift from teacher-centeredness to students-centeredness, the classroom authority is still controlled by teacher who has multiple roles. The teacher’s roles are dependent and the teacher usually does not stick to a particular role, he may adapt several roles according to learners’ needs, activities, the materials, etc. The teacher needs to be aware of how he will carry out each role and how he will perform it. Harmer (2007, p.57-62) states the various teachers’ roles:

1.3.2.1. Controller

Acting as a controller is one of the most common teacher role. In this role the teacher should control both the class and the activities. The teacher has the complete authority in his class to control the students’ work, their behavior, the language they use, etc.

1.3.2.2. Organizer

The teacher role here is to organize the classroom; students and activities. The teacher can organize the students for instance through dividing them into groups or pairs according to the type of the activity. The teacher informs the students about how to do the activity and the amount of time. However, the most point that the teacher should first tackle here is involving and engaging students.

1.3.2.3. Assessor

Being an assessor is regarded as one of the main teacher roles in which the teacher should provide his students with both written and verbal feedbacks. Typically, teacher should firstly show his students the criterion of assessment and evaluation. In other words, the teacher should frequently offer feedback and correction and grading students in various ways.

1.3.2.4. Prompter

Sometimes, the students get blocked or lose the thread of what is going on. The teacher here should prompt his students in a sensitive and encouraging way. For instance, the teacher may provide his students with words or phrases to help them. However, to make students think creatively, the teacher should not frequently do so and let them work things out for themselves.

1.3.2.5. Resource

The teacher is always playing the role of a resource. He gives the students the appropriate information they need in order to develop their knowledge. The basic teacher role here is to explain for his pupils an activity, sentence, phrase, or a word, etc. The students always feel the need to ask their teacher to clarify things for them.

1.3.2.6. Tutor

Sometimes, the students need more help from their teacher especially when they are working on longer projects. The teacher as a tutor should guide his students to the right

directions and how they should work; individually or collaboratively. Acting as a tutor the, the teacher plays the two roles prompter and resource at the same time.

1.3.2.7. Observer

Teacher should go around the class while students work individually or in groups, checking their work and providing support if necessary. He can take notes on their performance through observing them. This latter is considered as one of the main requirements of being a controller or organizer, i.e. in order to organize and control the students, the teacher needs first gather information about them mainly through observation.

1.4. learner's Scope

1.4.1. Learning Styles

It is a fact that people are not alike, each one has his own point of view, his physical characteristics, favorites, etc. People also learn things in different ways and this is known as learning styles which can be defined by Prichard (2009) as the preferred ways of learning and acquiring knowledge and they are not fixed traits. The following are the three main learning styles that have been identified (Pritchard, 2009, p44-45):

1.4.1.1. Visual Learners

This type of learners easily acquires knowledge via seeing. They prefer to learn from pictures, diagrams, graphs, maps, posters, displays, etc. They can easily recall information that is visually presented. They are known also by using hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking.

1.4.1.2. Auditory Learners

“They prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example, they like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements”.

1.4.1.3. Kinesthetic Learners

“They prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities”.

All the three learning styles are used by all people; however, each one depends profoundly on one of them.

1.4.2. Multiple Intelligences

Another concept which gain much interest from many researchers and didacticians is the so called multiple intelligences. Those researchers such as Gardner and Hatch (1989) assert that teachers should consider their students’ multiple intelligences when they teach them; teachers should try to address those intelligences as can as possible. According to Gardner’s theory of multiple intelligences, there are seven (07) intelligences which should be taken into account in the context of education to reach desirable outcomes. This theory claims that although we all have those seven intelligences, no two individuals have them in the same exact configuration, similar to our finger print. Gardner and Hatch (1989) state those seven intelligences as follow:

-Logical-Mathematical: it is sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning.

-Linguistic: it is sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language.

-Musical: it is the abilities to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness.

-Spatial: it is the capacities to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions.

-Bodily-Kinesthetic: it is about controlling one's body movements and to handle objects skillfully.

-Interpersonal: it is to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people.

-Intrapersonal: it is to Access to one's own feelings and the ability, to discriminate among them and draw upon them to guide behavior; knowledge of one's own strengths, weaknesses, desires, and intelligences (p.6).

1.4.3. Learners' Needs

Moeini (2008) defines need as:” a gap between what is expected and the existing conditions” (p.04). There are three common need theories: Max-Neef’s human needs, Murray’s psychogenic needs and Maslow’s hierarchy of needs. This later is seen as the most popular one. Moreover, Cohen, Manion and Morrison (2005) highlight the importance of needs analysis in the context of education, it can be used to: identify student’s instructional needs, identify program provision needs, ascertain weaknesses in student’s achievement, determine where deficits exist so that they can be addressed and identify areas for expenditure and educational development. One of the crucial matters that should be taken into consideration before presenting the lesson is the learners’ needs. This later is among the significant factors that may negatively or positively affect the learning process. In this context, teacher’s mission is to identify and analyze his/her learners’ needs to successfully increase their academic achievement. The learner’s needs differ as do the methods employed to meet them.

2. objectives of Teaching English in Algerian Middle School

As we mentioned above that English has become the primary language spoken in the world and it plays an important role in all the domains. Teaching English as a foreign language in Algerian middle schools has multiple objectives. Since the pupils at this level still young and enthusiastic, the process of teaching English language will be easier and faster.

Bouneb(2016) states that the national ministry of education proposed teaching English language in middle schools:

-To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication.

- To promote universal values

-To develop critical thinking, tolerance and openness to the world.

- To contribute to the shaping of a good citizen, aware of the changes and challenges of today and tomorrow.

-To give every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation.

-developing communicative competence in English.

-By focusing on the learner, we have enabled him to be actively involved in a deeper cognition, acquisition of knowledge and development of a number of competencies.

- In addition, an important role is given to strategies (strategic competence) in order to foster effective learning. In other words, the teacher's role is not just restricted to provide students with information about the course content. Teachers also should guide their students to properly invest some learning strategies as the metacognitive and cognitive one for optimizing their learning.

-Teaching-learning English allows the learners to interact with peers and other English speaking persons, using their competencies of interaction.

-at the end of compulsory education (16 years old), he will be able to integrate into an academic or professional community, using English for learning and communication.

3. Teaching English for 1MS Middle School Pupils

3.1. The Official Sessions

English language is taught in Algerian schools starting from the 1MS level till the baccalaureate level. The 1MS pupils study English for two hours per week; they have 6 tests (2 tests per semester) and three exams (1exam per semester). Classes are overcrowded; they range between 30-40 pupils, the girls are more than boys, and their level is high, intermediate and low achievers. They seat in pairs and are confronting the teacher's desk and the white board.

3.2. The Tutorial Sessions

The teacher divides his class into two groups; one for the French teacher and the other for teaching them English for half an hour. After this the two teacher, English and French teacher, exchange the groups and teach them the same as the previous groups for the rest half hour. In a differentiated class with mixed ability groups, the teacher identifies the strengths and weaknesses of the learners through pointing and analyzing the repeated errors in class, and identifying the main problems in his lesson. The data collected will be used to set appropriate remedial tasks addressing the learners' weaknesses, needs, learning styles and multiple intelligences. The main objectives of TD sessions are: moderation and remediation, learning how to integrate, and work for excellence (Boukri , Hammoudi & Smara, 2016).

3.3. Curriculum

Goodson (1994) defines the curriculum as: "it is a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas" (p.299). The

development or modification of the curriculum in Algeria is the responsibility of National Ministry of Education. The curriculum of 1MS pupils is changed in 2016 or what is called the 2nd generation curriculum. Bouneb (2016) states that: “rewriting the curriculum for teaching-learning English in Algeria meets with the coherent legislative framework regulating our educational system. The Orientation law on national education No. 08-04 23 (January 2008), having set four missions to the school: education, training, socialization, and qualification. The new English curriculum fully integrates these missions and subscribes to the official educational guidelines”. The curriculum basic approach is the competency based approach which helps the students to gain better learning outcomes. Bouneb (2016) says also that “the four years of the middle school are important foundation years for the intellectual, emotional, physical, and social development of the child. These years will help him to gradually acquire competencies at all levels of school education and to continue learning even after learning school”.

3.4. Syllabus

Curriculum is more advocated to administration, has general details and it is a baseline for syllabus. Syllabus is more useful for teachers, has specific details and it a baseline for textbook, and it acts as a guide for both teacher and learner by providing some goals to be reached. Hutchinson and Waters (1987) define syllabus as:”At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance, and it is handed down by ministries or other regulating bodies” (p.80). The Algerian 1MS syllabus contains grammar, lexis, pronunciation, communicative tasks, assessment, learning objectives, topics, competency focus (interact, interpret, and produce), language skills and cross curricular competencies.

3.5. Lesson Plan

Lesson planning is defined by Wright (2005) as “the art of arranging conceptual material in appropriate chronological sequences, which ‘lead’ to a ‘punch line’, or outcome, or resolution” (p.291). It is a creative process that helps the teacher to save his time in the classroom and control it. Lesson planning is also beneficial for the teachers who want to minimize over reliance on textbook and to adapt tasks and texts. It guides the teacher and helps him in presenting the lesson and accomplishing successfully the predetermined objectives. Both experienced and novice teachers should make lesson plan even if they have excellent classroom skills. Boukri et al. (2016) stated the following framework for lesson plans: (pp.61-64)

3.5.1. PPU: (presentation, practice and use) this is used to teach speaking lesson or grammar. This framework helps in creating an organized and coherent lesson which leads to a clear lesson objective.

-Presentation: In this stage, learners grasp the context being used, the form and meaning of the presented vocabulary, and they understand where and how to use them. In addition, the learners should recognize the main objectives of the course, such as, the function(s), pronunciation point or grammar, and/or the speaking skills.

-Practice: To help learners improve their level, practicing what they have been already learnt is essential. They should have sufficient practice on the designed tasks which help them to develop their level and obtain an accurate and correct language and.

-Use: Learners practice the language acquired, for instance, completing a communicative task in which they may require it in a real communication outside the classroom.

3.5.2. PDP: (pre stage, during stage and post stage) it is used for reading and listening lessons.

-Pre stage: students become familiar with the topic, the language and the essential vocabulary they will use during the lesson.

-During stage: the students interact directly with the text a number of times, each time with a specific purpose that leads the students to gradually gain a more detailed understanding of the text.

-Post stage: students' understanding of the text is reinforced through expanding on the text or personalized the topic using other language skill areas (speaking or writing).

3.6. 1MS Text Book

As far as the classroom time management is concerned, it is necessary to provide some information about the first year English middle school book. Hutchinson and Torres (1994) said that:” No teaching-learning situation, it seems, is complete until it has its relevant textbook” (p.315). The aim is to shed light on the aims and objectives of the second generation textbook as well as its design, content, and organization. The book is basically designed for learners aged 11 to 12 years. They have never been exposed to learn English language before. The book contains 160 pages, the first few pages contain the outline, introduction (hints to the learners about what they are expected to achieve), my book map (identification of the communicative and linguistic objectives), my charter of good conduct (setting the ground rules with your learners), and the pre-sequence (familiarization with: Greetings, school thing, school commands, the English alphabet, days of the week, the months of the year, numbers, game). The course book comprises five sequences: me and my friends, me and my family, me and my daily activities, me and my school, and me, my country and the world. Each sequence contains eleven (11) presentation which are: I listen and do, I pronounce, my grammar tools, I practice, I read and do, I learn to integrate, I think and write, now I can, I play, I enjoy, and my Pictionary. In addition, the book contains three

project work; my family profile, my school presentation, and my country profile/ a tourist brochure. The last few pages contain: my pronunciation recap, my grammar recap, and my trilingual glossary.

3.7. Competency Based Approach (CBA)

Richards and Rodgers (2001) believes that “the CBA focuses on the outcomes of learning. It addresses on what the learners are expected to do rather than on what they are expected to learn about. The CBA advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviors that students should possess at the end of a course of study”. Concerning the Algerian context, Benadla (2012) stated that “The approach of teaching is termed CBA to refer to the theory of teaching/ learning believed in, and which appears in the teaching of any subject in the educational curriculum, be it Mathematics, Physics, or Arabic, while the term CBLT is restricted to the teaching method adopted for teaching a Foreign language, in our case, it is EFL” (Benadla, 2012, p.146). The Algerian educational system has adopted The CBA in 2002. Its aim is to gain better learning and teaching outcomes. Generally, CBA aims at preparing competent and autonomous learners who can invest what they have learned to solve their life problems. Learners who do not just passively receive and acquire knowledge, they also critically analyze, synthesize and even evaluate themselves and the others. CBLT, which is mainly designed to prompt EFL teaching, focuses on developing the learner’s communicative competences. Due to the fact that this approach gives parallel importance to the four language skills, the learner will be able to effectively communicate (Benadla, 2012).

Carlous (2012, p.520) outlines the features of CBA:

1. The competencies are stated in specific and measurable behavioral terms.
2. The contents are based on the learners’ goals, i.e. outcomes or competencies.
3. The learners continue learning until mastery is demonstrated.

4. The approach makes use of an unlimited variety of instructional techniques and group work.
5. It centers on what the learner needs to learn; which is the application of basic skills in life skill language context such as listening, speaking, reading or writing.
6. The approach makes extensive use of texts, media, and real life materials adapted to targeted competencies.
7. It provides learners with immediate feedback on assessment performance.
8. The instruction or teaching is paced to the needs of the learners.
9. It gets learners to demonstrate mastery of the specific competency statements or objectives.

Section two: Classroom Management Qualifications

1. Classroom Management Definition

The term CM is defined by many researchers and educators and it is addressed from many angles. “Effective teaching and learning cannot take place in a poorly managed classroom.....In contrast, well managed classrooms provide an environment in which teaching and learning can flourish”. (Marzano et al, 2003, p.01). Korpershoek et al. (2013) define CM as creating, inviting, and appealing environments for student learning. Marzano et al. (2003) affirm that effective CM leads to an effective design of the syllabus and instructional strategies. According to Dennis and Gilbert (2014) Management is about organizing anything connected to classroom (i.e., students, space, time, materials, and behavioral rules and procedures) which helps in creating an effective leaning environment. in addition, Sieberer (2015) provides similar definition: “Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students’ learning can take place” (p.163). Another definition provided by Ming-tak and Wai-shing (2008) that: “classroom management has been perceived as the art of establishing a good climate and managing instruction effectively”

(p46). According to them, CM is not just about how to manage students and their behavior, its concern is more than that. It is about making a successful instruction that engage the students actively.

2. The Nature of Classroom Management

The teaching process may be viewed as a simple task which is about just teaching, listening, and learning. In fact, the teaching process is more than standing in front of a number of learners in a class, explaining the lesson and giving tasks to practice. It is multifaceted tasks, in which things are sometimes happen quickly, unpredictably and spontaneously. Furthermore, the educational aims and objectives vary from teacher to teacher, as well as that students differ in their gender, intelligences, learning styles, etc. The teacher's management styles also differ and this will lead to create varied types of classroom climate which may affect positively or negatively the student learning and behavior. The teacher struggle and make his best to manage the classroom effectively in order to make a good learning and teaching environment and to successfully reach his objectives (Ming-tak & Wai-shing, 2008).

3. Aspects of Classroom Management

Garrett (2014) argues that “It does not matter if you are a preservice, novice, or veteran teacher. A classroom management plan is an essential part of your teaching practice. A well-designed classroom management plan documents the specific strategies that you plan to implement in each of the key areas of classroom management in order to develop an effective learning environment in your own classroom”(p.99). In order to make a well-designed CM plan, the teacher needs first to recognize the main aspects of CM. The issue of CM has been tackled from various angles especially the one that concerns language education in EFL. Numerous researchers and authors address its main aspects. They have a consensus on identifying some of those aspects with slight differences and additions between them. Those aspects are presented as flow:

3.1. Rules and Procedures:

Designing and implementing classroom rules and procedures may be seen as the most common apparent aspect of effective classroom management. Despite the fact that those two terms are sometimes used interchangeably; rules and procedures are quietly different. Both rules and procedures address classroom behavioral issues, however the former is set for general expectations or standards concerning behavior while the latter is for the specific ones (Marzano et al, 2003, p.13).

3.2. Disciplinary Interventions:

Sometimes the students disobey and prefer do not voluntarily follow classroom rules and procedure. As a result, their misbehavior may negatively affect the smooth flow of the lesson and disrupt CM system. Hence, disciplinary intervention should immediately takes place (McLeod et al, 2003, p.109).

3.3. Teacher-Student Relationship:

Teacher-student relationship is accounted as another obvious aspect of effective CM. Establishing a good relationship with students is one of the main recommendations that are advocated for teachers. once the students have a good relationship with their teacher they will be more ready to meet the teacher's expectations especially what concerns behaviors and the vice versa (Marzano et al, 2003, p.41).

3.4. Management of the Physical Environment

Creating a better physical environment is among the major teaching requirements. Teachers should assure that they really provide a comfortable and enjoyable atmosphere for their students in which to learn For instance, students' desks arrangement, classroom decoration, etc. Having a good learning requires a well management of the physical environment.

3.5. Management of Learning

For effective learning, teachers must organize their work. They must set their learning objectives, decide about the content, prepare and arrange materials, design learning activities with the aim of adjusting the curriculum to appropriately address students' various needs.

4. Classroom Management Strategies:

In order to manage the classroom, the teacher should have certain strategies to make the management easier and to create a well managed learning atmosphere. The following strategies for classroom management are stated in the book of Classroom Management (2010, p.42-59):

4.1. Creating an Effective Learning Environment

Being prepared should be one of the teacher's aims to make his students follow the classroom routine earlier and more easily. Learners will also recognize that their teacher is in charge of his classroom and he has high expectation of them. The learning objectives should be communicated clearly, instructions should be simple and lessons should be structured in order to adjust learners' knowledge and skills. In addition, the teacher can create cooperative learning groups, show them how to work and let them practicing group work. At the end of the class, the teacher may end it with a routine; ask them to prepare something for the next session and leave the room clean. All the above mentioned points are addressed to manage the classroom climate setting.

4.2. Establishing Classroom Procedures

Classroom procedures are considered as an essential part in classroom which they can communicate how to do daily activities and how things will work. They should be taught and modeled until they become routines to make a predictable and well structured environment. In order to save time, the teacher may use some procedures and work to develop them as routines. For instance, having students sit at their desks or in their groups, having everyone

get out the materials needed, using nonverbal cues, and pointing to posted assignment and state instructions.

4.3. Creating a Motivational Environment

Keeping pupils motivated each session is viewed as crucially important in the scope of education. Thus, teachers should create an attractive, enriched environment and get pupils involved as asking them to decorate their own classroom. In addition, he may develop lessons in a way that challenges pupils but they should not be too difficult or confusing. Another strategy that may encourage and motivate the students is providing them with positive feedbacks to praise good work and behavior (e.g., great idea, fantastic, good job, etc). Moreover, the teacher may relate the lesson to the learner's real life (making learning intrinsically interesting). The teacher should also take into consideration the different learning styles when designing the course. For example, the teacher may use diagrams and pictures for visual learners to motivate them.

4.4. Making Every Minute Count

Being aware about how time is so precious and how it can be saved is absolutely important for teachers. Once teachers effectively use and invest time, this surely will lead to better teaching and learning outcomes. For instance, they may design further academic instructions by the end of the year school. Within the same line, there are numerous techniques which possibly will help teachers to maximize learning and teaching time such as, planning each lesson in advance, designing a well planned lesson with clear learning objectives, and providing meaningful activities for students to reach the objectives. Moreover, dividing the board into three sections may greatly help to save time. For instance, teachers may devote the left side for organizational points (date, objectives, and instructions), the central and largest section for ongoing work that can be erased as the lesson progresses, and the right section for reference points which pupils need throughout the lesson. Moreover, it is

worthy for teachers to have an additional lesson or activity to be done in saved time. As a result, time will be properly saved and students will not get bored and act out.

4.5. Keeping Everyone Engaged

The teacher should not neglect the low achievers and expect that just the high achievers are the target who will participate and answer questions. The teacher should keep everyone engaged and develop their critical skills by challenging them to think actively. In order to make the pupils engaged there are multiple techniques that might be used in the classroom. The teacher may use the wait time when asking a question before calling on a pupil. This technique allows both the quicker and slower students to respond and give thoughtful responses. The echo technique might also be used here; one student gives an answer and the teacher call on another pupil to repeat it. It has many advantages such as: reinforcing correct answers, involving more students, and improving listening skills. Furthermore, Making sure that procedures are understood, encouraging a pupil to try answering the question, Prompting pupils' thinking, and praising correct answers are also techniques that engage all pupils in the learning.

4.6. Teaching Life Skills and Good Learning Habits

Teaching life skills and good learning habits helps in creating an organized learner-centered classroom. In book of *classroom management*, life skills are defined as: “the skills that enable students to become mature, confident, and successful adults who contribute positively to their communities and society as a whole” (p.56). While managing the classroom, the teacher can teach many of these life skills. For example, the teacher may teach pupils how to take responsibility for class tasks, provide them with positive feedbacks when they do well, teach them how to respect each other during group work activities, and model the life skills that he wants his pupils to acquire. “Good learning habits depend on a number of life skills: responsibility, initiative, organization, effort, perseverance, curiosity, common

sense, patience, and, at times, cooperation. Individuals who know how to learn, will do better at all levels of their education and will become lifetime learners” (p.58).

5. The Challenge of Classroom Management

“Good classroom management is challenging” (Ming-tak & Wai-shing, 2008, p.46). Managing classrooms is considered as a challenging task that needs many efforts from the teacher especially the novice ones. The teacher manages the classroom each day in order to make a safe learning environment and a successful teaching and learning process. Bluestein (2014), states that the teacher may have a well planned lesson with related activities and he is prepared and organized for teaching, but he may have problems with managing his classroom (i.e. he may have trouble getting his students to settle down, stop talking, or even get in their seats) and this will affect his lesson presentation and the teaching process as a whole. There are some of the activities that the students do in the classroom which disturb the teacher and interrupt the smooth flow of the lesson; “One student wants to go to the bathroom while another needs to sharpen a pencil. There is a student making noises, another poking the child in the next seat, and a few others distracted with unrelated tasks or staring off into space. And then there is that seemingly interested child who asks a question that somehow gets you off track, heading in an entirely different direction from the one you had planned” (Bluestein 2014, p.01). We notice here that managing the classroom is not an easy task and needs efforts as well as time, and as we mentioned above in the definition that classroom management addresses all the elements of the classroom.

6. Responsibilities of Classroom Manager

Classroom is a place within which there should be a shared respect between both teachers and learners. Therefore, the pupils will develop self-discipline and there will be no much need for disciplinary actions. The teacher has several roles: an educator, facilitator, monitor, guider and the most importantly a manager. The teacher as a classroom manager has

multiple responsibilities, as cited by Coetzee, Niekerk and Wydeman (2008) that the educator should:

- Prepare for lessons.
- Exercise self-discipline.
- Have extension work available.
- Ensure that teaching and learning take place consistently.
- Ensure that learners are stimulated.
- Make space for timeout or a conflict-resolution corner.
- Affirm learners.
- Build positive relationships with learners (p.217).

Coetzee, Niekerk and Wydeman (2008) also cited in their book that “every classroom manager should adopt “classroom rules” which can be defined as rules that regulate the relationship between the educator and learners in the classroom”:

- Learners must be involved in the formulation of classroom rules and must conform to such rules.
- Classroom rules must be consistent with the school’s Code of Conduct.
- Classroom rules must be clear and understandable and must make provision for fair warning.
- Classroom rules should be posted in the classroom.
- The consequence(s) of breaking a specific rule should be indicated in the classroom rules.
- Punishment must fit the offence and must be graded to make provision for repeated offences.
- Learners are expected to know and obey classroom rules. Ignorance of these rules is not an acceptable excuse (p.217).

Section three: Classroom Time Management Dimensions

1. Time Management Definition

Kenneth (2012) highlights the importance of time and define it as “it is a very precious thing; it has wings and as such is passing very fast”. Kenneth (2012) also provides a definition of time management and says that “it is a set of principles, practices, skills, tools and systems that help us use time to accomplish what we want. It refers to the techniques and strategies that individuals use in utilizing and maximizing the work that they do” (p.02) .Another definition provided by Walsh (2008) that “Time management is activity management and involves defining what tasks need to be done and finding a realistic way in which to do them. Having more tasks to do than time in which to do them ensures failure. And having so much to do that you spend your entire waking life ticking off items from your to-do list will lead to frustration and burnout” (p.21). Time management is a way that people plan and organize how to divide their time between particular tasks and activities. Good time management helps them to work in a smart way with less effort and time, and ensure greater productivity and efficiency. Garrett (2013) considers time management as it is important for maximum health and personal effectiveness. However, the misuse of time may lead to some psychological problems, such as, stress, anxiety, and depression.

2. The Importance of Time Management

According to Kenneth (2012), the importance of TM lies in helping people to do more things in a less time and faster. The following are some reasons that show the importance of TM:

2.1. Time is Limited

Time cannot be stored or saved; it is a precious resource that cannot be hold back if it is wasted. Time is limited for 24 hours a day. If people do not plan from time and use it wisely, they will lose a lot of time.

2.2. Time Helps to Accomplish More Work with Less Effort

Reducing wasted time and effort gives us even more productive time throughout the day. TM helps in doing more things in a less time and less efforts.

2.3. Time for Relaxation

Time management reduces time pressure and helps in decreasing the feeling of a chain of emotions, such as, depression stress, etc.

2.4. Time Keeps Us on Track

TM helps people to reach their goals effectively and easily. In addition, it guides them to the right directions (pp.6-7).

3. Classroom Time Management Definition

As it is mentioned above that time management is important for every person, it is also necessary for classroom setting. If the teacher manages his classroom effectively but do not take time into consideration, he will face obstacles. The teachers should be aware about the efficient use of time in their classes; they always have a long list of things they need to accomplish during the lesson. Partin (2009) says that:” because time is a finite resource, each wasted minute decreases the amount available for higher-priority goals”. Unquestionably, the misuse of classroom time will negatively affect the effectiveness of teaching and learning process. Wright (2005) indicates how TM takes place in the educational context. “Teachers manage classroom time in two broad ways – through course and pre-lesson planning, and through their practices” (p.290)

4. Basic Principles of Classroom Time Management

-The teacher defines his objectives for each class and tries to remain focused on them. Allowing the class to digress too far, or for too long, may sacrifice more critical discussion or activities.

- “Getting out of the way”. He should recognize when he should step aside and let the students take over; he should be responsive to the classroom dynamic.

- He should be flexible and be able to reshape his lesson plan on the fly, to respond to the demands of different groups (McKenzie, 2006).

5. Teacher's Time Robbers

McKenzie (2006) points out that teachers should keep in mind hidden time demands such as administrative activities, setting up technical equipments or rearranging seating. Even when a teacher make plan for his lesson and manage successfully his classroom, he may confront situations which take from his lesson time, such as inspector sudden visit. Despite the fact that teachers may have different time wasters, Partin (2009) indicates the main activities that teachers frequently face and keep them from doing their job better:

-Taking attendance

-Grading student work

-Repeating directions

-Handling classroom behavior

-Dealing with unplanned interruptions

-Attending meetings or calling by the administration (p.84).

6. Teacher Time-on-Task

In any classroom, teachers may not pass all the scheduled class time in academic instruction, rather, they may lose some of this time in other classroom tasks such as, taking attendance, collecting and distributing papers and materials, counting books, reading announcements, etc. The simplest reprimand may also cause an interruption in the smooth flow of the lesson and it will be hard to regain student's attention. Most time is used in managing student behavior; for example, giving students permission to go to sharpen pencils, to go to bathrooms, conflict with classmate at class time, etc. In addition, there are other events that may consume a lot from instructional time such as, students arriving late, drop-in

visitors, telephone calls, outside noises and distractions, equipment breakdowns, or ill students (p.76).

7. Student Time-on-Task

Although the allocated time which is devoted to instructions may be alike for numerous teachers, the engaged time in which students immerse in that instructions may differ from one student to another. Partin(2009) refers to that in his book:”The percentage of time-on-task has been reported to range from 50 to 90 percent, with an average engagement rate of 70 percent of the available instructional time. But remember that 50 percent of the day may already be lost to non instructional activity; therefore, the student time-on-task may be less than 70 percent of 50 percent, or 350 hours out of the original 1,080 hours per year” (p.77).

8. Instructional Time

The instructional time is a concept that is mostly used in the field of education. It is the amount of time designed to cover the learning and teaching process in the classroom. Berliner (1990) introduces a family of concepts concerning instructional time. The following are the main ones:

8.1. Allocated Time

It is the time provided by a state, district, school, or teacher to teach the students and present instructions. In our context for instance, the allocated time devoted to English language in Algerian IMS classrooms do not exceed 60 minutes. Allocated time is the time block set aside for that instruction; 2 separate sessions a week (each session is devoted for 60 minutes).

8.2. Engaged Time

It is the time that students appear to be paying attention to teaching materials or presentations that have instructional goals; in other words it is the time that students are

partially or fully engaged in the learning process. It is worthy to mention that the teacher's main task here is to invest his knowledge and talents to increase the engaged time.

8.3. Time-on-Task

It is the time that students are engaged in a certain task. It seems that it is the same as the engaged time, however, its meaning is more specific and complex than the engaged time. The teacher should make the students engaged in a particular task to make them practice what they have learnt.

8.4. Transition Time

It is the non-instructional time that may occur before or after a certain instruction or activity. The transition time will consume from the allocated time and lose some of the engaged time. For instance, the teacher gives back homework before an instructional activity; the amount of time that he takes called transition time.

8.5. Pace

It is more concerned with the amount of content taught in a specific time period. For instance, the number of vocabulary taught in a classroom may be different in another classroom.

9. Classroom Time Management Obstacles

The following are the most classroom time management obstacles that teachers face:

9.1. Confronting and Solving Discipline Problems

Classroom management for a large scale of researchers is used interchangeably with discipline and reflecting it directly to managing students' behavior. "Classroom research studies have observed that an average of 18 percent of class time is consumed by discipline matters" (Partin, 2009, p.76). The teachers may lose a noteworthy time in solving discipline problems when managing classroom and this will be arduous especially with young learners.

9.2. Motivating Students Each Session

One of the key variables in education is motivating students and keeping them so. Wiseman and Hunt (2013) define motivation as: “Motivation is an internal state that arouses students to action, directs them to certain behaviors, and assists them in maintaining this action and direction with regard to behaviors important and appropriate to the learning environment”. Moreover, Partin (2009) highlights the fact that teacher should strive to increase student engagement rates.

9.3. Addressing Student’s Diversity

It is obvious that the classroom contains students with different characteristics, emotions, levels, personalities, etc; the teacher will face problems with that diversity. Partin (2009) asserts this stand by saying that “Not all students require the same amount of time to learn. Research suggests that most concepts and skills learning in schools can be mastered by 80 to 95 percent of all students if given an appropriate amount of time” (p.77). Since the learner are different in terms of learning needs, intelligences, levels, and learning styles, the teacher cannot fully address all these differences and satisfy all the pupils in a limited classroom time.

9.4. Managing, Controlling and Teaching the Crowded Class

There are many components in classroom that make its management so difficult; one of those components is managing crowded classes. “The crowdedness of classrooms, combined with shortages of material and time, forces teachers to adopt particular management practices to make the task easier” (wright,2005,p.68). Keeping all students quite, controlling their behaviors, and engaging learners frequently will need undoubtedly tremendous efforts and time especially with young learners. Shah (2012) dissects that teaching in crowded classes cause many problems such as, poor academic performance, no effective teaching, stressful life of the teachers and discipline problems (p.11).

9.5. Dealing with Interrupted Events or Emergent Situations

Partin said that:” Interruptions are the bane of every classroom teacher. Not only is precious class time lost but so is something even more essential: momentum. A class that is 100 percent on task suddenly becomes 100 percent off task as the interruption disrupts everyone’s attention” (2009, p.83). Interrupted events or emergent situations negatively affect the smooth flow of the lesson and may consume so much from the allocated time.

9.6. Fulfilling the Administrative Demands in the Classroom Each Session

Reporting students’ absences, getting teacher’s signature and writing on lessons record book each session will the smooth flow of the lesson and take at least 5 minutes. Wright (2005) said that “Teachers spent about 80 per cent of their classroom time on teaching and activities relating to teaching. The rest was spent on non-curricular activities such as administration (taking the register, collecting money, clearing up, etc.)”(p.295).This short amount of time may not be seen as a big deal; nevertheless, it may have unwilling effect if it is extracted from just one hour.

10. Classroom Time Management Strategies

10.1. Setting Meaningful Objectives for Teaching

“The key to making learning experiences worthwhile is to focus your planning on major instructional goals, phrased in terms of desired student outcomes—the knowledge, skills, attitudes, values, and dispositions that you want to develop in your students. Goals, not content coverage or learning processes, provide the rationale for curriculum and instruction” (Brophy, 2010, p.27). Setting those objectives in advance will clarify the teacher directions and not wasting the time in an instruction without objectives.

10.2. Classroom Routines

Classroom routines are considered as one of the best strategies that help with TM in the classroom. At the beginning of the year, the teacher must establish classroom routines and

should not assume that the students know what he wants; they should be trained the first week of school (Partin, 2009). He also says that “Many daily classroom events and tasks must be accomplished with a minimum of direction and must flow smoothly using the least amount of time possible” (p.85). It would be helpful to explain to them the importance of establishing those routines and welcome their questions to clarify the procedures and rules. If the teacher notices that pupils begin to deviate from those procedures/ routines, he can review them rapidly. The following are the Possible tasks for which teacher may establish routines:

- Beginning class
- Taking attendance
- What to do when the student arrives late
- Making up missed assignments when returning from an absence
- Making up missed tests
- Signaling when to stop talking
- Turning in homework papers
- Information to be included on student papers (where they should write their name, period, date, etc)
- What to do when they finish a test or seatwork early
- Leaving the room
- What to do when a visitor comes to the door
- Distributing and collecting materials, assignments, etc.
- What to do if they don't bring pencils, paper, and other supplies
- Signing out materials, tools, books, equipment, etc.
- Seating arrangement (p.86).

10.3. Student's Help

Student assistance is considered also as a strategy that helps teachers in maximizing learning time and minimizing time wasters. Partin (2009) mention that” Allowing students to help with many classroom tasks not only saves valuable class time but also gives them an opportunity to assume responsibility and may help them feel needed and included”. He states some tasks that teachers may delegate to students as follow:

- Distributing and collecting papers, books, and materials.
- Taking attendance.
- Rearranging desks and furniture.
- Erasing or cleaning chalkboards, etc (p115).

10.4. Scheduling Solid Blocks of Time for Each Day

Block scheduling is defined as:” it organizes the day into fewer, but longer, class periods to allow flexibility for instructional activities” (“Block Scheduling”, 1998, p.02). “With longer blocks, teachers have more time to complete lesson plans and to examine and re-evaluate practices. More class time is available to develop key concepts, incorporate creativity into instruction, and try a variety of classroom activities that address different learning styles (p.08).

Conclusion

The previous chapter provides a deeper insight about three main issues. First, it deals with EFL teaching in Algerian middle schools; 1MS classes. It tackled its main variables, such as, curriculum, course design, syllabus, etc. Second, it gives a clear view about classroom management and how teachers will succeed in managing their classrooms through implementing some useful strategies. Third, the focus is more given to classroom time management since the current study is attributed to investigate its major components. In short, teachers are unable to create an appropriate learning atmosphere unless they have a good

control and management of time. They should be aware of the different helpful strategies that might be invested to successfully overcome the classroom TM obstacles.

Chapter Two: Research Methodology

Introduction

The second chapter deals with data collection, analysis and discussion. This present study is aimed at answering the research questions and gathering information about classroom TM obstacles, their reasons, their effects on the teaching process, and their coping strategies. This part is divided into two main sections. It includes the description of the sample and the research instrument. In addition, the gathered data will be analyzed and discussed.

Section one: The Description of the Sample and Data Collection Instrument

1. Population

The number of teachers who teach English in Tebessa is 320 teachers (see appendix 02). Because there is no statistical data about the real number of IMS teachers who teach English in Tebessa, we assume that the number will not exceed 150 teachers.

2. Sample

To fulfill the aims set for this piece of research, the simple random sampling method is used. According to Cohen, Manion and Morrisson (2000), “In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population” (p.100). The researchers select randomly 20 middle schools from different provinces in Tebessa: Tebessa (Frantzfanon, Badri Djaballah, El Imam Aali and Ibn Badis), Morsott (Aashi Aabdelmalek Ben Mohammed, 20 Aout 1955, and Bakhoush Belkacem), Boukhadra (Boutarfif Aali and Gennez Elkablouti), Laawinat (Ettabib Elmakki and Mesaai Mohammed Etteaher) Cheraiaa (Djeddi Mokded, Ennahdha, Mofdi Zakaria and Djellali Othman) Elhammamet (Shahid Maalem Laarbi, Djedouani Youcef and Hafyan Ettaher) and Birmokaddem (Hadji Mezian and Farhi Saai). Most schools contain just two

teachers who teach 1MS pupils. 40 questionnaires were delivered to teachers and the total number were completed and returned. The reason behind choosing this level is that the pupils are young and classroom time management will be difficult and much more challenging than in other levels. In other words, the teacher will face more obstacles concerning time management with this level. The sample consists of 34 females and 6 males whose age is between 23 and 53.

3. Data collection instrument

The study is designed according to quantitative study approach. Data was collected using a questionnaire. This questionnaire is directed to the teachers of Tebessa middle schools who teach the 1MS level. It was distributed to teachers in various provinces in their spare time in the school and collected after 3 weeks from its distribution.

4. Questionnaire Description

The questionnaire is aiming to explore classroom TM obstacles that English middle school teachers face them. In addition, its aim is to investigate the strategies used by those teachers to overcome those obstacles. It is consisted of 26 questions of different types: closed questions, rank order items, open ended questions, and clarification questions. Most questions are rated in a 5-likert scale. It splits up into four sections as follow:

-Background information about the teacher: this section is designed to obtain information about teacher's gender, age and teaching years. It contains 3 questions.

-The teacher's perceptions and attitudes about TM in teaching: it contains sixteen (16) questions and six (6) sub questions. It deals with gathering information about teacher's perception and attitudes concerning the following points: lesson plan, TM, the amount of time available in the classroom, CM, procrastination, text book, administrative demands, and TM strategies.

-TM obstacles and reasons: it contains three (03) questions and each question has a sub question. It is concerned with revealing classroom TM obstacles that teachers face and the reasons behind those obstacles.

-The effects of TM obstacles on the teaching process and the coping strategies: it contains five (05) questions and six (06) sub questions. In this section, the researchers seek to collect information about the effects of TM obstacles on the teaching process and the strategies that teachers use to overcome those obstacles.

Section two: Analysis and Discussion of the Findings

3. The Analysis and Interpretation of the Findings

1.1. Section one: Background Information.

Q1: Gender:

	N	%
Female	34	85%
Male	6	15%
Total	40	100%

Table 01: Gender

The result shows that the female number is 34 (85%), while the male number is 6 males which represent (15%) from the whole sample. This indicates that the majority of respondents are females.

It is proved that the females are more interested in learning and teaching foreign languages than males. Thus, most 1MS teachers of English are females.

Q2: Age:

	N	Minimum	Maximum
Age	40	23	53

Table 02: Age

The teachers' age is ranging between 23 to 53 years old.

Q3: How long have you been in teaching English?

	N	%
1 to5 years	14	35%
more than 5 years	26	65%
Total	40	100%

Table 03: Experience in Teaching EFL in Middle Schools

From the above result, we notice that the teachers who have been in teaching English from 1-5 years are 14 teachers (35%), and the teachers who have been in teaching English for more than 5 years are 26 teachers (65%). The majority of respondents have experience in teaching English language.

This question is designed to examine the research topic from the two points of view, experienced and novice teachers. According to literature review, novice teachers have faced problems in controlling time of session more than experienced teacher because they are new in the domain and they will need more time to discover student’s needs, style, content knowledge, etc. In other words, to see if both experienced and novice teachers face classroom TM obstacles.

1.2. Section two: teachers’ perception and attitudes about time management in teaching:

Q4/Your class/s size of 1MS pupils is/are between:

	N	%
20-30	3	7.5%
30-40	37	92.5%
total	40	100%

Table 04: 1MS Class Size

This table indicates that 1MS class size is ranging between 20-30 and 30-40. The majority classes (92%) are between 30-40 and the rest classes (7.5%) are ranging from 20 to 30 pupils.

Depending on the above results, we can say that almost classes are overcrowded in which the number of students in each class is between 30-40 and even more. Probably, the reasons behind the huge classes are the lack of schools, classes, and teaching materials. Those reasons mainly attributed to the Algerian educational policy in middle schools.

Q5/ Do you always make plan for your lesson (setting objectives, warm-up, presentation, practice and assessment)?

	N	%
yes	37	92.5%
no	3	7.5%
total	40	100%

Table 05: Lesson Plan

Table (05) represents that almost all the respondents (92.5%) make lesson plan, whereas just 3 respondents (7.5%) say that they do not.

Since lesson planning is one of the teacher's daily professional duties. He is obliged to make lesson plan because he will be asked for by the administration, primarily by the inspector. In addition, lesson planning is viewed as the basis of classroom TM and it may positively or negatively affect classroom management. The well-designed lesson plan makes pupils more engaged and this will reduce the probability of disruptive behaviors. In other words, there will be less classroom management issues if the lesson plan is carefully planned and the vice versa. Therefore, the majority of teachers, as the above results have showed, make lesson plan and just a few of them do not make it.

Q5-1/ If yes, do you respect the time devoted for each stage?

	N	%
Valid	3	7.5%
Always	2	5%
Frequently	4	10%
Sometime	17	42.5%
Rarely	14	35%
Total	40	100%

Table06: Respecting the Time Devoted for Each stage

Table (06) reveals that 3 teachers (7.5%) did not answer the question, 2 (5%) teachers say that they always respect the time devoted for each stage, 4 (10%) say frequently, 17 teachers (42.5%) which represent the larger number from the sample say sometimes, and 14 teachers (35%) say rarely. The option “never” has not been selected.

Based on that result, we can depict that most teachers do not always or frequently respect the time devoted for each stage; they respect it sometimes and even rarely. This possibly results from the fact that most IMS English teachers face several obstacles and constraints concerning CTM.

Q6/In your opinion, time management as a component in classroom management is

	N	%
Very important	24	60%
Important	15	37.5%
Less important	01	2.5%
Total	40	100%

Table 07: The Importance of Classroom time management

From table (07), we notice that 24 respondents (60%) choose the answer “very important”, 15 respondents (37.5%) choose “important”, and just one respondent chooses the answer “less important”. The choice of “not important” has not been chosen.

Depending on This result, all the teachers surely recognize the importance of time management. Even more, the majority of them give TM more importance since they recognize that it is a crucial component in CM which may lead to positive or negative outcomes concerning their profession and the learning itself.

Q7/Do you think that making time table and managing time is a challenging task?

	N	%
yes	37	92.5%
no	3	7.5%
total	40	100%

Table08: The Challenge of Managing Time

Table (08) represents that 37 teachers (92.5%) agree that making time table and managing time is a challenging task, whereas 3 teachers (7.5%) answer that making time table and managing time is not a challenging task.

From this result, we can say that the majority of teachers share the view that making time table and managing time is not an easy task. This possibly accounts for the obstacles concerning TM which increase the challenge of classroom TM. However, very few teachers deny the fact that time management is an arduous task. This may be due to the fact that those teachers implement useful TM strategies with less crowded classes.

Q8/Do you feel that have much to do and not enough time?

	N	%
yes	40	100%
no	0	0%
total	40	100%

Table 09: The Amount of Time

All the respondents in table (09) confirm that they have much to do and not enough time.

The above description points that all the teachers really share the view that the time is insufficient to properly accomplish their work. This may indicate that those teachers confront problems with time; doing many tasks (e.g. finishing overload curriculum, controlling and managing the overcrowded classes, and addressing all students' learning styles and needs) in a limited time.

Q9/Effective use of school time begins with efficient classroom organization and management

	N	%
Strongly agree	15	37.5%
Agree	23	57.5%
Disagree	2	5%
Total	40	100%

Table10: TM in Relation to CM

Table (10) shows that 15 (37.5%) respondents strongly agree with this point, 23 respondents (57.5%) agree with it, just 2 respondents disagree with it and no one choose the options “neither agree nor disagree” and “strongly disagree”.

The previous analysis indicates that most teachers confirm the strong relation between CM and TM. Being skillful in organizing and managing the classroom is seen as one of the major steps that lead to sufficiently invest the time in classroom.

Q10/Do you take much time to manage your class?

	N	%
yes	32	80 %
no	8	20%

Total	40	100%
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Table11: The Amount of Time in CM

From table (11), we notice that 32 teachers (80%) answer yes (they take much time to manage their class), whereas 8 teachers (20%) say no (they do not take much time in managing their class). All the teachers who answer yes provide an explanation about the reasons behind taking too much time in managing their class. All of them point to the overcrowded classes as the ultimate reason; one class may exceed 45 pupils.

Since most teachers recognize the strong relation between classroom TM and CM as table (9) has reported, they also confirm that relation here; CM may consume much time and negatively affect classroom TM.

Q11/Do you think that one hour is enough to appropriately fulfill all the predetermined objectives?

	N	%
Yes	3	7.5%
No	37	92.5%
Total	40	100%

Table12: The Insufficiency of the Amount of Time

The result above mentions that 3 respondents (7.5%) think that one hour is enough, while 37 respondents (92.5%) answer that one hour is not enough to fulfill all the predetermined objectives.

From this later analysis, the majority of respondents declare that one hour is not enough to fulfill all the predetermined objectives. This can be interpreted that it is hard for teachers to simultaneously and adequately accomplish many tasks such as: addressing all students learning styles and multiple intelligences and motivating students each time. In

addition, the learner need more practice since they are beginners in learning the English language.

Q12/Do you feel that you are overwhelmed and time is not enough to fulfill all your lesson objectives?

	N	%
Yes	35	87.5%
No	05	12.5%
Total	40	100%

Table13: The Pressure of Time

As it is displayed on the table (13), the majority of teachers (87.5%) answer that they are really overwhelmed and time is not enough to fulfill all their lesson objectives. In contrast, 5 teachers (12.5%) reject this idea and answer by “No”.

The above description denotes that the majority of respondents are overwhelmed; this means that time cause pressure for them. Depending on the result of table (12) and this result, it is demonstrated that teachers are not satisfied by the amount of time devoted to teach IMS pupils (just one hour for each session).

12-1/If yes, this occurs:

	N	%
Valid	05	12.5%
Always	06	15%
Frequently	10	25%
Sometimes	16	40%
Rarely	03	7.5%
Total	40	100%

Table14: The Extant of Time Pressure

Table (14) demonstrates that 5 respondents (12.5 %) do not answer this question, 6 respondents (15%) confirm that time is not enough to fulfill all their lesson objectives by choosing “always”, 10 respondents (25%) choose frequently, 16 respondents (40%) choose sometimes, and just 3 respondents (7.5%) choose rarely.

To gain a deep understanding about the previous question (Do you feel that you are overwhelmed and time is not enough to fulfill all your lesson objectives?), this result asserts that the teachers are extremely complaining about the short amount of time that is devoted to teach 1MS classes.

Q13/Do you devote more than one session for just one lesson?

	N	%
Yes	35	87.5%
No	05	12.5%
Total	40	100%

Table15: Teaching One Lesson in More than One Session

Table (15) illustrates that 35 respondents (87.5%) agree with devoting more than one session for just one lesson. In the counterpart, 5 respondents answer by “No” (they do not devote more than one session for just one lesson).

Since one hour is not enough for the teachers to teach 1MS pupils (as table 12 has showed), the majority of teachers devote more than one session for just one lesson.

Q13-1/If yes, you do this:

	N	%
Valid	05	15.5%
Frequently	17	42.5%
Sometimes	13	32.5%
Rarely	05	12.5%

Total	40	100%
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Table16: The Frequency of Devoting More than One Session for Just One Lesson

The above table (16) depicts that those who answer the previous question by “No”, they do not answer this question (5 respondents). 17 respondents (42.5%) choose to answer by “frequently”, 13 respondents (32.5%) choose “sometimes” and 5 (12.5%) respondents choose “rarely”.

From this result we interpret that the majority of teachers frequently devote more than one session for just one lesson. Based on that, we can say that this is not something coincidentally, but it is a fact that happens almost usually.

Q14/Do you take into consideration emergent situation when you make TM plan (Drop-on visitors such as, the inspector)?

	N	%
Always	10	25%
Frequently	14	35%
Sometimes	10	25%
Rarely	06	15%
Total	40	100%

Table17: The Emergent Situation and TM Plan

Table (17) represents that 10 teachers (25%) select the answer “always”, 14 teachers (35%) select “frequently”, 10 teachers (25.5%) select “sometimes” and 6 teachers (15%) select “rarely”. No one choose the option “never”.

The interpretation that will be drawn here is that teachers recognize that emergent situations will take from their time, lead them to disrespect their TM plan, and interrupt the smooth flow of the lesson. Moreover, numerous of them emphasize that they frequently do so

because they consider those emergent situations as one of the obstacles that frequently encounter.

Q15/Do you procrastinate some of your tasks as a teacher?

	N	%
Frequently	13	32.5%
Sometimes	16	40%
Rarely	11	27.5%
Total	40	100%

Table18: The Procrastination of Teacher's Tasks

Table (18) describes that 13 respondents (32.5%) tick the answer frequently, 16 respondents (40%) tick sometimes, and 11 respondents (27.5%) tick rarely. In this question also, no one choose the answer “never”

Since most teachers declare that: they have much to do and not enough time (table 09), one hour is not sufficient for them (table12), they are overwhelmed (table13), and they devote more than one session for just one lesson (table15); they are obliged to sometimes or even frequently procrastinate some of their tasks.

Q16/Do you face problems with text book in term of classroom time management?

	N	%
Always	5	12.5%
Frequently	11	27.5%
Sometimes	11	27.5%
Rarely	13	32.5%
Total	40	100 %

Table19: Text book and classroom TM

Table (19) indicates that 5 teachers (12.5%) always face problems with text book in term of classroom TM, 11 respondents (27.5%) face those problems frequently, 11 respondents (27.5%) face them but sometimes, and the rest 13 teachers (32.5) choose the answer rarely. There is no answer in favor of the option “never”.

Depending on this descriptive data, it can be said that all teachers really face problems with text book in relation to TM, but with different frequency. Thus, the text book is considered as a problematic issue related to classroom TM, and table (20) will shed the light to the reasons.

Q16-1/If yes, this occurs because of:

		N°	%
A	Inappropriate content to the pupils’ level	16	28.57%
B	Useless text book tasks	5	8.93%
C	Lengthy content which take much time	29	51.79%
D	All of tem	6	10.71%
	Total	56	100%

Table20: The Reasons behind Facing Problems with Text Book

Table (20) reveals that teachers who have problems with text book in relation to time management because of the inappropriate content to the pupils’ level are 16 teachers (28.57%). Just 5 teachers (8.93%) have such problems because of useless text book tasks. The majority (51.79%) indicate that Lengthy content of the book is the reason behind those problems.

The previous result (table19) denotes that mostly all teachers have problems with text book in terms of TM. The above table (20) explores that the majority of them advocate this problem mostly to the lengthy content of IMS book. Therefore, Teachers will be in a dilemma with this overload curriculum in terms of how to teach, facilitate and finish it in a limited time. In addition, we cannot neglect the high number of those who have problems with text book because of inappropriate content to the pupils’ level. This reason is mainly attributed to the fact that pupils still young and learn the English language for the first time. In

other words, 1MS teachers have problems with text book in relation with TM primarily because of two reasons: lengthy content which take much time and inappropriate content to the pupils' level.

Q16-2/Other reasons:

	N	%
answers	5	12.5%
valid	35	87.5%
total	40	100%

Table21: Further Reasons behind Facing Problems with Text Book

Table (21) shows that just 5 respondents (12.5%) from the whole sample add other reasons that refer to the problems faced with text book.

Those reasons are stated as follow: (some teachers state the same reasons)

- New lexis does not relate with topics
- Sometimes tasks have the same objectives, we need to select.
- Cultural and social content of the book are sometimes far from pupils' routines and social life in our eastern area.

Q17/ Do you think that the administrative demands, such as taking the pupils' absences each session, are annoying and take much from your time?

	N	%
Yes	11	27.5%
No	29	72.5%
Total	40	100%

Table22: The Administrative Demands and Classroom TM

The above result portrays that 11 respondents (27.5%) from the total sample answer that the administrative demands are annoying for them and take much from their time. In

contrast, the majority (72.5%) proclaim that there is no problem with the administrative demands in accordance with CTM.

The interpretation that can be depicted here is that the administrative demands are not annoying for most teachers. Thus, this later is not accounted as one of TMO.

They assume that the administrative demands do not consume that much of time.

Q 18: Reorder the following time management strategies by putting 1, 2, and 3 in front of each one according to its importance?

A/ Planning you workday

B/Focusing on your important and urgent tasks (prioritizing)

C/ Organize yourself and your classroom

The order	N	%
ABC	3	7.5%
ACB	20	50%
BAC	3	7.5%
BCA	0	0%
CBA	6	15%
CAB	8	20%
Total	40	100%

Table23: TM Strategies

The result shows that the order ACB (Planning you workday (1), organize yourself and your classroom (2), and focusing on your important and urgent tasks (prioritizing) (3)) is the preferred one for the majority of the sample. Teachers recognize the importance of planning, thus they consider it as the core of classroom TM. In addition, they assert that being organized is crucial in time management.

1.3. Section three: Time Management Obstacles and Reasons.

Q19/ State any other strategies that you use to save time:

	N	%
answers	15	37.5%
valid	25	62.5%
total	40	100%

Table24: Other Classroom TM Strategies

Table (24) indicates that 15 respondents (37.5%) provide us with other strategies that save their time in classroom which are listed as follow: (some teachers share the same answers)

- Integrate activities which have the same objectives.
- Select and printing the tasks.
- Set up just two objectives per session.
- Use mini lessons.
- reinforce the oral answers
- Use flash cards and posters (to avoid writing much on the board)
- Use SARS strategy (select, adopt, reject, and supplement)
- Create more comfortable atmosphere.
- Use some instructions as: tick, match, choose, circle, and color.

Q20/Do you face any obstacle on your career concerning time management?

	N	%
Yes	38	95%
No	02	05%
Total	40	100%

Table25: Facing Classroom TM Obstacles

From the table (25), we notice that 38 teachers (95%) which represent the majority of the sample face classroom time management obstacles, and 2 teachers (5%) do not have any classroom time management obstacle.

Almost all the teachers face obstacles advocating to classroom TM. This notion is already supported by some previous results (table9, 12, 13, and 15).

Q20-1/If yes, you face them:

	N	%
Valid	02	05%
Frequently	15	37.5%
Sometimes	17	42.5%
Rarely	06	15%
Total	100	100%

Table26: The Frequency of Facing the Obstacles

Table (26) reviews that the 2 teachers (5%) who do not face any time management obstacles, they do not answer this question. 15 respondents(37.5%) answer that they frequently face those obstacles, 17 of them (42.5%) face those obstacles but sometimes and just 6 teachers (15%) say that they rarely encounter such kind of obstacles. The option “always” has not been selected.

We can deduce from the above analysis that the existence of TM obstacles in the context of 1MS classes is a reality which almost all teachers frequently or sometimes face. Even the few teachers who answer rarely assert that they face classroom TM obstacles.

Q21/According to you, what is/are the most challenging obstacle/s in TM?

	options	N°	%
A	Managing and controlling the crowded class each session	20	13.33%
B	Devoting just one hour for many tasks	20	13.33%
C	Finishing a lengthy curriculum in a limited time	30	20%

D	Fulfilling the administrative demands in the classroom each day	7	4.67%
E	Dealing with interrupted events and emergent situations, such as the inspector sudden visit	5	3.33%
F	Addressing all the learners' needs and learning styles	23	15.33%
G	Motivating the pupils each time	15	10%
H	Implementing appropriately the Competency Based Approach	8	5.34%
I	Confronting and solving discipline problems	18	12%
J	All of them	4	2.67%
	total	150	100%

Table27: Classroom TM Obstac

From the Table (27) we can notice that the options are represented as follow: A (13.33%), B (13.33%), C (20%), D (4.67%), E (3.33%), F (15.33%), G (10%), H (5.34%), I (12%), and J (2.67%).

From the above analysis, we can note that the most challenging obstacles of TM are: motivating the pupils each time, managing and controlling the crowded class each session, addressing all the learners' needs and learning styles, Confronting and solving discipline problems. All the previous obstacles are mainly attributed to the facts that the classes are overcrowded (more than 45) and the learners are still beginners. In addition, teachers should tackle all the previous tasks in just one hour. Furthermore, finishing a lengthy curriculum in a limited time, which perceives the high frequency rate, confirms that teachers have serious problems with it. Relating this table with the table (22), we can say that fulfilling the administrative demands in the classroom each day is not viewed as one of classroom TM obstacles. Moreover, since most teachers take emergent situations into account in their TM plan, they do not see this later as a classroom TM obstacle. Few teachers regard that implementing appropriately the CBA is among classroom TM obstacles possibly because it requires much preparation, materials, time, and less crowded classes. Some teachers view that all the above listed options are classroom TM obstacles.

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Q22/ Which of the following reason/s is/are mostly attributed to cause those obstacles?

	options	N°	%
A	The learners are still beginners in acquiring English language	20	14.71%
B	The learners' misbehavior as noise	11	8.09%
C	The learners' slow handwriting	21	15.44%
D	The lengthy curriculum	23	16.91%
E	The so crowded class	29	21.32%
F	The diversity of the learners' learning level	14	10.30%
G	The unavailability of some teaching aids that may help in saving time	12	8.82%
H	All of them	6	4.41%
	total	136	100%

Table28: Reasons of Classroom TM Obstacles

This table represents the frequency percentage of the reasons as follow: A (14.71%), B (8.09%), C (15.44%), D (16.91%), E (21.32%), F (10.30%), G (8.82%), and H (4.41%).

Depending on this analysis, we explore that teachers confirm the fact that all the listed options are the reasons that cause classroom TM obstacles, yet the more emphasis is on the following reasons: the so crowded class, the lengthy curriculum, the learners' slow handwriting, and that the learners are still beginners in acquiring English language. Due to the fact that IMS learners are still beginners in acquiring English language and they are known by their slow handwriting. They need much time to adequately grasp the information and write it down on their copy books. Furthermore, the problematic issue of the overcrowded classes usually led to pupils' misbehavior as noise, and point that there is huge number of pupils with different learning level (high, medium, and low level). Concerning the lengthy curriculum, teachers highly assert that it is one of the main reasons of classroom TM obstacles which need much time to deal with. The unavailability of some teaching aids that may help in saving time is also another reason which leads to classroom TM obstacles. This later also points to the lack of materials in schools, such us visual audio and audio-visual aids. Finally,

few teachers view that all the previous mentioned points are the reasons to cause classroom TM obstacles.

1.4. Section four: The Effects of TM Obstacles on the Teaching Process and the Coping Strategies.

Q24/ Time management obstacles negatively affect the teaching process:

	N	%
Strongly agree	11	27.5%
Agree	28	70%
Disagree	01	2.5%
Total	40	100%

Table29: the Impact of Classroom TM Obstacles on the Teaching Process

Table (29) manifests that 11 respondents (27.5%) strongly agree with the stance that TMO negatively affect the teaching process, 28 teachers (70%) agree with that stance, and just 1 which represent 2.5% from the total sample disagree with it. The options “neither agree nor disagree” and “strongly disagree” have not been selected.

In addition to the fact that almost all the teachers assure that they have classroom TM obstacles, they also agree that this later negatively affect the teaching process.

Q25/ The effects of those obstacles on teaching process can be:

	options	N°	%
A	One lesson may be taught in more than one session	26	31.71%
B	The objectives of the lesson will not be all accomplished	12	14.63%
C	The curriculum will not be finished	24	29.27%
D	The competency based approach will not be implemented appropriately	14	17.07%
E	All of them	6	7.32%
	Total	82	100%

Table30: The Effects of Classroom TM Obstacles on the Teaching Process

The effects of those obstacles on the teaching process are represented in this table as follow: A (31.71%), B (14.63%), C (29.27%), D (17.07%), and E (7.32%).

Concerning the effects of those obstacles, most teachers say that one lesson may be taught in more than one session and even, in a long term, the curriculum will not be finished. Those two effects in addition to that the objectives of the lesson will not be all accomplished may emerge as a result of the lengthy curriculum. Since one of the main requirements of implementing CBA is having sufficient amount of time (as it is proved previously that one hour is not enough), this approach will not be implemented appropriately. It is worthy to mention that there are some teachers hold that all the listed options are the effects of classroom TM obstacles on the teaching process.

Q23/Since one hour is not enough:

Q23-1/ You get rid of using some helpful teaching aids, as data show, to motivate pupils and facilitate the teaching and learning process.

	N	%
Strongly agree	18	45%
agree	13	32.5%
disagree	6	15%
Strongly disagree	3	7.5%
Total	40	100%

Table31: The Effect of the Lack of Time on Using the Teaching Aids

Table (31) describes that since one hour is not enough; 18 teachers (45%) strongly agree and 13 teachers (32.5%) agree that they get rid of using some teaching aids to motivate pupils and facilitate the teaching and learning process. In contrast, 6 teachers (15%) disagree

and 3 teachers (7.5%) strongly disagree with it. The option “neither agree nor disagree” has not been selected

This result shows that there is a causal relation (causal effect relation) between the lack of time and the use of some helpful teaching aids. Since the teacher has short time, he gets rid of using some helpful teaching aids as data show, to motivate pupils and facilitate the teaching and learning process.

Q23-2/You cannot include some useful tasks.

	N	%
Strongly agree	09	22.5%
agree	21	52.5%
disagree	10	25%
Total	40	100%

Table32: The Effect of the Lack of Time on Including Some Useful Tasks

Table (32) reveals that since one hour is not enough; 9 respondents (22.5%) strongly agree and 21 respondents (52.5%) agree that they are obliged to not include some useful tasks. In contrast, 10 teachers (25%) disagree with doing that. No one choose the options “neither agree nor disagree” and “strongly disagree”.

From the above analysis we can interpret that the majority of teachers who complain about the lack of time are also obliged to not include some useful tasks.

Q23-3/ You miss some important points as giving pupils some behavioral and academic guidelines and advice.

	N	%
Strongly agree	7	17.5%
agree	17	42.5%

disagree	13	32.5%
Strongly disagree	3	7.5%
Total	40	100%

Table33: The Effect of the Lack of Time on Covering Some Important Points

The above table (33) explores that since one hour is not enough; 7 teachers (17.5%) strongly agree and 17 teachers (42.5%) agree that they are obliged to miss some important points as giving pupils some behavioral and academic guidelines and advice. Unlike the others, 13 teachers (32.5%) disagree and 3 teachers (7.5%) strongly disagree with this point. The option “neither agree nor disagree” has not been selected.

The results of the teachers who agree and disagree are approximately the same. On one side, those who strongly agree and agree that the lack of time lead them to miss some important points, as giving pupils some behavioral and academic guidelines and advice, implies that they have a serious problem with TM. On the other side, teachers who disagree or strongly disagree with that view are probably say that because they give the priority to tackle those important points in their TM plan.

Q23-4/ You cannot address all the pupils’ learning styles and needs.

	N	%
Strongly agree	25	62.5
agree	13	32.5%
disagree	02	05%
Total	40	100%

Table34: The Effect of the Lack of Time on Addressing Pupils’ LS and Needs.

The above table (34) shows that since one hour is not enough; 25 respondents (62.5%) strongly agree and 13 respondents (32.5%) agree that they cannot address all the

pupils' learning styles and needs. In contrast, just two disagree and no one choose the options “strongly disagree” and “neither agree nor disagree”.

Addressing all students' learning styles and needs is seen as a challenging task that need much time especially in overcrowded classes with beginner learners. The above result assure this fact; almost all the teachers strongly agree and agree that it is impossible to address all pupils' learning styles and needs ,in classes that may contain more than 45 pupils, in just one hour.

Q26/The most useful strategies to cope with those obstacles are:

			%
A	Using some teaching aids for saving time and motivating the learners	33	24.63%
B	Scheduling solid blocks of time for each day for teaching	8	5.97%
C	Taking unexpected interruptions and emergence situations into account each day in TMP.	14	10.45%
D	Implementing some effective instructional strategies as making the learners working in pairs/groups	17	12.69%
E	Developing an effective homework routine	18	13.43%
F	Setting meaningful objectives for teaching	18	13.43%
G	Establishing and reinforcing some classroom routines as: seating rules and misbehavior discipline	18	13.43%
H	All of them	8	5.97%
	total	134	100%

Table35: Strategies to Cope with Classroom TM Obstacles

Table (35) indicates that the most useful strategies to cope with classroom TM obstacles are presented by their percentage as follow: A (24.63%), B and H (5.97%), C (10.45%), D (12.69%) and E, F, G (13.43%).

The above table explores that most useful strategies to cope with classroom TM obstacles are: developing an effective homework routine, setting meaningful objectives for teaching, establishing and reinforcing some classroom routines as: seating rules and misbehavior discipline, Implementing some effective instructional strategies as making the

learners working in pairs/groups, and Taking unexpected interruptions and emergence situations into account each day in TM plan. However, using some teaching aids is seen as the most preferred strategy probably because the pupils like them especially the visual ones as flash cards. There is no much support to the strategy of scheduling solid blocks of time for each day for teaching. Few teachers view that all the listed strategies are equally useful.

2/Summary and Discussion of the Findings

On the basis of teachers' questionnaire, both the main hypothesis and the sub one have been confirmed. The questionnaire showed that the majority of IMS teachers suffer from arduous classroom TM obstacles and they invest different strategies to adequately cope with those obstacles. As an attempt to answer both the main and sub questions of this research, this questionnaire provides a clear insight about some major points related to classroom TM. First, it explores teachers' perceptions and attitudes about classroom TM and the nature of classroom TM obstacles and their reasons. Second, it also reveals the effects of classroom TM obstacles and their coping strategies.

First, concerning IMS teacher's perceptions and attitudes, the gathered data indicates that almost all the teachers, novice and experienced ones, are highly aware about the importance of classroom TM. Moreover, they extremely recognize its strong relation with CM, in a way that the effective management of class greatly helps to effectively managing time and the vice versa. The results also show that those teachers are completely dissatisfied about the insufficient amount of time devoted for them to teach IMS pupils (just one hour). As a result, they suffer from time pressure because they frequently or sometimes disrespect the time devoted for each stage in their lesson plan, and most of time they are obliged to procrastinate some of their tasks. In addition to the fact that teachers have just one hour per session, this make them fear of being interrupted by some unexpected events. Therefore, they

frequently take those events into account into their classroom TM. All the above mentioned points altogether indicate that the majority of 1MS teachers of English suffer from various classroom TM obstacles. They share the view that motivating the pupils each time, confronting and solving discipline problems are facts accounted as classroom TM obstacles. The more emphasis is drawn on Managing and controlling the crowded class each session, Devoting just one hour for many tasks, addressing all the learners' needs and learning styles, and Finishing a lengthy curriculum in a limited time. Furthermore, most teachers view that the following are reasons that credit to classroom TM obstacles: the so crowded class, the lengthy curriculum, the learners' slow handwriting, and that the learners are still beginners in acquiring English language.

Second, the research findings also highlight the main effects of classroom TM obstacles and their coping strategies. Most teachers strongly agree that classroom TM obstacles negatively affect the teaching process. As a result, they assure that the following are the primary effects of classroom TM obstacles: one lesson may be taught in more than one session, the curriculum will not be finished, the competency based approach will not be implemented appropriately, and the objectives of the lesson will not be all accomplished. More specifically, teaching 1MS pupils for just one hour push those teachers mostly to not use some teaching aids (which consume much time to be prepared) and to not properly and simultaneously address almost all pupils' learning styles and needs. However, there is no great agreement with the view that having just one hour may push teachers to not cover some important points and include some useful tasks. The obtained results also reveal that teachers try to overcome classroom TM obstacles via implementing some useful strategies. They consider the following strategies as the preferred classroom TM strategies: taking unexpected interruptions and emergence situations into account each day in TM plan, implementing some effective instructional strategies as making the learners working in pairs/groups,

developing an effective homework routine Setting meaningful objectives for teaching Establishing and reinforcing some classroom routines, and the more emphasis is on Using some teaching aids for saving time and motivating the learners. Moreover, teachers also are aware about the importance of planning, organizing and prioritizing in classroom TM. However, they are more interested in planning and organizing.

To sum up, based on the research findings it can be said that the majority of IMS teachers of English extremely complain about the insufficient amount of time to teach IMS pupils. Furthermore, these results reveal the nature of classroom TM obstacles, their reasons, their effects, and the coping strategies.

Conclusion

This chapter is concerned with collecting real data about IMS English teacher's perceptions and attitudes about classroom TM obstacles, their reasons, their effects on the teaching process, and their coping strategies. Data was gathered through forming closed questions, that require one correspondent answer or more, and open questions, that require from respondents to write their answers in a word, phrase, or a sentence. Data analysis procedures are described and the findings are presented. After the analysis of respondents' self-reported answers, it has been found that respondents frequently suffer from numerous classrooms TM obstacles. This results from the insufficient amount of time they have (just one hour per session). This later leads teachers to procrastinate of some their tasks and cause time pressure for them. Another finding is that the respondents highlight the most useful strategies to cope with those obstacles. Finally, that the teachers confirm that they really face classroom TM obstacles and they use some classroom TM strategies to cope with those obstacles.

Pedagogical Implications

Depending on the research findings, some recommendations for both teachers and administration are suggested as follow:

A/Administration

As the research findings shows that the majority of teachers suffer from obstacles concerning time management, immediate remedies should be taken into account. One of the most recommendations is to introduce the so called professional development training programs that are advocated for teachers, especially the novice ones. Moeini (2008) says that “Professional development programs for teachers have always been essentially important. Those programs enable teachers to become highly qualified by improving, increasing and advancing their knowledge through a better understanding of effective instructional strategies”. He also suggests that it is worthy to integrate needs analysis and ICT in teacher preparation programs. Once teachers have this kind of training, they will be more professional in their career. They will more capable and skillful to address several teaching problems and deficiencies as TM obstacles. Professional development training programs will provide teachers with sufficient training to properly handle time as how to save it and how to deal with time interruptions.

In this context, the Algerian educational policy also should address this issue via range of solutions as:

-Having extra sessions or adding half an hour to the official session (90 minutes instead of 60 minutes): in April 1994, the National Education Commission on Time and learning, *Prisoners of Time*, State some recommendations about time in teaching such as, giving the teacher the time they need.

-Adjusting and reducing the length of the curriculum: Stabback (2016) states that one of the main criterions of good quality curriculum is to have logical balance between time allocation in status and curriculum content.

-Reducing the class size: crowded classes conditions not only make it difficult for students to concentrate on their lessons, but an inevitably limit the amount of time teacher can spend on innovative teaching methods such as cooperative learning and group work leaving teachers stressed and overworked. On the contrary, on smaller class teachers experiences a greater sense of personal satisfaction. They feel greater sense of achievement and deal more individually with misbehavior problems and diagnose causes before major problems occur.

B/ Teachers:

To reduce the effects of TM obstacles that teachers may face in their classrooms, some recommendations about how teachers effectively handle time are drawn as follow:

-Make a well done plan and preparation: Partin (2009) state that if teachers are not well prepared, this will lead to waste more time on non-instructional tasks. Moreover, he asserts that a well-planned and organized lesson is the best way to avoid being interrupted by events such as, drop-in visitors.

-Be assertive in following what you have already planned: to perfectly avoid the frequent procrastination of your tasks and reduce time pressure.

-Adopt some TM behavior: as setting goals and prioritizing and organizing tasks.

- Negotiate with other teachers and work cooperatively with them to exchange experiences about TM.

-Take benefits from the use of ICT as much as possible: Moeini (2008) confirms that it “is sometimes believed that technology is the solution to a whole range of educational problems and that there is no necessity to assess the instructors’ characteristics and educational needs”. The use of ICT results in improving student’s learning and facilitating the learning process; it helps in motivating and engaging students, saving time and teaching in overcrowded classes.

Implication for Further Studies

The research findings provide an insight about TM obstacles that IMS EFL teachers encounter in Tebessa middle schools .To gain more deep understanding about those obstacles it would be better to have another data collection instrument for another population. If an interview or a questionnaire is administered to inspectors, this will yield more clear data in addressing this issue .Yet, time constraints and the lack of the necessary help from the educational community in Tebessa middle schools are factors that inhibit this.

General Conclusion

This study aims at revealing TM obstacles that 1MS EFL teachers encounter in Tebessa middle school. In order to achieve the settled goals of this research, two hypotheses have been designed. The first one is that the majority of 1MS EFL teachers in Tebessa middle school face arduous TM obstacles. The second is that those teachers use different strategies to effectively cope with those obstacles.

To investigate these two hypotheses, this research includes two chapters. The first chapter is the theoretical review which is consisted of three sections. The first one was devoted to give an overview about teaching English in Algeria, its objectives with some important points as curriculum, and the state of EFL in 1MS middle school context. The second section was totally assigned for just CM, its aspects, strategies and other related points. The third section was designed to address classroom TM and tackle the main points which are related to the research main theme such as, time management obstacles and strategies. The second chapter of this research was devoted to the practical study. It contains of two sections. The first one is about the description of the sample and data collection instrument. The second one is devoted to the analysis and discussion of the findings.

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Appendix1: Teacher's Questionnaire

Dear teacher

The following questionnaire is part of a master dissertation entitled "Time Management Obstacles in Middle Schools: the case of 1MS pupils". Most questions will require you to tick your selected response; others will require you to write down a word, phrase, or a sentence. Please answer the following questions to reflect your opinion as accurately as possible and do not leave blanks. Your response will be kept strictly anonymous.

We really appreciate your contribution to this important research.

Section one: background information about the teacher.

1/ Gender: female male

2/ Age: years

3/How long have you been in teaching English? 1-5 years more than 5 years

Section two: the teacher's perceptions and attitudes about time management in teaching.

4/ Class/s size of 1MS pupils is/are between: 20-30 30-40

5//Do you always make plan for your lesson (setting objectives, warm-up, presentation, practice and assessment)?

A/yes B/No

5-1/if yes, do you respect the time devoted for each stage?

A/always B/ frequently / sometime /rarely never

6/ in your opinion, time management as a component in classroom management is:

A/Very important B/ important /less important D/not important

7/Do you think that making time table and managing time is a challenging task?

A/Yes B/No

8/ Do you feel that have much to do and not enough time? A/ yes B/No

9/Effective use of classroom time begins with efficient classroom organization and management

A/Agree / strongly agree / neither D/disagree

E/ strongly disagree

10/Do you take much time to manage your class?

A/yes B/ No

10-1/If yes, explain:

.....

11/Do you think that one hour is enough to appropriately fulfill all the predetermined objectives? A/ yes B/No

12/Do you feel that you are overwhelmed and time is not enough to fulfill all your lesson objectives?

A/Yes B/No

12-1/If yes, you feel that:

A/always B/ Frequently C/sometimes D/rarely

13/Do you devote more than one session for just one lesson?

A/yes B/No

13-1/If yes, you do this:

A/always B/ Frequently C/ sometime D/rarely

14/Do you take into consideration emergent situation when you manage your time in class?

A/always B/ Frequently C/ sometime D/rarely E/never

15/ Do you procrastinate some of your tasks as a teacher?

A/always B/ Frequently C/ sometime D/rarely E/never

16/Do you face problems with text book in terms of classroom time management?

A/always B/ Frequently C/ sometime D/rarely E/never

16-1/If yes, this occurs because of:

A/Inappropriate content to the pupils' level

B/Useless text book tasks

C/Lengthy content which take much time

16-2/Others:

.....

17/Do you think that the administrative demands ,such as taking the pupils' absences each session, are annoying and take much from your time?

A/Yes B/ No

18/Reorder the following time management strategies by putting 1, 2, 3 in front of each one according to its importance

A/Planning you workday

B/Focusing on your important and urgent tasks (prioritizing)

C/Organize yourself and your classroom

19/State any other strategies that you use to save time.....

.....

Section three: Time management obstacles and reasons

20/Do you face any obstacle on your career concerning time management?

A/Yes B/No

20-1/If yes, you face them:

A/always B/frequently C/sometimes D/rarely

21/According to you, what is/are the most challenging obstacle/s in time management?

A/Managing and controlling the crowded class each session

B/Devoting just one hour for many tasks

C/Finishing a lengthy curriculum in a limited time

D/Fulfilling the administrative demands in the classroom each day

E/Dealing with interrupted events and emergent situations, such as the inspector sudden visit

F/Addressing all the pupils' needs and learning styles

G/Motivating the pupils each time

H/ Implementing appropriately the Competency Based Approach

I/Confronting and solving discipline problems

J/All of them

21-1/others:

.....
22/Which of the following reason/s is/are mostly attributed to cause those obstacles?

A/The learners are still beginners in acquiring English language

B/The pupils' misbehavior as noise

C/The pupils' slow handwriting

D/The lengthy curriculum

E/The so crowded class

F/The diversity of the pupils' learning level

G/ The unavailability of some teaching aids that may help in saving time

H/All of them

22-1/others:

.....
Section four: The effects of time management obstacles on the teaching process and the coping strategies.

23/Time management obstacles negatively affect the teaching process:

A/Agree B/ strongly agree C/ neither D/disagree

E/ strongly disagree

24/The effects of those obstacles on teaching process can be:

A/One lesson may be taught in more than one session

B/The objectives of the lesson will not be all accomplished

C/The curriculum will not be finished

D/The competency based approach will not be implemented appropriately

E/All of them

24-1/Others:

.....
25/Since one hour is not enough:

25-1/You get rid of using some helpful teaching aids, as data show, to motivate pupils and facilitate the teaching and learning process.

A/Agree B/ strongly agree C/ neither D/disagree
E/ strongly disagree

25-2/You are obliged to not include some useful tasks.

A/Agree B/ strongly agree C/ neither D/disagree
E/ strongly disagree

25-3/You are obliged to miss some important points as giving pupils some behavioral and academic guidelines and advice.

A/Agree B/ strongly agree C/ neither D/disagree
E/ strongly disagree

25-4/You cannot address all the pupils' learning styles and needs.

A/Agree B/ strongly agree C/ neither D/disagree
E/ strongly disagree

26/The most useful strategies to cope with those obstacles are:

A/Using some teaching aids for saving time and motivating the pupils

B/Scheduling solid blocks of time for each day for teaching

C/ Taking unexpected interruptions and emergence situations into account each day in time management plan

D/Implementing some effective instructional strategies as making the pupils working in pairs/groups

E/Developing an effective homework routine

F/Setting meaningful objectives for teaching

G/Establishing and reinforcing some classroom routines as: seating rules and misbehavior discipline

H/All of them

26-1/others.....
.....

Thanks for your help

Résumé

L'objectif de cette étude est d'explorer et d'analyser les obstacles que rencontrent les enseignants de 1^{ère} année intermédiaires en tant que enseignants d'Anglais comme langue étrangère à Tébessa. En adoptant une méthode descriptive, en utilisant un plan d'enquête ; les données ont été recueillies à l'aide d'un questionnaire administré à un total de 40 enseignants. Les données obtenues du questionnaire confirment les deux hypothèses de recherche. D'abord, en raison du fait qu'ayant tout juste un heure par session ; la majorité des enseignants d'anglais de 1^{ère} année dans les écoles intermédiaires de Tébessa font face à des obstacles difficiles concernant la gestion du temps. Deuxièmement, ils utilisent certaines stratégies pour surmonter ces obstacles. Les résultats de la recherche révélé également à la fois les principales raisons et les effets attribués à ces obstacles. Sur la base de résultats de la recherche, voici les principales recommandations qui abordent cette question : fournir aux enseignants le temps nécessaire pour enseigner soit en ayant des séances supplémentaires soit en ajoutant une demi-heure à la séance officielle (90 minutes au lieu de 60 minutes), réduire à la fois la longueur du programme d'études et le nombre d'élèves dans la class, concevoir des programmes de formation pour amélioré le développement professionnel des enseignants en matière de la gestion du temps.

Mots-clés: gestion du temps, obstacles, stratégies, enseignants d'Anglais de 1^{ère} année, les écoles intermédiaires de Tébessa.

الملخص:

تهدف هذه الدراسة إلى كشف وتحليل العراقيل التي يواجهها أساتذة اللغة الانجليزية مستوى أولى متوسط في ولاية تبسة فيما يخص تنظيم وإدارة الوقت في أقسامهم. ولجمع المعلومات المرجوة تم اعتماد طريقة وصفية عن طريق توزيع استبيان لمجموعة مكونة من 40 أستاذ. ولقد تم من خلال المعلومات المتحصل عليها إثبات صحة فرضيتي البحث. أولاً، نظراً لتخصيص ساعة واحدة فقط لتدريس اللغة الانجليزية لمستوى أولى متوسط تواجه غالبية أساتذة اللغة الانجليزية عوائق صعبة فيما يخص إدارة الوقت في القسم. ثانياً، إن هؤلاء الأساتذة جميعاً يوظفون بعض الاستراتيجيات الخاصة بإدارة الوقت لتجاوز هذه العراقيل. إلى ذلك تم من خلال هذا البحث الكشف عن كل الأسباب والتأثيرات التي تعزى إلى ذلك.

واستناداً على نتائج هذا البحث تم سرد أهم التوصيات المقترحة لمعالجة هذه المسألة كالاتي: منح هؤلاء الأساتذة الوقت الكافي الذي يحتاجونه لتدريس التلاميذ إما من خلال إضافة حصص أخرى أو بتمديد الحجم الساعي المخصص لكل حصة بجعله 90 دقيقة عوضاً عن 60 دقيقة، تقليص حجم المنهاج الدراسي وعدد التلاميذ في الحجرة الواحدة، برمجة دورات تدريبية لهؤلاء الأساتذة لمساعدتهم على تنمية كفاءاتهم المهنية فيما يتعلق بكيفية إدارة وتنظيم الوقت.

الكلمات المفتاحية: إدارة الوقت، العراقيل، الاستراتيجيات، أساتذة السنة الأولى انجليزي في الطور المتوسط، متوسطات مدينة تبسة.