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Democratic Republic of the Congo**



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Time Management in an EFL Lesson Room: An Analysis of Challenges faced by Senior School Teachers at Bunia in the Democratic Republic of the Congo

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Abstract

Purpose: To identify reasons why teachers are unable to manage time correctly during the lesson of English. In addition, this study aims at showing how time mismanagement can negatively impact the flow of English language acquisition.

Methodology: This research used exploratory survey design as it required gathering information about a particular group or phenomenon for providing a detailed and accurate picture of the characteristics and behavior of a particular group or subject. The exploratory survey was conducted to have a better understanding of the existing research problem. A simple random sampling technique was adopted for this study. Data were collected using a questionnaire which was administered to a total number of 20 teachers. The statistical package for social sciences (SPSS) software technique served for data analysis in order to get frequencies and percentages. In order to analyze the qualitative data obtained from the open-ended questions in the teacher questionnaire, the data were firstly coded under themes considering the research questions and the sections and/or questions in the questionnaires. Then, the coded data under thematic categories were converted into frequencies and percentages and displayed in separate tables.

Results: The analysis showed that 50% of teachers of English are unable to manage time in their EFL classrooms and thought that the time allocated to an English lesson is not sufficient. Also, pupils do not easily understand English, and need much time for explanation. Teachers, thus, take much time on pre-communicative activities because there are unexpected interruptions. Thus, teachers miss time to organize communicative tasks which is the last step of a lesson.

Unique contribution to theory, practice and policy: Every English lesson go through steps that include Preparation, Presentation (pre-communicative activities), Practice (communicative activities) and Produce/Perform. As each English class has an operational objective, the teacher will verify whether he/she achieved this objective through produce related activities that pupils perform. It will be very difficult for the teacher to have information about achieving the objective if the lesson did come to the perform step. Owing to the importance of time management in an EFL classroom which can contribute to the English language acquisition and to the pupils' learning motivation, the researchers recommend that enough time be allocated to the teaching of English in an EFL classroom. In addition, Teachers MUST very well plan their classes by avoiding the procrastinate of tasks and reducing time pressure. Moreover, they should adopt good time management as they design teaching goals and learning activities.

Keywords: *Time Management, Challenges, Strategies, Procrastinate of Tasks*

INTRODUCTION

This study investigates data from teachers of English who teach in 3rd forms at Bunia secondary schools in the Democratic Republic of the Congo. It evaluates issues related to time management in the teaching of English. This is due to the fact that teachers do not come to the end of their lessons; they lack good time management strategy to improve the teaching quality and increase learners' participation in classroom. Time management allows teachers to use it wisely since it constitutes a resource which cannot be renewed; once it is gone, one cannot catch it. This is to say, it is crucial for teachers to make sense to the available time either by prioritizing the most important activities. They should effectively plan their instructional activities within the allocated time, but it has been noticed that they are constantly challenged when it comes to achieving goals.

According to Berliner (1990), a lesson teaching time denotes the amount of time allocated to cover the learning and teaching process in the classroom. It is the time provided by a state, district, school, or teacher to teach the students and present instructions. In the DRC, the rule laid down by the legislator on the minimum duration of a lesson is found in the *Receueil des Directives et instructions officielles 3^e édition* from the ministry of Education. The average length of a lesson in secondary schools is 50 minutes; but the problem is that they are not effectively used. In Bunia secondary schools, for exemple; a lesson lasts either 50 minutes, 45 minutes or 40 minutes. Practically speaking, each lesson's duration is always signaled by bell rings or whistle blow. For each subject, there is a weekly quota to consider. Though time management is the ultimate skill that teachers should acquire in order to ensure effective instructional experience and deliver high quality education, they regularly compete with the limited time given for teaching.

Time management is a crucial skill that plays significant role in the success and productivity of both teachers and students. The reason is that it allows teachers to plan lessons, grade assignments and meet deadlines, i.e. time management allows teachers and students to make the most of their available time, optimizing productivity and efficiency. Similarly, William Penn cited by Nicole (2022) stated that time is what we need most but our usage of it is worst; exercising conscious control over the amount of time allocated for on specific activities, especially to increase effectiveness, efficiency or productivity is necessary for a teacher. No matter how qualified a teacher is, classroom time management is one of the serious challenges especially for teachers of Bunia secondary schools: they have just 50 minutes per lesson (2 up to 5 lessons per-week) which is devoted to organize activities such as warming up, pre-communicative tasks and communicative tasks.

Unfortunately, developing time management skill does not come without any challenges as they juggle it. Common obstacles identified by Soumia (2020) findings have revealed that poor lesson planning, ineffective classroom management, large classes, as well as the overloaded language syllabus are the main factors that negatively affect EFL teachers instructional time management process. This is why both teachers must address these time

wasters, implement strategies to balance multiple responsibilities and manage stress to avoid burnout.

The following questions are going to guide this study; Why aren't teachers of English able to manage lesson teaching time productively? How does its mismanagement impact English language learning? Thus, understanding the significance of time management is important in teaching. By developing its skill, a teacher is asked to create a structuring and organized classroom environment which has great impact on teaching and student learning outcomes.

This work aims to:

- identify reasons why teachers are unable to manage English lesson teaching time correctly
- show how English lesson teaching time mismanagement impact on the language learning.

RESEARCH METHODOLOGY

Research Design

This research used exploratory survey design as it requires gathering information about a particular group or phenomenon for providing a detailed and accurate picture of the characteristics and behaviors of a particular group or subject. The exploratory survey was conducted to have a better understanding of the existing research problem. Informants are constituted of teachers of English course teaching in Bunia secondary schools. Their background knowledge on challenges encountered in English lesson teaching time management were necessary in the elaboration of the present study.

Population

The population of this research were full-time teachers of English who teach in 3rd form of secondary level in Shari township. According to the statistics, Shari township contained 42 secondary schools in Bunia. There were schools which did not organize pedagogy section and others had sent pupils for internship when the researchers went for collection of data. Moreover, to avoid envisaged complexities, part-time teachers were not considered either. Thus, the population used in this study included 38 teachers of English teaching in 3rd form pedagogy section.

Sample Size

A simple random sampling technique was adopted for this study. As the collection of data took place in secondary schools located in Shari township, one teacher was taken in a school. A total of twenty teachers of English were selected and constituted the sample for this study.

Research Instruments

In the process of data collection, the researchers relied on survey method whereby questionnaire was used as the main technique. Twenty questionnaires were given to teachers and the total number were completed and returned. It was the type of self-administered questionnaire containing open and closed ended questions. Respondents were not obliged to answer on spot but was given a week to complete it. The questionnaire was aiming to explore challenges faced by teachers in English lesson teaching management. In addition, its aim was to investigate the strategies used by those teachers to overcome those challenges. It is consisted of 16 questions which split up into two main sections. The first section was background information about the teacher. This section was designed to obtain information about teacher's gender, age and teaching time years and school location. It contained 6 questions in total. The second section concerned teachers' background knowledge on English lesson time teaching management in teaching. It contained sixteen questions that gather information about the amount of time allocated to a lesson teaching in the classroom, challenges faced by teachers, effects of teaching time mismanagement on pupils' learning processes of English and the strategies to overcome them.

The statistical package for social sciences (SPSS) software technique served for data analysis in order to get frequencies and percentages. In order to analyze the qualitative data obtained from the open-ended questions in the teacher questionnaire, the data were firstly coded under themes considering the research questions and the sections and/or questions in the questionnaires. Then, the coded data under thematic categories were converted into frequencies and percentages and displayed in separate tables.

Results

The data collected from teachers of English teaching in 3rd form of secondary schools on lesson teaching time management challenges lead to the results presented in the tables that follows:

Table 1: gender

Gender	F	%
Male	13	65
Female	7	35
Total	20	100

Source : primary data

The table 1 shows among the respondents, 13 teachers, representing 65% were males, while 7(35%) of them were female.

Table 2: age range

Age range	frequency	%
20-24	8	40
25-30	5	25
31-35	1	5
36-40	4	20
41-45	0	0
46- above	2	10
Total	20	100

Source : primary data

It is understood from the table above that the majority of this study respondents are 8(45%) teachers whose age ranges between 20 to 24 years old, 5 of them are found between 25 and 30 years old , 4 other teachers' age goes from 36 to 40 and 2 are above 46.

Table 3: Level

Level	F	%
certificated in English center	0	0
Undergraduate	9	45
Graduate	11	55
state diploma	0	0
other possibilities	0	0
Total	20	100

Source : primary data

Concerning the level of the respondents, there are two categories; 9(45%) teachers are of undergraduate level, whereas 11, covering 55% have got graduate degree.

Table 4: Experience in ELT

Experience	f	%
one year	2	10
two years	8	40
three years	3	15
six years	4	20
above eight years	3	15
Total	20	100

Source: primary data

It results from table 7 that, the informants have different experience time in ELT teaching, 8 teachers, representing 40% had been teaching English course for 2 years, 3 (15%) of them had got 3 years of experience, 3 others were participants with above eight years and 2 representing 10% with six years.

Table 7: Time allocated for a lesson teaching

What is the duration of a lesson period in your school?	F	%
forty-five minutes	12	60
fifty minutes	8	40
Total	20	100

Source: primary data

As far as the duration of lesson is concerned, 12 teachers (60%) said that a lesson lasts 45 minutes in their schools. whereas 8 others said they teach it for 50 minutes.

Table 8: Strategy used to manage lesson teaching time effectively

How do you proceed to manage it effectively?	f	%
timing each step of the lesson	6	30
the whole time for teaching	1	5
following steps correctly	4	20
no procedure	9	45
Total	20	100

Source: primary data

Concerning the strategy used for managing a lesson teaching time, 6 teachers of English, representing 30 % stated that they time each step of lesson, 1 (5%) only teach the whole period and 4(20%) respect correctly the different steps of a lesson and 9 teachers representing 45% do not use any.

Table 9: Benefit of managing an English lesson time effectively

What is the benefit of managing an English lesson time effectively?	f	%
success of a lesson	12	60
achievement of lesson goal	4	20
having enough time for practice	3	15
covering material planned for teaching	1	5
Total	20	100

Source: primary data

Concerning the benefit of managing an English lesson time effectively, 12(26.32%) teachers said it is the success of a lesson, for 4 of them, covering 20% the benefit is to achieve a lesson goal, and for 3(15%) others it is to gain enough time for learners' practice.

Table 10: Challenges of lesson teaching time management

Why do you difficultly manage a lesson teaching time?	f	%
insufficient time allocated for lesson	10	50
because of the teacher talk	1	5
pupils' inability to understand	7	35
teachers waste time on warm-up activities	1	5
teachers take much time on pre-communicative activities	1	5
Total	20	100

Source: primary data

It results from the table above that, for 10 teachers representing (50%) stated that the teaching time allocated for a lesson is not sufficient, but 7 (35%) of them declared that because of pupils' low level, they have to insist and delay on some notions and 1(5%) said teachers take much time on pre-communicative activities.

Table 11: Effect of poor time management on a period of lesson

What are the effects of poor time management on a period of lesson?	f	%
no time for practice	7	35
lesson is not taught entirely	9	45
failure of communicative task	4	20
Total	20	100

Source: primary source

It results from the table 11 that for 9 teachers, representing (45%) the effect of poor time management lesson is that a lesson is not taught entirely, 7 (35%) of them declared that if a teacher mismanages it, there is no sufficient time for practice of the target language and 4 (20%) stated communicative task fails.

Table 12: Sufficiency of allocated minutes

Are the allocated minutes sufficient for effective teaching of English lesson in secondary school?	f	%
Yes	7	35
No	13	65
Total	20	100

Source: primary data

The table 12 shows that 13(65%) teachers of English are not satisfied with the time allocated for the teaching of an English lesson whereas for 7, representing (35%) it is sufficient.

Table 13: Effects of poor time management on language learning

What is the main effect of poor time management on pupils' acquisition of the target language?	f	%
lack of time for practice	9	45
poor learning	3	15
pupils' inability to express themselves	2	10
no development of English language skills	4	20
lesson miscomprehension	2	10
Total	20	100

Source: primary data

Concerning the effect of lesson teaching time mismanagement on language ,9 (45%) teachers revealed that there is lack of time for practice that teachers should minimize talk, 4 (20%) of them stated there is no time for English language skills developments, 3(15%) others spoke of poor learning ,2(10%) raised pupils' inability to express themselves and 2 last teachers discovered that lesson is not understood.

Table 14: The strategy to improve a lesson teaching time management

What can a teacher of English do to improve his lesson time management skill	f	%
respect of the timing	9	45
fit in the lesson in the allocated time	3	15
Make a plan	1	5
Avoiding Teacher Talk	7	35
Total	20	100

Source: Primary data

It is understood from the table 14 that 8(40%) teachers suggested that to improve a lesson time management skill, a teacher has to respect its timing, 7(35%) of them said that teacher should avoid talking much, whereas for 3 others teachers have to stick on fitting in the lesson in the allocated time and one teacher proposed planning for it.

Table 15: Time Given to Pupils for Language Practice and the Reasons

How much time do you give pupils for language practice?	f	%
Five minutes	7	35
All the time given for the lesson mainly during speaking lesson	1	5
Fifteen minutes	3	15
Ten minutes	10	40
Total	20	100

Source : Primary data

About the extent to which questioning helps pupils to develop communicative competence, 18 teachers agreed that it encourages all pupils to speak the language and 15 of them stated that questioning obliges most of pupils to speak and confirmed that it creates interaction.

Table 16: the step of lesson which is given much time

To what step of lesson do you give much time?	F	%
Warm up activities	0	0
Pre-communicative activities	14	70
Communicative activities	6	30
Report back	0	0
Total	20	100

Source: Primary data

Concerning ways that teachers use to overcome difficulties faced when questioning, 14 teachers state that they reformulate questions using easy words, 8 of them said they explain question and 5 others encourage pupils to participate. Still 2 teachers translate questions into French, 2 others use gesture and drawing and 2 of them ask weak pupils to repeat correct answers.

Table 17: Time management strategy used by teachers for their teaching improvement

What time management strategy do you use to improve your teaching	f	%
Having a lesson plan	2	10
Prioritize the most important tasks	4	20
Give each task a time limit	14	70
Avoiding procrastination	0	0
Total	20	100

Discussion

The data collected from teachers' questionnaire lead to the result that the majority of teachers teaching English lessons in Bunia Secondary schools face challenges in managing time allocated for it and setting effective strategies to adequately cope with them. From the main research question which focused on exploring teacher's view on English lesson time management challenges and their reasons, it has been understood that the time allocated for a lesson is not sufficient as a number of pupils are unable to understand quickly some notions that are being taught; teachers much more spend time on some stages of lesson such as warm up activity or pre-communicative activities. The result shows teachers are simply dissatisfied

about the insufficient amount of time devoted for a lesson. As a result, they teach under pressure this is the reason why they do not only disrespect the time they devote for each stage of their lesson plan but are also obliged to procrastinate some of their tasks to fulfill in classroom.

Another problem is that teachers fear being interrupted by some unexpected events, as they might consume some of the minutes of the lesson. These include for example disciplinary intervention when some pupils make noise or disobey and do not respect classroom rules and procedure. Consequently, it interrupts on the smooth flow of the lesson teaching with other negative consequences. A teacher may lose a noteworthy time in solving discipline problems when teaching. Furthermore, most teachers raised that the following challenges the so crowded class, the lengthy curriculum, the learners' slow handwriting, and that the learners' level as they are still beginners in acquiring English language. For soumia (2023), 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. the mismanagement of classroom time negatively affects the effectiveness of teaching and learning process. Mathew (2021) agrees that regular interruptions lead some teachers even to delay the start of class and some pupils stop engaging in class well before the period ends

Concerning the effect of poor time mismanagement on a lesson teaching is concerned, teachers revealed that no time remains for practice of the target language as the lesson is not taught entirely; mainly the last step of a lesson which is communicative tasks suffers. Thus, teachers are required to be aware about how time is so precious for them to invest in teaching; The reason is that it leads to better teaching and learning outcomes. the study lead , utilizing effective strategies such as having a lesson plan, prioritizing some important tasks, giving each tasks a time limit and avoiding procrastination are important for teachers to ameliorate English lesson teaching time, stay organized and maximize their productivity. For Soumia (2023:66) the primary effects of classroom time management are that 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; strategies 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 should be part of teachers teaching activity. Organizationally, 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 to optimize his teaching time.

Partin (2009) acknowledges that a teacher may have many other time wasters such as sudden visit of school authorities a teacher makes plan for his lesson and manage successfully his classroom, but confront situations which take some minutes from his lesson time, such as inspector sudden visit. He indicates also that other activities that teachers frequently face and keep them from doing their job progressively are taking attendance, grading student work - repeating directions -handling classroom behavior -Dealing with unplanned interruptions -

Attending meetings or calling by the administration (p.84). Thus, this study's 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.

CONCLUSION

This article is concerned with collecting real data about challenges faced by bunia secondary school teachers in managing a lesson teaching time. Data was gathered through a questionnaire containing forming closed and open questions, that require from respondents to write their answers in a word, phrase, or a sentence. Data analysis procedures comprise coding and compiling of data displayed in tables and the findings are presented. After the analysis of respondents' self-reported answers, it has been found that respondents frequently challenged when teaching and managing English lesson teaching time. This results from the insufficient amount of time allocated for the teaching of a lesson. It leads teachers to procrastinate of some their tasks because lessons are not taught entirely and causes time pressure for pupils who are supposed to work in hurry. Another finding is that the respondents highlight the most useful strategies to cope with those challenges. Finally, that the teachers confirmed that teaching management issues are real and suggest that their mates use some effective classroom time management strategies to cope well.

RECOMMENDATIONS

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

- Administration

As teachers suffer from obstacles concerning time management, immediate remedies should be considered. One of the most important recommendations is to allocate more time to the teaching of English lesson to address the challenges.

- Teachers:

- Make a well-done plan and a preparation for the teaching of an English lesson because if it is not well prepared, this will lead to the waste of time;
- Avoid procrastinate of tasks and reduce time pressure.
- Adopt good time management behavior for setting goals, prioritizing as well as organizing tasks

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