بسم الله الرحمن الرحيم
The Republic of Sudan
Ministry of High Education & Scientific Research
Nile Valley University
Faculty of Post Graduate Studies
Faculty of Education

Assessing Monitoring of Time Management in the Classroom

(A Case – Study of Omdurman Locality during the Academic Year

2012-2013)

A Thesis Submitted in Partial Fulfillment of the Requirements for

MA. Degree in Applied Linguistics (ELT)

Prepared by:

Muawia Uthman Elhag Abdallah

Supervised by:

Dr. Al-Nakheel Ibrahim Haj Basheer

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Dedication

To the soul of my father who still inhabits in my heart with his good achieved deeds and unforgettable fresh memories.

To my mother without her invocations I have never realized my steady movements towards success.

To my brothers, sisters, wife and colleagues.

To them all I dedicate this humble work.

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Abstract

This study investigated Assessing Monitoring of Time Management in the Classroom at basic level schools in Khartoum State, Omdurman Province as a case study; the academic year (2012-2013). The study aimed to show and analyze the strengths and weaknesses of the assessing monitoring of managing time in the classroom. Chapter one focused briefly on the research problem, its significance, objectives and stated hypotheses by the researcher that he intended to proof. In chapter two the study presented comprehensive definitions, importance, goals settings for time management. In addition, it showed the use of time in educational psychology, time wastes for teachers and its solutions besides the previous studies in related field. Chapter three presented the descriptive content analysis approach as a method for the research. It explained the use of tools, community of the study and the procedures. Chapter four analyzed the use of time management in classroom through the views of teachers in the questionnaire. The study found that time is observed, controlled, segmented in the classroom and it is worth to be assessed by teachers to accomplish the education process, teachers manage their time in the classroom for they observed and segmented it among the parts of the lessons and the distribution of time and the lessons of the syllabus are not paid good attention from the Ministry of Education and private schools administrations. In the final chapter, the researcher focused on the recommendations. He suggested future researches in time management in educational fields.

مستخلص

قامت الدراسة بالبحث في تقييم ضبط إدارة الوقت داخل الفصل بمدارس الأساس في ولاية الخرطوم , دراسة حالة بمحافظة أمدرمان للعام الدراسي (2012-2013م). هدفت هذه الدراسة لعرض وتحليل جوانب القوة والضعف في تقييم ضبط إدارة الوقت داخل الفصل. ركز الفصل الأول بإختصار على مشكلة البحث ، أهميته , أهدافه , وصياغة الفرضيات من قبل الباحث و التي ينوي إثباتها. قدمت الدراسة في الفصل الثاني تعريف شامل لأهمية ووضع الأهداف لإدارة الوقت. بالإضافة الى أنه عرض إستخدام الوقت في علم النفس التربوي, مضيعات الوقت للمعلمين و إقتراح حلول لها. ومن ثم تناول الفصل الثاني الدراسات السابقة التي تتعلق بمسمى الدراسة. وقد أعطي الفصل الثالث بياناً وصفياً لمنهج البحث والأدوات التي استعملت ومجتمع الدراسة وشرح الطريقة التي تمت بها. كما عنى الفصل الرابع بتحليل إستخدام الوقت وإدارته من خلال إستطلاع أراء المعلمين عبر الإستبيان الذي وزع عليهم. ولقد وجدت الدراسة أن الوقت ملاحظ من قبل المعلمين , موزع , مضبوط داخل الفصول ويستحق التقييم من قبلهم لإكمال العملية التعليمية. يقوم المعلمون بإدارة وقتهم داخل الفصل ويلاحظونه ويوزعونه علي خطوات الدرس المختلفة. بيد أن توزيع الوقت علي دروس المنهج يحتاج لمتابعة وعناية من قبل وزارة التربية والتعليم وإدارات المدارس الخاصة. في الفصل الأخير قام الباحث بالتركيز علي التوصيات وقد اقترح مزيداً من البحوث التي يجب ان تتم في مجالات إدارة الوقت في حقول التعليم المختلفة.

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Chapter One

Introduction

1.0 Background

Time is very important in achieving and realizing success in many aspects of life. Time in companies and private sectors is managed carefully by decision makers and personal departments to achieve success and production for more profits for the organization. The concept of time in relation to psychological education is the measurements that are based on the minimum number of hours of instruction per year. It is worth checking and caring about while teaching pupils. Therefore, the assessing monitoring of time management in the classroom should be traced and highlighted.

The world has known the essential role of time as an effective element towards developing many aspects of life in management, economical growth and education. During the last two decades there has been a growing recognition of time in the organizational literature. The increasing salience of time is reflected in theoretical as well as practical publications. A number of authors discussed the need for better incorporating time in theoretical models and research designs. Others focused on the ways in which people in organizations manage their time, and on ways in which these efforts can be improved. The problem of how to manage time was already discussed in 1950s and 1960s (Claessens, 2004:10). Concerning the assessing monitoring of time management in the classroom, the researcher wants to regard some specific points regarding the use of time management in the process of teaching and learning.

Firstly, the researcher wants to tackle the importance of time in the classroom and its assessment as an important factor.

Secondly, the researcher wants to ensure the sustainability of the procedures of time management in the classroom, are well activated by teachers.

Thirdly, the researcher is looking for the role of the teachers- in teaching and learning of the pupils- in the classroom which is well executed and paid attention in regard to the assessment of time management factor.

1.1 Statement of the Problem

There are many problems that face teachers at the basic level schools in dealing with time management in the classroom. The problems are: the different levels of pupils' standards, the preparation, show of aids and other problems in the classroom. The researcher wants to maintain the assessing monitoring of time and its management as a remedial mean that can help the pupils to overcome their problems and for teachers to care about using time.

1.2 Significance of the Study

Time is important in achieving and fulfilling and realizing the goals and the objectives of the Ministry of Education generally and the administration of the schools in particular. It helps in achieving the general goals of the syllabuses and the specific objectives of lessons in the classroom. The idea of this research stems from the fact that the assessing monitoring of time management in the classroom may enlighten the notion of the real use and benefits for both teachers and learners to participate in achieving success through the interaction which happens in learning process. The assessing monitoring of time management in the classroom will be implemented efficiently and in regard to many issues that will affect the learning process. Hence, this study participates and contributes effectively in the field of Teaching Methodology to save time and effort.

1.3 Objectives of the Study

1\ To ascertain the positive importance of time management usage.

2\ To ensure depending on the careful presetting of time in relation to the prescribed activities.

3\ To improve the performance and control of time in the classroom.

4\ To suggest perfect plan to adjust time use in the classroom.

5\ To conduct some recommendations and suggestions that enhance time management.

1.4 Questions of the Study

1\ What are the procedures done by teachers to evaluate time?

2\ What steps do teachers follow to handle time?

3\ What happen to teachers' rights and duties when they regard time management?

 4\ What does time management in the classroom depend on?

1.5 Hypotheses of the Study

H1.Teachers achievements in the class are connected with time management.

 H2. Some activities in the classroom requested an extra time that disturbed time management.

H3. Time management influences teachers' performance in relation to the rights and duties.

H4.The time management in the classroom heavily depends on stability of general time agenda without considering any sudden circumstances.

1.6 Delimitations of the Study

   The delimitations of the study are:

   1\ Teachers of English Language as a foreign Language (EFL) or a second Language (ESL) ; male or female, at Basic level Schools as a case study in Omdurman Province, Khartoum State, the academic year (2012- 2013).

1.7 Methodology of the Research

The researcher will use the descriptive content-analysis approach, probability random sampling; simple random sampling; the systematic random sampling. The tool will be a questionnaire; closed form for English language teachers that will be chosen as a source of collecting the data. The community of the study (subjects) are experienced and qualified teacher(s) of English Language as (ESL) or (EFL) at basic level schools. The selection will be achieved regardless to the gender of teachers and regardless to the types of school either governmental or private Basic Level Schools that will be used to collect the data. The data of the questionnaire will be analyzed by using the SPSS (Statistical Packages for Social Sciences).

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Chapter Two

Literature Review

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2.0 Introduction

Literature review is considered as one of the most important chapters in the process of conducting a research. This chapter is divided into two main sections, section one is theoretical and conceptual framework which includes these titles: Firstly, time management. Then, the researcher presents the principles of time management in educational psychology. Next, it handles the ideal time management in relation to lesson plan. After that, it discusses types of time wastes for teachers. Finally, it terminates by the solutions of time wastes. Section two consists of the previous study in the field of time management in general and in classroom management.

2.1 Time Management Definitions

There is no specific definition for the term time management but in fact many experts in the field have defined it with some words to cover some concepts about it. The definition of time management is mentioned in (Wikipedia) "is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity." Another definition by (Ganguly: 2010) "Time management is a set of principles, practices, skills, tools and systems working together to help you get more value out of your time with the aim of improving the quality of your life." A more comprehensive definition which stated by (www.Business dictionary.com) defined time management as "Systematic, priority-based structuring of time allocation and distribution among competing demands. Since time cannot be stored, and its availability can neither be increased beyond nor decreased from the 24 hours, the term 'time budgeting is said to be more appropriate one."

Although many authors referred to the definition of Lakein, who suggested that:

> *Time management involves the process of determinacy of needs, setting goals to achieve these needs, prioritizing and planning tasks required to achieve these goals. Several other definitions were suggested. Thus, time management has been referred to as: techniques for managing time; a technique for effective time use, especially having enough time to accomplish the many tasks require; planning and allocating time ; the degree to which individuals perceive their use of time to be structured and purposive; a way of getting insight into time use ; a technique to increase the time available to pursue activities; practices intended to maximize intellectual productivity ; an application of self-regulation processes in the temporal domain ; coping behaviour in at-risk populations ; self-regulation strategies aimed at discussing plans, and their efficiency ; the use of procedures that are designed to help the individual to achieve his or her desired goals ; ways to assess the relative importance of activities through the development of a prioritization plan ; clusters of behaviour that are deemed to facilitate productivity and alleviate stress.*(Claessens et al., 2004: 18)

Hence, perhaps a better definition might be: "Time management means setting and prioritizing goals, planning and scheduling

tasks and monitoring progress both against the schedule and of
tasks completion." (Francis and Smyth, 2006: 2)

2.2 The Importance of Time Management

Time management is very important in people's life in many ways. "The importance of time management in the business world of today, time is increasingly at a premium. We spend time commuting home again and facing whatever time issues are posed when trying to fulfill over duties outside of the office." (MTD Training, 2010: 9). It is true because successful time management will assist people to become more effective in completing tasks that they have to be completed so there is more time available for other things which are important to be achieved. Moreover, time management helps to gain greater sense over people's life both at work and at home. That can be realized through self test of the daily activity log. In order to be accurate pictures, people can choose a period of time and show the activity priority levels whether it is low, medium or high. It is very essential for people to set goals to organize and adjust their time.

2.3 Goal Setting and Objectives

"Goal setting is a powerful tool that can be used to motivate and challenge employees or yourself. Knowing that you have achieved a goal gives you a sense of accomplishment and gives you a way to keep track of what you have completed in the work place."(ibid.: 16). However, there can be a right and a wrong way to set goals. Well set goals are very clear and straight forward which can be objectively determined whether or not this/ these goal(s) has/ have been reached.

In 1968 Dr. Edwin Locke published his theory a goal setting
in an article called 'Toward a Theory of Task Motivation and

Incentives.' His theory was that workers were motivated by having a goal to work for and that realized goal improved work performance overall. In 1990, Locke and Dr. Gary Latham published "A Theory of Goal Setting and Task Performance." In which they identified five principles. These principles are clarity, challenge, commitment, feedback and task complexity. Another realistic acronym which is set to test the time is SMART, which is standing for specific, measurable, attainable, realistic and timely. (ibid.: 21)

2.4 Scheduling Principles and Time Management Process

Scheduling principles and time management process are very important steps in time management. Because clear objectives help to know priorities, differentiate between the long and short term, set daily plans and have contingency plans.

Process of time management as stated by a (online workshop about time management: 10) "set goal, divide goal into objective, define manageable action steps, group the similar task together and make time schedule."

2.5 Time Management in Educational Psychology

Time allocated to managing educational psychology services is intended to facilitate the whole process of the education operation which includes group of tasks and duties to be achieved in the educational institutions.

Traditionally the principal educational psychologist has had a full allocation his/her time to concentrate on the work involved in leading an education psychology team. That leadership would involve a wide range of duties, including representation of the educational psychology service at

various meetings and activities within a local authority, leading the training, development of the service and its members, providing supervision and support to team members. The duties involved in management of educational psychology services vary from authority to authority, as does the size of educational psychology services. This makes it impossible to specify the amount of time that is a satisfactory minimum for such duties. However, there are specific tasks that need to be undertaken and it is the size of these, which is often related to the size of the educational psychology service, which will dictate the actual time that needs to be allocated.(The management of Educational Psychology Services, 2008 : 16-17)

This document indicates certain key activities that have to be undertaken by a principal educational psychologist. Quantification of the time demands of some of these activities in any particular authority, based on historical evidence, will be possible. In some cases formulae can be developed to assist in the calculations. In some authorities the principal educational psychologist delegates some of the activities to deputies or other senior people in the service. Where this happens the principal educational psychologist will need to set aside an element of time for the proper oversight management of such delegated activity.

2.5.1 The Skills of Classroom Management

 It is very essential to shed light on the role of the classroom management because it represents an important factor towards achieving the educational process. This process will not be completed perfectly without focusing on some skills concerning the classroom management.

> *Saphier and Gower identify six facets of classroom*
> *management: attention, momentum, time, space, routines,*
> *and discipline; and they cite educational research in support*
> *of each. Teachers must structure time and space to maximize*
> *learning. They must build routines in students, manage*
> *discipline, and maintain momentum during each lesson,*
> *while ensuring that students are attending to all that is going*
> *on. A critical element in accomplishing these various*
> *challenges is monitoring student understanding during the*
> *course of the lesson.* (Walters et al., 2009: 2-3-4)

2.5.2 Attention

The attention of the students is very important. It is the responsibility of the teacher to make them attentive and active so as to exploit the use of time efficiently.

> *Students learn only when they attend to their learning.*
> *Teachers must get students on task during class time by*
> *engaging them in legitimate curriculum activities. In fact,*
> *many researchers have documented that time on task is*
> *positively correlated with achievement. Indeed, attention is*
> *the gatekeeper; if students are not paying attention, even an*
> *excellent lesson will be wasted.*
> *Time to know platform engages students through its visual*
> *demonstrations and animation".* (ibid.: 2)

It is obvious that the attention of the students is very vital on the activities of the syllabuses while they are learning. Using visual aids can assist learners. Thus, the above techniques mentioned are very important to enhance learning effectively.

2.5.3 Momentum

The teacher can deal with events of during the lesson and provide smooth, rapid transitions between activities.

> *Time to know helps maintain class momentum by giving the teacher tools for directing students through the transitions from group discussion to individual practice. The "Eyes to the Board" tool signals students at their laptops to stop their independent work and to participate in a large-group experience. Before the class the teacher can preview specific activities using the class planning tools. During class, when students open their laptops, their individual and small group work appears on their simplified workspace. The activities within each learning sequence are also designed to flow in a meaningful way.* (ibid.: 3)

2.5.4 Space

The teacher can help in dealing with the environment of the class to be useful for learning as far as possible.

> *Time to know and student's wireless computers provide a mechanism for organizing the physical space. Students work individually or in groups. They move to the white board in the front of the room. They can easily move their computers for each of these activities while still being monitored by the teacher's workstation. Time to know also provides tools for working with the virtual space on the computer. Student assignments are individualized and private, so students can comfortably sit side-by-side*

and work at different levels without the labels of
"advanced" or "remedial." The Gallery provides a public
space where students can share and discuss their work and
their ideas. (ibid.: 3)

2.5.5 Time

No doubt time inside the classroom is very essential and it should be used, managed, observed and monitored by the teachers effectively so as to enhance learning.

> *To maximize learning, teachers must manage events,*
> *regulate schedules, and allocate time appropriately. They*
> *must use that time efficiently and they must set a pace for all*
> *activities that meets the needs of individuals as well as the*
> *whole class.*
> *Again, the time to know planning tools help teachers use*
> *time most efficiently. By monitoring student progress on*
> *assigned work through the time to know reports, teachers*
> *can also adjust those assignments on the fly. This means*
> *that students spent every minute working at an optimal*
> *level.* (ibid.: 3)

2.5.6 Routines

Both teachers and learners know each other well and to that the teacher must use clear routines to help the students as far as possible make use of what they are learning and in a better way as habits. "Classes are managed most efficiently by building procedural routines and using them effectively. Students must know what these routines are and how to use them. The routines must be clear." (ibid.: 3)

2.5.7 Discipline

It is better for the teachers sometimes to set discipline to organize the classroom order and to make it easier to be managed smoothly.

> *All teachers must respond from time to time to resistant*
> *students. Rules must be clear and specific. Positive*
> *expectations must be repeated. Students must have a sense*
> *of influence to the life of the classroom.*
> *Although time to know cannot solve all discipline problems,*
> *it can help with many of them. Students often become*
> *resistant when they are working on assignments that are too*
> *hard and they are frustrated or when their assignments are*
> *too easy and they are bored. By making all assignments to*
> *students individually and by adjusting these assignments*
> *during class, the teacher keeps students working at their*
> *optimal level.* (ibid.: 3-4)

Hence the above mentioned techniques are very useful to be regarded while teaching to guarantee useful classroom management that can yield fruitful learning activities and interaction between the teachers and the students.

2.6 The Ideal Time Management in Relation to Lesson Plan

Some teachers with great experience seem to have the ability to think and produce to their students good lessons without writing or making their plans. For students, evidence of a plan shows them that the teacher has spent some time to consider the situation of the class. "It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of a plan may suggest the opposite of these teachers attributes."(Harmer, 2001: 121) For the teacher a plan gives the lesson a framework and a complete shape. Of

course, there will be something that the teacher relies on. It is for students which enable them to get confidence. Thus, teacher's plans equipped them with flexibility and involve learners in the lesson and for future assessment. The link in the chain will not be completed without mentioning how long of the lessons and activities will be taught to the pupils? These activities some of them take a short time, others demand setting up. "Most teachers indicate the intended timing of an activity in the plan." (ibid.: 135). This is workable because teachers can estimate the time for every aspect in the lesson and can adjust their time accordingly. How could teachers plan a sequence of lessons? "When teachers plan a lesson, they build in changes of activity and a variety of exercises…. The same principles apply to a sequence of lessons stretching, for example, over two weeks or a month." *(ibid.: 137)*. It can be possible but most of teachers prepare and plan their lessons separately lesson by lesson or two lessons together or it can be a group of lessons; anyhow it depends on the teacher and his plan for teaching. It is worth mentioning that the researcher will attach in the appendices section the distribution of the syllabus for a private school as a sample of distribution for units, and lessons; including the adjustment of timing.

2.7 Planning and Preparing a Lesson or a Sequence of Lessons

Lesson plan is a very essential step towards transferring the accurate and precise information to the learners. "Every lesson is unique and is made up of different stages." (Robertson and Acklam, 2000: 2). It is correct for many lessons can focus on grammar, vocabulary, reading or writing. They may contain listening and speaking activities and can concentrate in planning a lesson; these principles are put into action in a model plan for different stages of an actual lesson. These stags are: "Aims and concepts, contexts and marker sentences, starting a lesson, presenting a new language, controlled practice, free (less controlled practice and finishing the lesson." *(ibid.: 2)*

2.7.1 Aims and Concepts

It is important to have a clear, attainable and realistic aim and write your objectives. The objectives can be written in such ways e.g. (By the end of the lesson the pupils are to) or (By the end of the lesson the pupils should be able to) with clear action verb which will be measurable, attainable and could be realized. It is worth regarding the use of the three domains of the taxonomy which are cognitive, affective and psychomotor. They are great helper for the teacher to grade, classify and evaluate the understanding of the pupils. It is important to show the concept of the target language which will be used in the lesson, e.g. the uses of the present progressive for the present moment or for future uses.

2.7.2 Context and Marker Sentences

Once the concepts have been established there should be actual contexts or situations where the language is used. The teacher should think of model of the contextualized target language.

2.7.3 Starting a Lesson

Every lesson has a beginning. The teacher should try to engage the students; this can be realized through activities called warmers or ice-breakers. The approximate time for warm up stage may take between 2-5 minutes out of the sum of the whole lesson time which is 40 minutes.

Here are the main features of warmers
• A warmer should be an interesting activity to encourage the students to use English.

• Warmers are meant to be short activities; they should not take a long time.

• Warmer activities do not necessarily have to be connected with the target language of the lesson. It is possible to adapt many activities to suit your teaching point – but the main purpose of warmers is to get the students ready to study.

• Warmers can often be adapted to provide revision, giving the students an opportunity to use previously studied language.

2.7.4 Presenting New Language

The approximate setting of time for presenting new vocabulary may be between 3-5 minutes anyhow it depends on the lesson itself.

When planning to present a new language item the teacher needs to be sure of the following points:

• How the language item is made - what the grammatical structure of the form is, how it is pronounced and written, how negatives and questions are formed if appropriate.

• Concept - what the form actually means.

• Context - when the form is actually used.

Once those points are clear for the planner, a way has to be thought of to pass on that knowledge to students. Only telling a class what something means and how it is used is not usually a good way for the students to learn. Thankfully there is a wide range of interesting activities, techniques and materials for presenting new language. Most involve exposing the students to the language through written texts and dialogues. Most course books have these but here are a few more of the materials that are commonly used to introduce new language:

• Video tapes

• Audio tapes

• Newspapers

• Songs

• Pictures

• Realia

• Stories and anecdotes

Using different approaches to presentation in your teaching helps to create the variety that is so important to effective class management.

2.7.5 Controlled Practice

Once new language has been introduced to the students, they need to have an opportunity to try it out for themselves. To become familiar with the form and get their tongues and brains around it, controlled practice activities can be used. These activities focus only on the target language, giving the students many opportunities to use it. The time of this section may extend to reach 10 to 15 minutes out of the whole time. There are many kinds of controlled practice activities as well as those in grammar and course books. Here are a few examples:

• Drills

• Gap-fill

• Sentence completion

• Quizzes

• Games

• Tests

• Information search

• Dictation

2.7.6 Freer Practice

Controlled practice activities develop students' accuracy. Less controlled activities work on their fluency. In order to improve fluency, whether oral or written; students need to have the chance to activate their language through activities and tasks that encourage them to use a wide range of English as naturally as possible. Here are a few ideas:

• Role plays• Discussions - on subjects of interest to the class. Let the students suggest topics from current news stories or their own interests and hobbies.

• Writing activities, such as keeping a diary or writing letters and postcards.

• Projects and tasks - a class newspaper for example.

Hence timing is very essential in this section which may extend to reach 5 to10 minutes out of the total amount of time of the lesson.

2.7.7 Finishing the Lesson

Any lesson is only as long as the school timetable allows. When planning, teachers obviously have to consider the amount of time that they have with the class and stage their lessons accordingly. A longer lesson may have more than one teaching sequence. Shorter lessons may not, for example, contain a study stage, but may follow on from the study stage of a previous lesson. But one thing is sure, every lesson does have to finish and a good ending of a lesson is as important as a good start. It is important when ending a lesson that the students have some sense of achievement. Some teachers like to give a recap of the subject of the day, highlighting again the main points - directly or through elicitation. This is a good way to consolidate the language point and give the students a clear sense of what they have accomplished. It is worth mentioning that the time may be needed to set some evaluation questions is between 5-7 minutes. It is good to mention that the time available at the end of the lesson will be devoted to learners for more evaluation questions, consolidation, and production as an outcome of their learning.

"It is also common for teachers to finish the session with activities similar to warmers. The aim here is not to warm up the students but to round off the lesson with an enjoyable game or activity. As with warmers, the activity may or may not be connected with the focus of the lesson." (ibid.: 3 to7)

Lesson plan is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, "plans – which help teachers identify aims and anticipated potential problems."*(Harmer, 2001: 308). It is important to consider the necessary elements before the lesson such as the language level of our students, their educational and cultural background, motivation and their learning styles. We also need some knowledge of the content and the organization of the syllabus and the requirements of the exams which students are working towards. Then, a lesson plan can be written with defining the "aims, interaction, procedure and timing." *(ibid.: 315).

No doubt it is essential to adopt good lesson plans but before that it is crucial to rely on a good schemes and segmentation of a reliable syllabus and curricula.

"In our conception 'educational treatment' includes observable classroom activities, and indeed to pay close attention to such observable behavior rather than talking about teaching generalities…The interaction of an episode or even lesson becomes clear only if it is placed into a sequence of context… Out ward behavior does not mean much to us if we do not include in our observation what teachers say and do about their plans … Interactions and if they do not show us their work schemes, curricula, syllabuses, or courses of study." (Stern, 1991: 502)

It is essential to tackle the advantages and disadvantages of the curricula, syllabuses, or courses of study which are stated below by (Robertson and Acklam, 2000: 5)

2.7.8 Advantages

• Course books are good resources for teachers, providing material and ideas which saves time when planning.

• A good course book can give a structure for a series of lessons, providing continuity and consistency for the class.

2.7.9 Disadvantages

• The course book may not be suitable for your particular class.

• Course books can encourage teachers to be less creative and imaginative – preferring to use ideas in the book rather than their own.

In the appendices section the researcher will make a model samples or a group of lessons consisting of how to teach listening, speaking, reading and writing with the adjustment of time for each lesson plan and show the timing sequence which is set between the items of the samples of the lesson plans.

2.8 The principles of Planning a Lesson

2.8.1 Aims

One of the main principles of planning is establishing a clear aim for your lesson. It is important that aims are realistic. If the subject is too difficult for the students, then they can become frustrated and lose motivation. However, if the subject is too easy, the students may become bored. Bored and frustrated students can often cause discipline problems. So it is important when planning to think about your particular class. You may find it useful to bear these points in mind:

• What do the students know already? If you are planning to introduce completely new language items allow more time than if you are revising or extending a topic the class are already familiar with.

• What do the students need to know? If the students are studying for an exam, for example, then you may need to focus on different skills and language than for a general English class. Do your aims suit that need?• What did you do with the students in their previous class?

• How well does the class work together?

• To what extent are the students motivated?

All these factors are important when deciding realistic aims for your class.

2.8.2 Variety

It is important to try and keep the students engaged and interested. Providing variety in a lesson and a series of lessons is a way of achieving this. Repeating the same kinds of exercises can become monotonous and demotivating for students. Where possible it's a good idea to try and vary the kinds of activities, materials and interactions.

> *When the teacher sits down to plan what they're going to be doing, one of the things they need to have in their heads is, how can I vary the pace of the class? How can I vary the kind of thing that's going to happen so that sometimes maybe the students will be silent, sometimes they'll be loud, sometimes they'll be talking to me, sometimes they'll be talking to others, sometimes I'll do a bit of writing, sometimes they'll do a bit of reading. If you vary the patterns of student to student interaction, if you vary the kind of activity the students are involved in, if you vary the kind of material they're looking at ... there's a good chance that most of the students will remain engaged and involved. If you don't build variety into your plan the danger is that they'll switch off at some stage.* (ibid.: 9-10)

2.8.3 Flexibility

The flexibility of the teacher is sometimes very important because learners sometimes may not be good respondent as the teacher wish and to that careful planning is very important. But teachers need to be able to adapt their plan during the lesson to suit the circumstances. This is something that becomes easier with experience, but in the planning stage it is often a good idea to consider extra optional or alternative exercises.

2.9 Types of Time Wastes for Teachers

Time is a very important observed factor. It is necessary to be considered by teachers both inside and outside the classroom. There are several steps should be considered in order to see how time is wasted by teachers.

2.9.1 Insufficient Planning

Planning is essential for teachers to accomplish their duties; it is also regarded as a sign of professionalism. These factors are further highlighted in OFSTED (Office for Standards in Education) where it is stated that in schools which have improved from one inspection to the next the inspectors had identified:

> *an improvement in development planning with clearer success criteria, and a much stronger focus on effective teaching and learning, involving the use of formal classroom observation, scrutiny of pupils' work and analysis of performance indicators to raise awareness by teachers and involve them more closely in planning improvement.*

(Metcalfe, 1999: 449) It is true, planning is very important because monitoring and evaluation is a part of planning; whether it is personal planning or official planning .Once there is a good planning there is a good outcome, achievements and realization of goals. Lack of planning

or insufficient planning will result to messy and untidy managed work, which will lead to inconsistency and failure.

2.9.2 Lack of Assessment

School assessment and teacher assessment are steps towards perfection of work achievement. Therefore, collaborative work with guidance, inspection and teachers is very fruitful to realize the goals of education. But the lack of school appraisal and teacher assessment will result to severe anarchy in the field of education.

The proposals in the Green Paper Teachers: meeting the challenge of change give out distinctly mixed messages in this respect. Although the concept of a 'new professionalism' stresses the notion of partnership and collaboration there is also what amounts to the creation of a two-tier profession with a lower level which is merely professionally competent and a higher, better paid, level which functions above this. It is stated:

> *At the heart of good performance management must be a thorough annual assessment of the performance of every member of staff which should result in the setting of targets for improvement and development over the next year. In the case of teachers, appraisal must include assessment of classroom performance through observation and analysis of the progress their pupils have made.* (ibid.: 449-450)

However, as Randell makes clear, problems arise when people are confused about the purposes of appraisal and when appraisal is used to try and fulfill several different purposes at once:

"Many of the managerial problems which exist today can be traced to the association in the minds of people at work, between their work performance, rewards and subsequent promotion". (ibid.: 449-550)

2.9.3 Inadequate Classroom Observation

Inadequate classroom observation will result to lack of collaboration of the school members, i.e. between the teacher and the headteacher which will hinder the procedures of achieving successful works inside and outside the school.

The approach adopted to classroom observation was developed jointly with the teachers involved and through discussion with the headteacher and deputy head, both of whom are actively involved in the process. It is a 'partnership approach' which is defined by Tilstone as involving:

> *Two people working collaboratively in order to analyze, and to learn from, the events in a classroom or school. Partners can either be* outside partners *(who do not work in the school but who have been invited in or who visit the school infrequently) and* inside partners *(staff from inside the institution). In both cases the object of the partnership is to offer 'another friendly pair of eyes' in order to improve the teaching and learning taking place.* (ibid.: 452)

2.10 Solutions of Time Wastes for Teachers

In the previous section the researcher discussed the types of time wastes for teachers. He mentions in details the effects of insufficient planning, lack of appraisal, and inadequate classroom observation which were all have their effects on wasting time. Regarding adequate planning, vivid school and teacher appraisal and rich classroom observation will assist to maintain time and for better

adjustment in school activities. In addition to that the researcher will handle another two important titles in this section developing observation and professional dialogue.

2.10.1 Developmental Observation

As Fidler has noted:

"Teaching is much more contingent and dependent on the subject, the children and the teacher. Thus classroom monitoring needs to be appropriately circumspect in offering guidance." (ibid.: 456)

The developmental observation approach is particularly suitable:

_ For teachers that are starting to promote abilities of observation and in the providing of constructive, developmental feedback;

_ as a way of creating professional dialogue leading to a sharing of experience and the exploration of alternative ways of doing things;

_ as preparation for more judgmental approaches which are used in other contexts, especially inspection.

2.10.2 Before the Observation Takes Place

The function of developmental observation firstly is to focus on an agreed aspect of classroom practice that will result in an open professional dialogue between the colleagues involved. The focus may arise as a result of school or departmental priorities or it may be identified at the level of the individual teacher. It could be the result of all three. The need for a focus is important because even a seemingly straightforward lesson is a complex activity when taking account of the responses of all of the individual learners.

> *It is important that there should have been a pre-lesson discussion between observer and observed so that the observer can be made aware of such things as:*

_ *The characteristics of the teaching group;*

_ *the objectives of the lesson;*

_ *the structure of the lesson and main activities;*

_ *previous activities where these are relevant to the observation;*

_ *any special factors about the lesson about which the observer should be aware.*

(ibid.: 457)

2.10.3 Benefits of Observation

No doubt there are useful benefits from the observation programme. It provides instant feedback for teaching process.

(Fry et al., 2003: 227) states the benefits and importance of observation.

The observation process benefits both the observer and the observed. It is also a rare opportunity for an observer to see and analyze what students are actually doing. Participants on courses for new lecturers consistently rate feedback from teaching observations as the most valuable aspect of their learning and development of practice. For them it is an opportunity to validate what is working well, to exchange practical ideas, to solve problems and to explore and align practice with a developing understanding of theory, as well as to learn from the practice of others. It is an opportunity to gain confidence and competence. For both inexperienced and experienced staff, observation is a process that prompts them to question what they do and to apply an analytical approach to the development of their own teaching practice.

2.10.4 Observation Offers

Hence observation is useful as the researcher stated before for it provides:

> • *Insights into what helps learners to learn and what happens in effective teaching sessions;*
>
> • *feedback on individual teaching skills and style;*
>
> • *discussion, collaboration and exchange of ideas;*
>
> • *Mutual support between colleagues;*
>
> • *earmarked 'quality time' to talk about learning and teaching;*
>
> • *feedback on piloting a new idea, or solution to a problem;*
>
> • *triangulation with other evaluative procedures, e.g. module and programme evaluations;*
>
> • *focused reflection on specific teaching sessions;*
>
> *Observation is important both in higher and formal education for it provides positive insights for the teacher for better performance in teaching.* (ibid.: 227)

2.10.5 The Professional Dialogue

The meeting of teachers and supervisors is necessary to enrich the transmission of experiences, updated ideas from both sides.

> *This part plays an important role in the organization of time for it pays more attention to the collaboration which will take place between the teacher and the supervisor or any other guidance for the teacher. It saves more time for both colleagues. The transmission of experiences can be shifted to both the teacher and the supervisor, for more vivid interchangeable information of experiences.*

> *Ideally, this should take place as soon as possible after the lesson and the same general rules apply as for conducting appraisal or other sensitive interviews, e.g. privacy, adequate time, reasonably relaxed surroundings, etc. The objective is to engage in professional dialogue about the lesson with the expectation that both colleagues can learn from the experience.* (Metcalfe, 1999: 457-458)

Experience suggests that there is no right way to start the discussion but it can be helpful to ask the class teacher to feed back his or her account of the lesson in relation to the agreed focus of the observation.

An important outcome of the discussion is to decide what will happen next. What is the teacher going to do to follow up the observation/dialogue and what assistance might the observer be able to offer? It is also necessary to decide how much can be shared with colleagues as a contribution to departmental development.

2.11 Previous Studies

It is important to tackle the essential role of classroom management first, for it is the base of the whole process of managing the class, time of the lessons, activities and other procedures which are executed by the teacher in the classroom. Classroom time management seems to be new but as far as possible the researcher will make some comments to shed light on some factors that are important in managing the classroom, timing and other procedures related to the perfection of the work done in the classroom.

1} Unpublished M.A in "English Language Teacher as A decision-Maker in Managing Classroom Activities" by (Noha Abdalmgeed Taha, 2011)

She found that:

    1) Teachers of English are not qualified or well trained.

2) For the lesson planning and preparation the analysis of data show that most of the teachers prepare their lessons and that most of the lesson contain clear objectives.

3) Few of the teachers care for the individuals differences amongst students. Most of the teachers fail to make the lesson relevant to learner's culture and social values.

4) Few teachers creating a positive environment and most of them do not have close relations with the students.

5) Some teachers provide audio-visual aids in learning English Language but hardly used in most of the schools.

6) Teachers and students do not speak English as well as the mother tongue in the class, and this one reason make learning English for students so difficult.

7) For methods of evaluation, most of the teachers use only the tradition examination at the end of each period.

The method is descriptive and analytical. The subjects of the previous study are teachers of English language at Basic Level Schools at Omdurman. They have been selected randomly. The instrument is the subjective questionnaire. The researcher uses the Statistical Package to analyze data.

The preparation of the lesson and that most of the lessons which contain clear objectives, the traditional method of evaluation and the effect of not creating positive environment and other decisions made in the previous study without considering the time factor and its management seem to cause clear absence of carefulness and active procedures for classroom management.

2} Unpublished M.A "A descriptive Study of English Language Classroom Interaction" by (Abdulilah Uthman Suliman Alraddi, 2012)

He found that:

1) The tendency of the basic level pupils towards learning the English Language is negative.

2) The level of knowledge of language influences oral production. It monitors student's performance.

3) The basic level pupils have not enough classroom activities and materials which enable them to learn the target language.

4) The current methods and teaching techniques are not effective in teaching EFL classes.

5) The use of effective techniques increases pupils' abilities in interaction.

The methodology of this previous study is both descriptive and analytical. The data collection tool is questionnaire. Subjects are teachers at Gadarif basic schools and pupils; 15 teachers and 10 pupils. The samples are collected randomly. The method of analysis is situation analysis.

In the above previous study, the use of effective techniques increases the pupils' interaction. These effective techniques will be assessed with true classroom management procedures and essential use, monitoring of time and its management.

3} A published M.A in "A Study of Classroom Interaction

Characteristics in a Geography Class Conducted in English: The Case at Year Ten of an Immersion Class in Sma N 2 Semarang" by (Sita Nurmasitah, 2010) found that:

The characteristics of classroom interaction in the first meeting are summarized below:

1. The teacher spent more her talking time in lecturing (37.55%). She was giving facts or opinion about content or procedure with her own ideas and asking rhetorical questions to the students. It meant that lecturing was the dominant activity in teaching – learning time.

2. Teacher used more direct teaching (74.45%) than indirect teaching (25.54%) in her talking time. It meant that the teacher used more direct teaching in teaching her students; for example: lecturing, giving directions, and criticizing or justifying authority.

3. The proportion of silent time was still high in this classroom interaction. Silence or confusion in this classroom spent 27.28% of the teaching – learning time.

The Characteristics of Classroom Interaction in the Second Meeting are summarized below:

1. The teacher spent more her talking time in lecturing (32.67%). She was giving facts or opinion about content or procedure with her own ideas and asking rhetorical questions to the students. It meant that lecturing was the dominant activity in this teaching – learning time.

2. Teacher used more direct teaching (70.88%) than indirect teaching (29.11%) in her talking time. It meant that the teacher used more direct teaching in teaching her students; for example: lecturing, giving directions, and criticizing or justifying authority.

3. Silence or confusion in this classroom spent 21.05% of the teaching – learning time. It meant that pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer were quite high.

Then the characteristics of classroom interaction in the third meeting are summarized below:

1. Lecturing (30.67%) was the dominant activities in teacher's talk time.

She was giving facts or opinion about content or procedure with her own ideas and asking rhetorical questions to the students. It meant that lecturing was still the dominant activity this teaching – learning time.

2. Teacher used more direct teaching (70.95%) than indirect teaching (29.05%) in her talking time. It meant that the teacher used more direct teaching in teaching her

students; for example: lecturing, giving directions, and criticizing or justifying authority.

3. The proportion of silent time was still high in this classroom interaction. Silence or confusion in this classroom spent 20.11% of the teaching – learning time

The study focused on classroom interaction characteristics in the tenth grade of Geography Immersion Class at SMA N 2 Semarang in the light of Flanders Interaction Analysis. Besides, it also observed the teaching effectiveness elements based on the Walberg's theory. This study was an observational type of the descriptive method. The following procedure was adopted for studying characteristics of classroom interaction and the teaching effectiveness.

The population as the sources of the data in this research was the Geography Immersion class students at year ten (X-3) of SMA N 2 Semarang. The students and the teacher became the subjects of this research. There were 30 students and one Geography teacher, Mrs. Dyah Listyorini, S.Pd.

The sampling technique used in this research is purposive random sampling. Simple random sampling is the basic sampling technique where we select a group of subjects. This study was an observational type of the descriptive method. The tool is questionnaire and observation. Three instruments to analyze the data; Flanders Interaction Analysis, Walberg's theory, and Likert Scale.

This previous study observes time reasonably and concentrates on using it efficiently with clear percentages and segmentations that assisted the role of using clear class timing for activities and the role of both teachers and learners in participation to develop learning process.

4} A published M.A in "Classroom Management Approaches of Primary School Teachers" by (Seda Yasar, 2008)

She found that:

1) Classroom management approaches of most of the participant teachers were consistent with the new way of instruction, teachers' scores on the inventory indicated that student-centered classroom management approach was implemented much more than teacher-centered.

2) Teachers still widely use some basic management techniques such as rewarding students for appropriate behaviors which can be defined as teacher centered.

3) Teachers perceive reinforcement as a student-centered technique although it is not suitable for self-initiated learning and intrinsically motivated learners.

4) With in-service trainings, teachers firstly should be informed about the philosophy of constructivist curriculum so that they could adapt their practices as intended.

5) Most of the teachers agreed that they directed students' transitions between activities, although in a student-centered environment, learners should decide by themselves to be self-regulated learners. The reason of this may be the crowded classrooms (77% of the participant have more than 30 students in their classrooms) and large array of topics required to be studied in a limited time. In the last open ended question of the inventory, most of the teachers complained about the unsuitability of the class sizes and insufficient time for the topics to be covered in a term for the implementation of new curriculum. Teachers do not have enough time to wait for all the students to pass over another activity by themselves and on their own rate. Large class size is also a central problem for the implementation of interactive strategies since forming groups, involving all the students, gaining cooperation, maintaining appropriate behaviors and using the time efficiently are more difficult in large classes than small classes.

6) Significant difference between classroom management approaches of teachers who have less than 30 students and teachers who have more than 30 students in their classes. Teachers who have less than 30 students in their classes tended to use student-centered management techniques much more.

In order for the new curriculum to be implemented properly, decrease in class sizes is a crucial step to be taken. Teachers with in-service and pre-service training programs, as well included in management courses of education faculties. As well, the intensity of the curriculum may be released so that teachers would not be in concern of keeping up with the plans and to cover all the units in a term.

The findings of this study also showed that teachers with the experience of more than Gaining experience in teaching donates teachers with the knowledge of student characteristics, the strategies to come up with the undesired behaviors, variety of activities to attract the attention of all students and the ability of making good use of time and space. In order for the beginning teachers to have these abilities and use student-centered techniques with ease, teacher education programs should focus on challenges of new learning environments.

The subjects administered a questionnaire in which they were asked to answer questions related to their beliefs and actions about classroom management. The sample consisted of 265 primary school teachers working in Kastamonu. The data were gathered from the participants via Classroom Management Inventory developed by the researcher. The method used is descriptive and inferential analyses were conducted to get a deeper insight into the research questions. Both descriptive and inferential statistics were utilized to analyze the data and mixed design ANOVA.

This previous study is relevant to the study of the researcher because it takes classroom management time and presents in the finding of the study that insufficient time for the topics to be covered in a term for the implementation of

new curriculum. This shows that there is a problem with management of the class especially time management and that is the problem of the researcher in this study the assessing monitoring of time management in the classroom.

5} A published PhD in "Perceived Control of Time: Time Management and Personal Effectiveness at Work" by (Claessens, 2004)

Claessens found that:

1) In general, people with different styles differed with respect to planning behavior priority focus, perceived control of time, and performance outcomes.

2) This study provided a possible explanation why people vary in their planning and execution of work tasks.

3) Results showed that both planning behavior and job characteristics significantly affected the perceived control of time, which in turn was positively associated with job satisfaction and job performance and negatively with work strain.

4) Additionally, a direct effect of planning behavior on job performance was found.

The subjects of the previous study are 124 engineers they work in a company in Netherlands. The data is collected in two waves with an interval of three months. The procedure is done through a mediation model of one time management behavior; i.e., planning behavior, is presented. This model addresses the relationship between planning behavior and outcome variables (such as job performance) over time, which is partially mediated by perceived control of time. The model also addresses the importance of job characteristics (perceived workload and job autonomy) in addition to planning behavior. The method used was a longitudinal design (Design Daily Diary Study). It was used to study the effects of planning behavior and job characteristics on the perceived control of

time and job-related outcomes. In this way, they were able to study the effects of planning behavior over time.

Hence this previous study suggests that time plays a role, people consider it unlikely that planning behavior will immediately affect perceived control of time. Therefore, it is relevant to the study of the researcher for it focuses on the importance of time, the way we use it to achieve and realize goals and to that it is worth to be, observed, controlled, managed and above all to be assessed.

Chapter Three

Methodology

3.0 Introduction

Methodology is the backbone of the research conduction, therefore, in the following pages, the research method will be discussed. In this chapter the researcher attempts to introduce the method which is used to conduct the study and the data collecting tools. It also emphasises the population, subjects and the procedures which are implemented throughout the research conduction. The researcher adopted the descriptive content-analysis approach method. The researcher also identified the sampling procedures.

3.1 The Subjects

The population used in this study, was chosen from different English language teachers at the basic level schools who teach English as a second (ESL) or a foreign language (EFL) of the Sudanese basic level schools at Omdurman Province Khartoum State, both public and private schools are chosen. It includes forty teachers of remarkable qualifications and experiences regardless to their gender. The population is selected systematically; eighty schools were chosen according to the list of the schools. Then, the total number of the schools were divided by 40 i.e. the number of samples and school no. 2 were chosen randomly, 4, 6 etc… until the desired number is secured and the total number of schools will reach round figure 40 schools. Finally, the teachers of the chosen school were drawn as a subject to fill in the questionnaire.

3.2 The Instrument

The instrument which is used as a data collecting tools is questionnaire. The closed form of questionnaire is used. The questionnaire is composed of twenty items in order to attain the objectives and the aims of study. The researcher believes that the

questionnaire is the most suitable data collecting tool in this study; because it is distributed to teachers of English at basic level schools at Omdurman Province. This will help the researcher to obtain reliable data which will lead to reasonable findings and results at the end of the study.

3.3 The Procedure

The questionnaire is constructed and distributed to forty teachers who teach English as ESL or EFL. They answer according to their point of view by putting a tick on the appropriate space opposite to one of the following choices.

Agree, disagree or neutral. Then, the researcher uses the statistical package for social sciences (SPSS) to analyse the data.

3.4 Validity

The questionnaire is revised and modified in the light of valuable comments, constructive criticism and suggestions made by Dr. Mohamed Taha Ali Hassan, Dr. Amera Dafa'alla Kabashi at Faculty of Education, Al-Zeem Al-Azhari University and Dr. Tawheeda Osman Hadra at Rebat University. They thankfully expressed their opinions by making certain omissions, additions and modifications. Some of the questions were rephrased for the sake of clarity, objectivity and comprehensiveness. They agreed on all of the statements of the questionnaire after the reassessments and modifications made.

3.5 Reliability

To determine the reliability of the questionnaire, the researcher administered the questionnaire to forty qualified English teachers in Omdurman Province, the exact area of the study and where the conclusion will be confined. It is also, composed of twenty items. Every five questions test and measures one hypothesis item. As such statements of questionnaire are divided to measure exact areas to ensure its efficiency and reliability to the area of the study on which the research is

conducted. Also, the researcher measured statistically the reliability of the questionnaire, by calculating the Pearson Correlation between the two fold of teachers' answers, after partitioned into two parts (odd, and even answers). The Pearson Correlation was ($r = 0.847$, P - value $= 0.003$), which means that the questionnaire internal stability was over average, so the researcher concluded that the questionnaire was reliable to measure the phenomenon. The reliability of the questionnaire can be tested by looking at it in the appendices.

3.6 Summary

The researcher adopted the descriptive content- analysis approach method. The samples of the study are chosen systematically. They are forty teachers who teach English as ESL or EFL in Sudan, Omdurman Province. The researcher used questionnaire as a data collecting tool. It was distributed to forty teachers at Omdurman Province and answered by putting a tick on the appropriate space. The statistical method is used to analyse the results of the questionnaire and it will be analysed and interpreted in the following chapter.

Chapter Four

Data analysis

4.0 Introduction

This chapter introduces the presentation of data. Then, it shifts to the analysis of the data in tables and graphs. After that, it discusses the outcome of the analysis. Next, it interprets the data. Finally, it concludes with the testing of hypotheses.

4.1 Presentation of the Questionnaire Data

In the questionnaire study, the opinions of the teachers' sample were investigated by means of writing. The questionnaire consisted of 20 items. A copy of the English version of the questionnaire is included in Appendix. The researcher immediately, on completion of construction, revision, and judging; administered the questionnaire sheets to 40 participants. Because the sheets were handled and then collected in presence of the researcher, all were returned and all of the responses received were usable. The nominal variables (Agree, Neutral, Disagree) were converted to numeric variables (1, 2, 3), respectively. The data was unloaded in the following tables and bar graphs.

4.2 Analysis of the Questionnaire Data

The purpose of the questionnaire was to assess the teachers' views, opinions and experience about Assessing monitoring of Time Management in the Classroom. The first step in the analysis was to calculate the mean and the standard deviation for each item. The results are shown in the following tables with the number of responses received in each response category. The means shown were obtained by assigning numerical values to the responses as follows: Agree =1, Neutral= 2, Disagree =3.

Statement (1) Time is an important factor for observation in the classroom.

Table (1) Frequency distribution of statement (1)

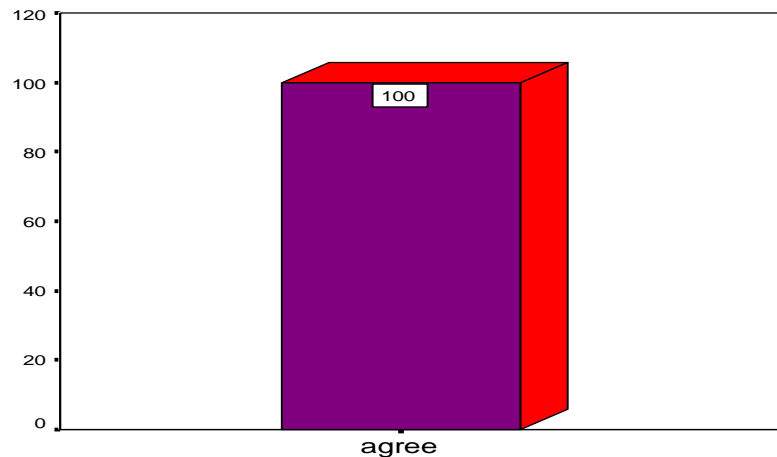| Category	Frequency	Percentage
Agree	40	100%
Neutral	0	0.00%
Disagree	0	%0.00
Total	40	100%

Figure (1) Frequency distribution of statement (1)

 Table 1 and Figure 1 show the frequency distribution of the study sample answers to the first questionnaire statement.

Table 1 and Figure 1 indicate that (40) participants with the rate (100%) of the study sample agreed to the first statement of the questionnaire. **Statement (2)** Time is observed reasonably in the classroom.

Disagree	5	12.5%
Total	40	100%

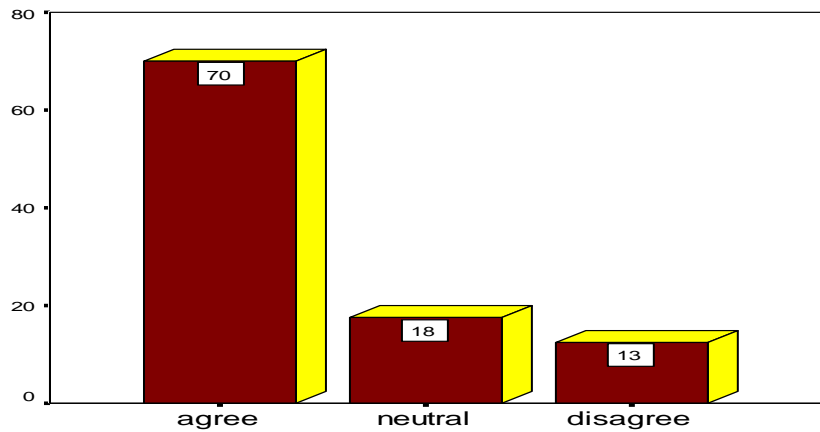**Table (2) Frequency distribution of statement (2)**

Figure (2) Frequency distribution of statement (2)

Table 2 and Figure 2 indicate that (28) participants with the rate (70.0%) of the study sample agreed, (7) participants with the rate (17.5%) were neutral and (5) participants with the rate (12.5%) disagreed to the second statement of the questionnaire.

Statement (3) It is essential to assess time by teachers.

Category	Frequency	Percentage
Agree	32	80.0%
Neutral	7	17.5%
Disagree	1	2.5%
Total	40	100.0%

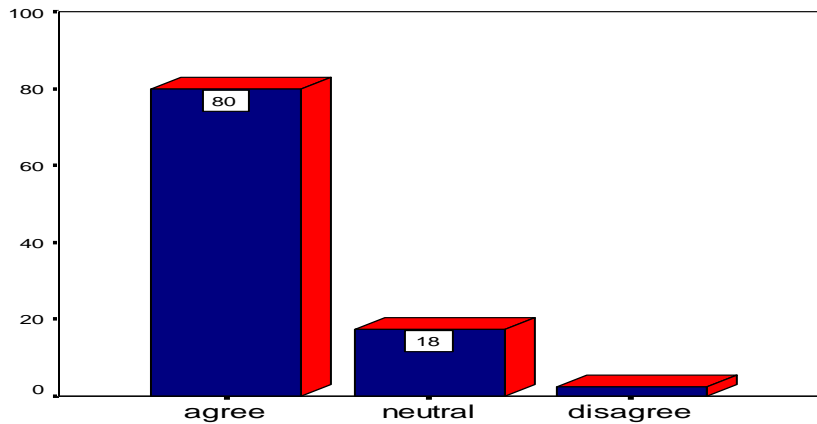**Table (3) Frequency Distribution of Statement (3)**

Figure (3) Frequency Distribution of Statement (3)

Table 3 and Figure 3 indicate that (32) participants with the rate (80.0%) of the study sample agreed, (7) participants with the rate (17.5%) were neutral and (1) participant with the rate (2.5%) disagreed to the third statement of the questionnaire.

Statement (4) Time should be controlled in the classroom.

Category	Frequency	Percentage
Agree	39	97.5%
Neutral	1	2.5%
Disagree	0	0.00%
Total	40	100.0%

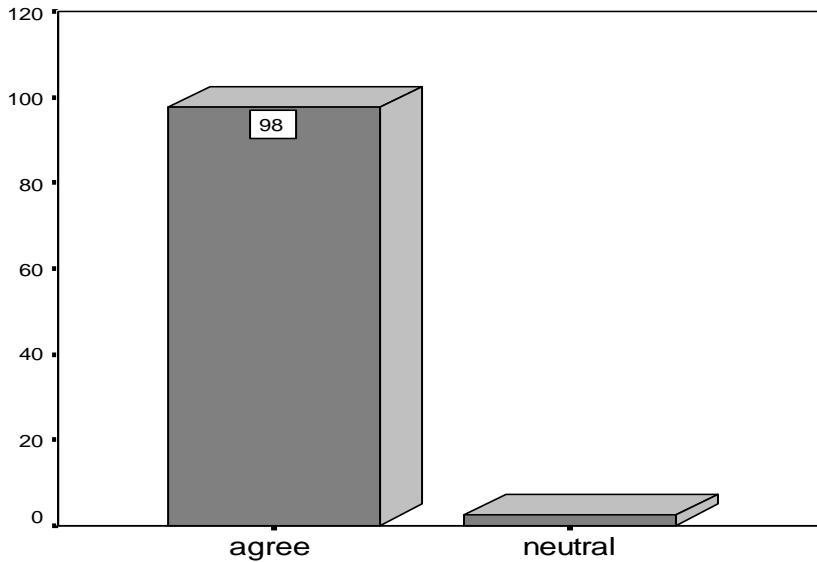**Table (4) Frequency Distribution of Statement (4)**

Figure (4) Frequency Distribution of Statement (4)

Table 4 and Figure 4 indicate that (39) participants with the rate (97.5%) of the study sample agreed, (1) participant with the rate (2.5%) were neutral and (0) participants with the rate (00.0%) disagreed to the fourth statement of the questionnaire.

Statement (5) It is important to use time effectively in the classroom.

Category	Frequency	Percentage
Agree	35	87.5%
Neutral	4	10.0%
Disagree	1	2.5%
Total	40	100.0%

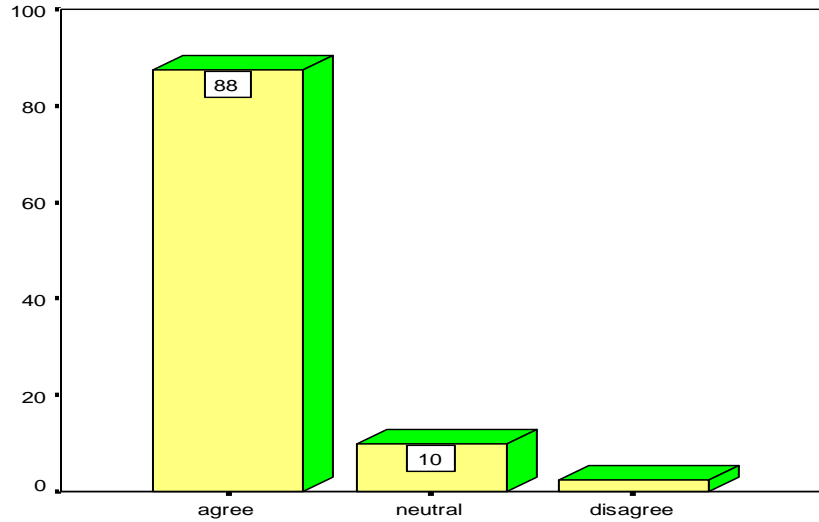**Table (5) Frequency distribution statement (5)**

Figure (5) Frequency distribution statement (5)

Table 5and Figure 5 indicate that (35) participants with the rate (87.5%) of the study sample agreed, (4) participants with the rate (10.0%) were neutral and (1) participant with the rate (2.5%) disagreed to the fifth statement of the questionnaire.

Statement (6) It is important to manage time in the classroom.

Category	Frequency	Percentage
Agree	35	87.5%
Neutral	5	12.5%
Disagree	0	0.00%
Total	40	100.0%

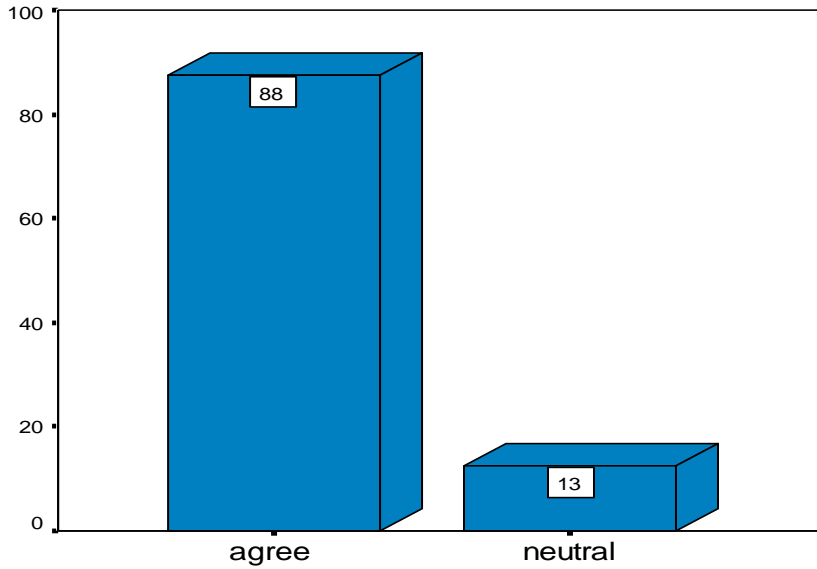**Table (6) Frequency distribution statement (6)**

Figure (6) Frequency distribution statement (6)

Table 6and Figure 6 indicate that (35) participants with the rate (87.5%) of the study sample agreed, (5) participants with the rate (10.0%) were neutral and (0) participants with the rate (00.0%) disagreed to the sixth statement of the questionnaire.

Statement (7) I always manage time in the classroom.

Category	Frequency	Percentage
Agree	23	57.5%
Neutral	9	22.5%
Disagree	8	20.0%
Total	40	100.0%

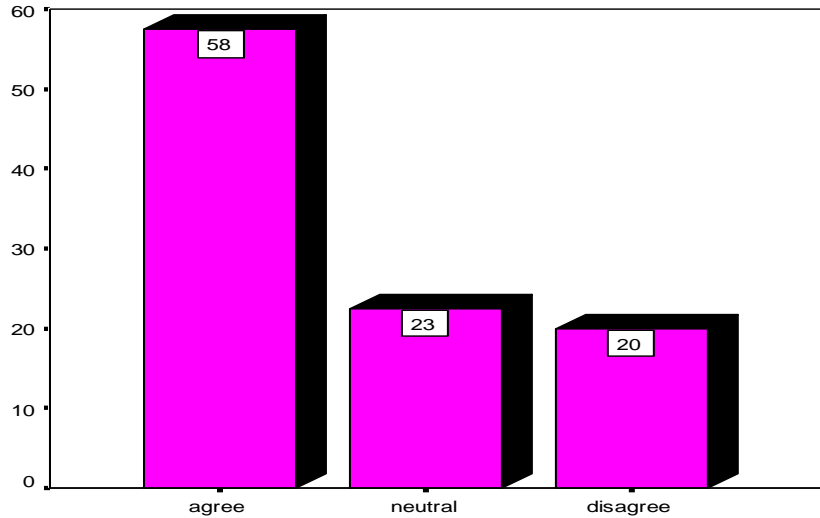**Table (7) frequency distribution statement (7)**

Figure (7) Frequency distribution statement (7)

Table 7and Figure7 indicate that (23) participants with the rate (57.5%) of the study sample agreed, (9) participants with the rate (22.5%) were neutral and (8) participants with the rate (20.0%) disagreed to the seventh statement of the questionnaire.

Statement (8) I always observe time in the classroom.

Category	Frequency	Percentage
Agree	25	62.5%
Neutral	11	27.5%
Disagree	4	10.0%
Total	40	100.0%

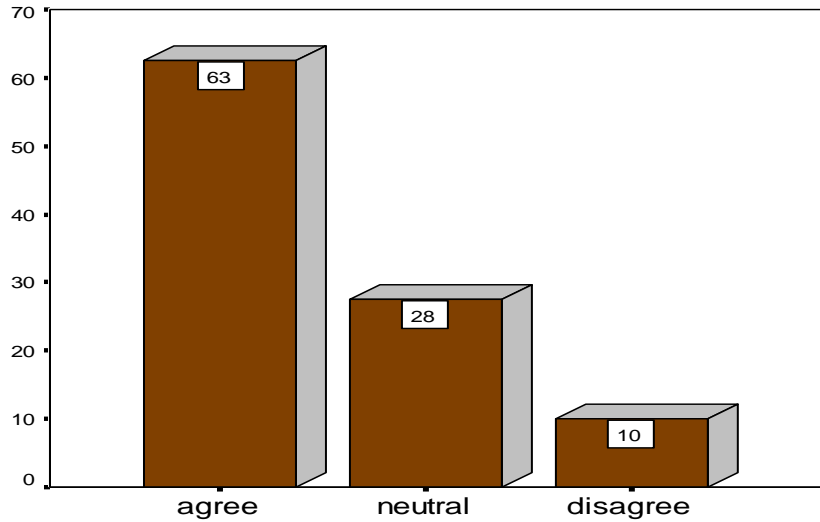**Table (8) Frequency distribution statement (8)**

Figure (8) Frequency distribution statement (8)

Table 8and Figure8 indicate that (25) participants with the rate (62.5%) of the study sample agreed, (11) participants with the rate (27.5%) were neutral and (4) participants with the rate (10.0%) disagreed to the eighth statement of the questionnaire.

Statement (9) Time is segmented among the parts of the lesson.

Category	Frequency	Percentage
Agree	33	82.5%
Neutral	3	7.5%
Disagree	4	10.0%
Total	40	100.0%

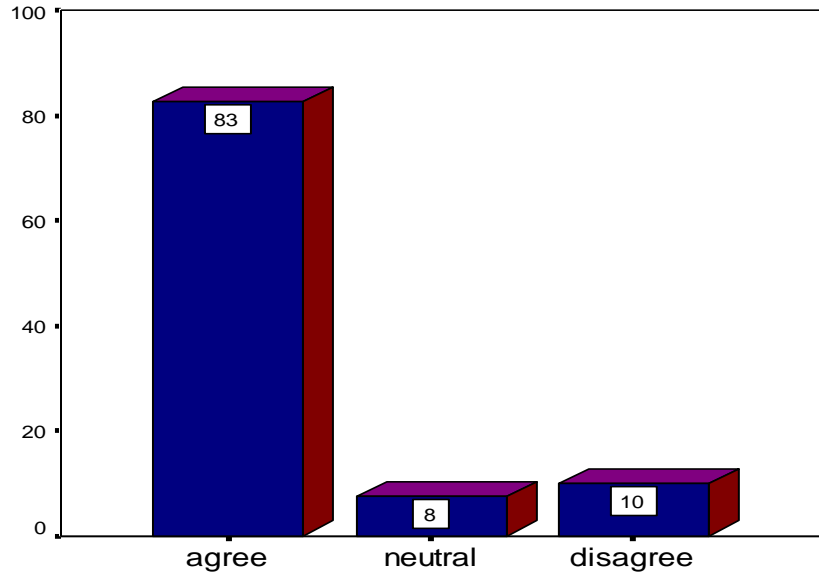**Table (9) Frequency distribution statement (9)**

Figure (9) Frequency distribution statement (9)

Table 9and Figure9 indicate that (33) participants with the rate (82.5%) of the study sample agreed, (3) participants with the rate (7.5%) were neutral and (4) participants with the rate (10.0%) disagreed to the ninth statement of the questionnaire.

Statement (10) Sometimes, time is not sufficient for completing the period of time for the lesson.

Category	Frequency	Percentage
Agree	20	50.0%
Neutral	7	17.5%
Disagree	13	32.5%
Total	40	100.0%

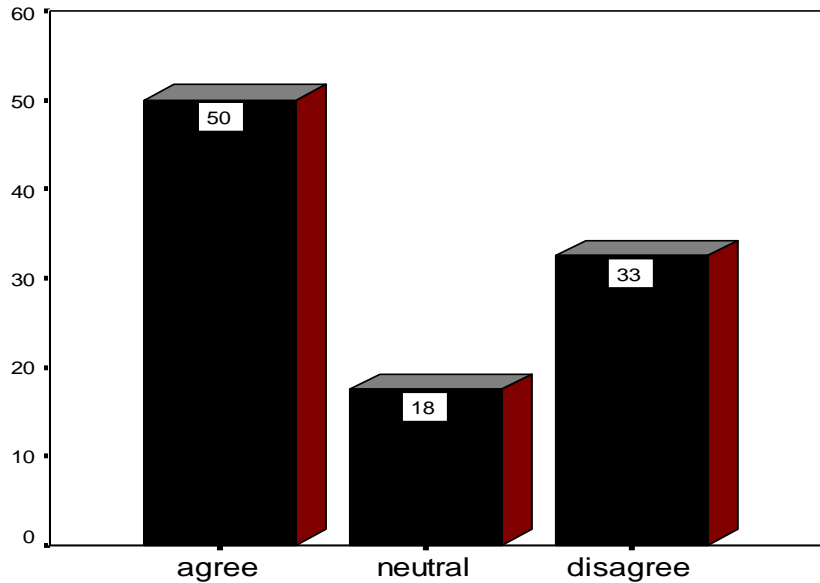**Table (10) Frequency distribution statement (10)**

Figure (10) Frequency distribution statement (10)

Table 10and Figure10 indicate that (20) participants with the rate (50.0%) of the study sample agreed, (7) participants with the rate (17.5%) were neutral and (13) participants with the rate (32.5%) disagreed to the tenth statement of the questionnaire.

Statement (11) Lessons of the syllabus are distributed by the ministry of Education or school administration.

Category	Frequency	Percentage
Agree	17	42.5%
Neutral	12	30.0%
Disagree	11	27.5%
Total	40	100.0%

Table (11) Frequency distribution statement (11)

Figure (11) Frequency distribution statement (11)

Table 11and Figure11 indicate that (17) participants with the rate (42.5%) of the study sample agreed, (12) participants with the rate (30.0%) were neutral and (11) participants with the rate (27.5%) disagreed to the eleventh statement of the questionnaire.

Statement (12) Time distribution is always enough to cover the syllabus and other lessons activities.

Category	Frequency	Percentage
Agree	17	42.5%
Neutral	9	22.5%
Disagree	14	35.0%
Total	40	100.0%

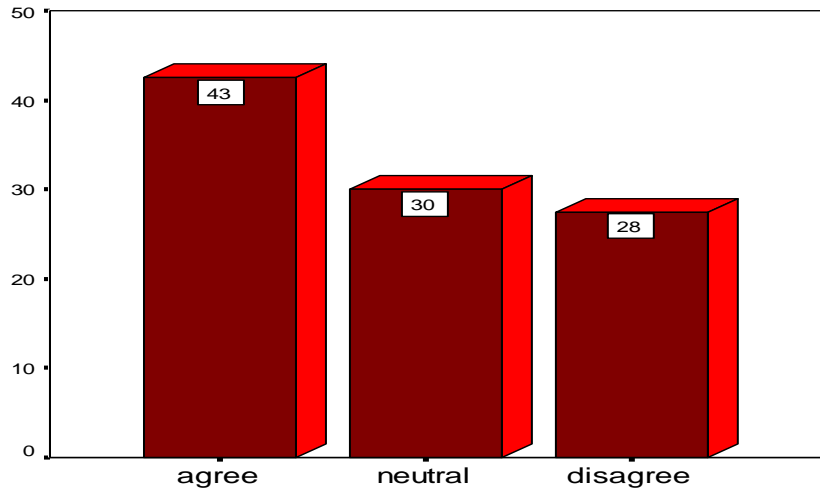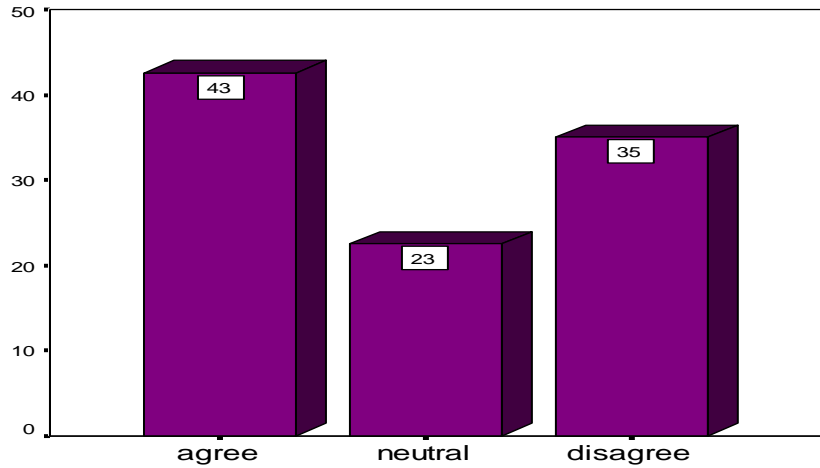**Table (12) Frequency distribution statement (12)**

Figure (12) Frequency distribution statement (12)

Table 12and Figure12 indicate that (17) participants with the rate (42.5%) of the study sample agreed, (9) participants with the rate (22.5%) were neutral and (14) participants with the rate (35.0%) disagreed to the twelfth statement of the questionnaire.

Statement (13) Sometimes I cannot cover the whole syllabus, due to different circumstances e.g. sickness, rain, flood, or other disasters.

Category	Frequency	Percentage
Agree	33	82.5%
Neutral	5	12.5%
Disagree	2	5.0%
Total	40	100.0%

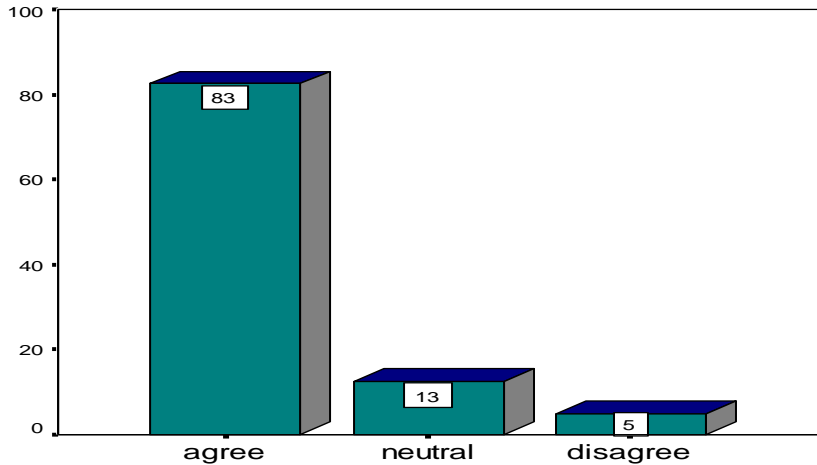**Table (13) Frequency distribution statement (13)**

Figure (13) Frequency distribution statement (13)

Table 13and Figure13 indicate that (33) participants with the rate (82.5%) of the study sample agreed, (5) participants with the rate (12.5%) were neutral and (2) participants with the rate (5.0%) disagreed to the thirteenth statement of the questionnaire.

Statement (14) The Ministry of Education or school administration is responsible for the incomplete of achievements of the syllabus because of some sudden circumstances.

Category	Frequency	Percentage
Agree	28	70.0%
Neutral	6	15.0%
Disagree	6	15.0%
Total	40	100.0%

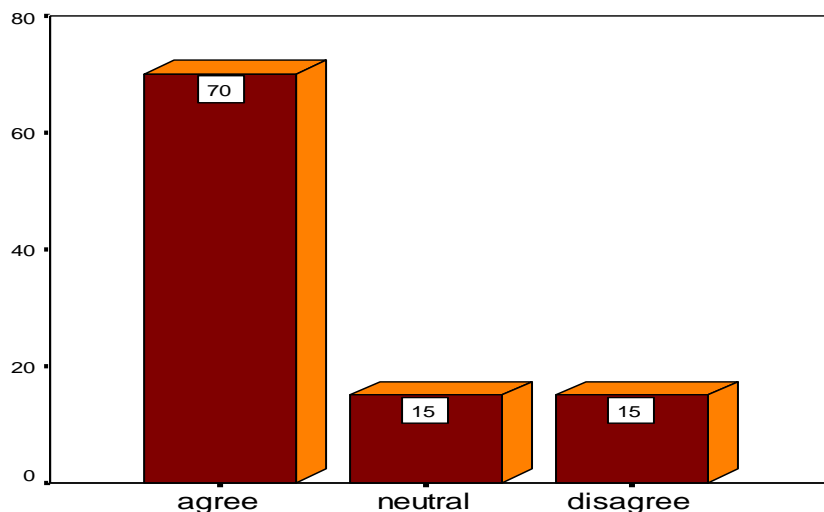**Table (14) Frequency distribution statement (14)**

Figure (14) Frequency distribution statement (14)

Table 14and Figure14 indicate that (28) participants with the rate (70.0%) of the study sample agreed, (6) participants with the rate (15.0%) were neutral and (6) participants with the rate (15.0%) disagreed to the fourteenth statement of the questionnaire.

Statement (15) Teachers are excused from the Ministry of Education and school administration; therefore, they don't complete their school syllabi when they face sudden obstacles.

Category	Frequency	Percentage
Agree	18	45.0%
Neutral	10	25.0%
Disagree	12	30.0%
Total	40	100.0%

Table (15) Frequency distribution statement (15)

Figure (15) Frequency distribution statement (15)

Table 15and Figure15 indicate that (18) participants with the rate (45.0%) of the study sample agreed, (10) participants with the rate (25.0%) were neutral and (12) participants with the rate (30.0%) disagreed to the fifteenth statement of the questionnaire.

Statement (16) Time is distributed moderately and in harmony to cover the whole activities of teaching by the administration.

Category	Frequency	Percentage
Agree	16	40.0%
Neutral	12	30.0%
Disagree	12	30.0%
Total	40	100.0%

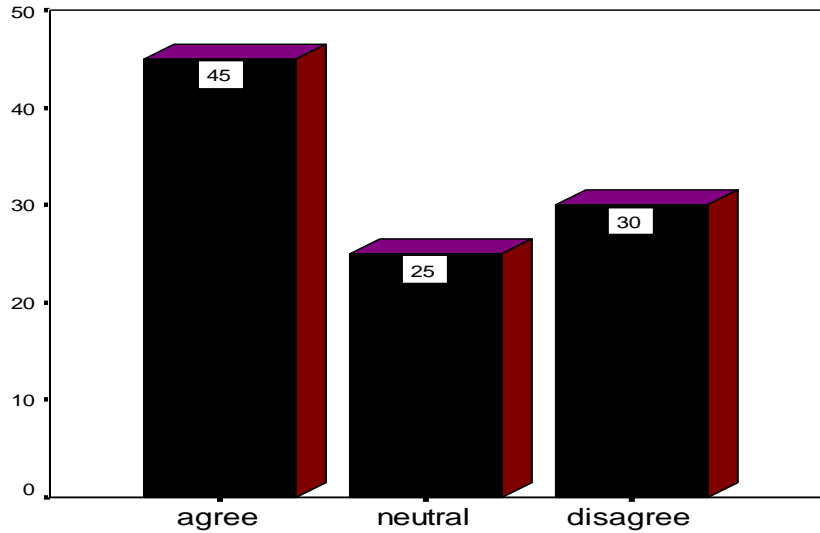**Table (16) Frequency distribution statement (16)**

Figure (16) Frequency distribution statement (16)

Table 16and Figure16 indicate that (16) participants with the rate (40.0%) of the study sample agreed, (12) participants with the rate (30.0%) were neutral and (12) participants with the rate (30.0%) disagreed to the sixteenth statement of the questionnaire.

Statement (17) The distribution of time is not done by the school administration.

Category	Frequency	Percentage
Agree	19	47.5%
Neutral	9	22.5%
Disagree	12	30.0%
Total	40	100.0%

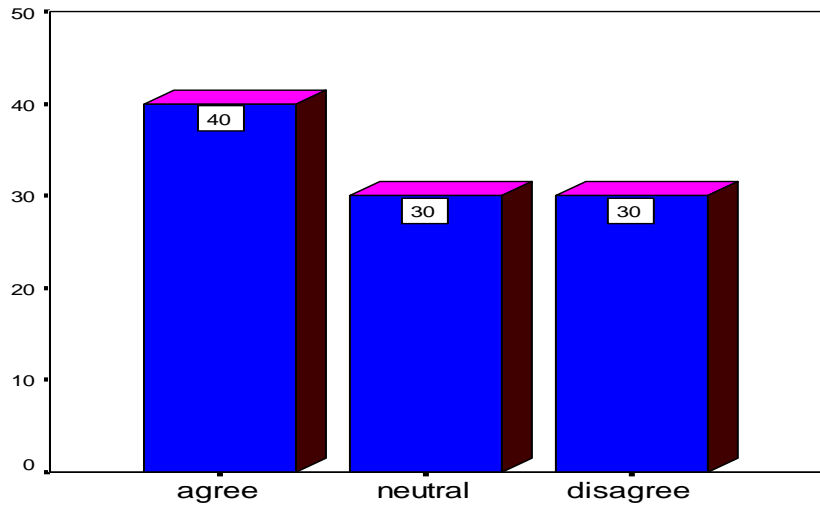**Table (17) Frequency distribution statement (17)**

Figure (17) Frequency distribution statement (17)

Table 17and Figure17 indicate that (19) participants with the rate (47.5%) of the study sample agreed, (9) participants with the rate (22.5%) were neutral and (12) participants with the rate (30.0%) disagreed to the seventeenth statement of the questionnaire.

Statement (18) Visitors come to the classroom and waste the time devoted for the syllabus.

Category	Frequency	Percentage
Agree	27	67.5%
Neutral	5	12.5%
Disagree	8	20.0%
Total	40	100.0%

Table (18)   **Frequency distribution statement (18)**
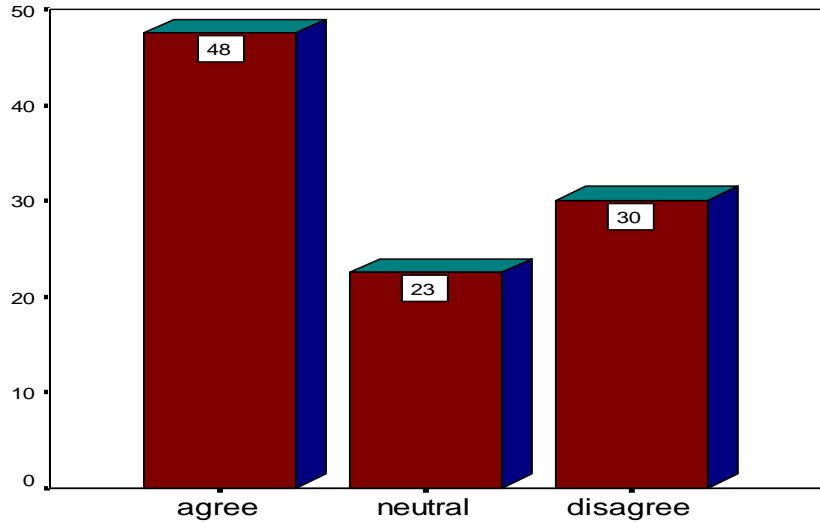
Figure (18) Frequency distribution statement (18)

Table 18and Figure18 indicate that (27) participants with the rate (67.5%) of the study sample agreed, (5) participants with the rate (12.5%) were neutral and (8) participants with the rate (20.0%) disagreed to the eighteenth statement of the questionnaire.

Statement (19) The shortage of books and inconvenient environment of school affect managing the syllabus adequately.

Category	Frequency	Percentage
Agree	34	85.0%
Neutral	1	2.5%
Disagree	5	12.5%
Total	40	100.0%

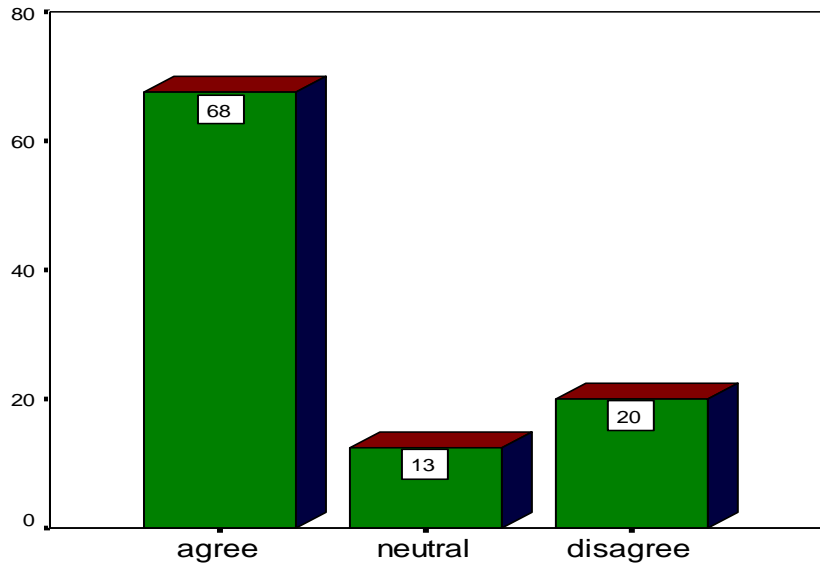**Table (19) Frequency distribution statement (19)**

Figure (19) Frequency distribution statement (19)

Table 19and Figure19 indicate that (34) participants with the rate (85.0%) of the study sample agreed, (1) participants with the rate (2.5%) were neutral and (5) participants with the rate (12.5%) disagreed to the nineteenth statement of the questionnaire.

Statement (20) Teachers of insufficient experience, preparation and training are liable to inadequate time management.

Category	Frequency	Percentage
Agree	33	82.5%
Neutral	4	10.0%
Disagree	3	7.5%
Total	40	100.0%

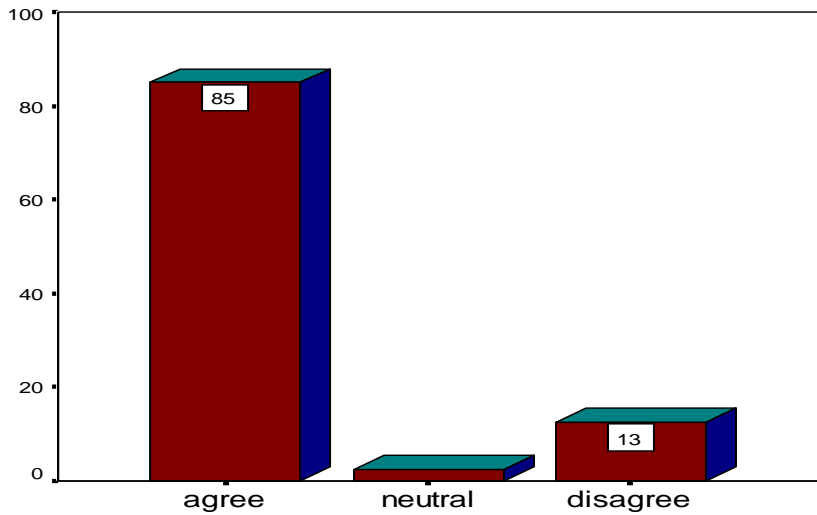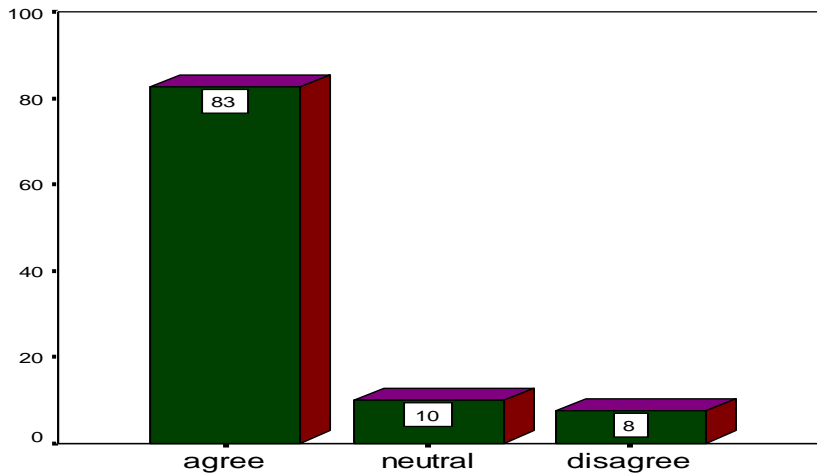**Table (20) Frequency distribution statement (20)**

Figure (20) Frequency distribution statement (20)

Table 20and Figure20 indicate that (33) participants with the rate (82.5%) of the study sample agreed, (4) participants with the rate (10.0%) were neutral and (3) participants with the rate (7.5%) disagreed to the twentieth statement of the questionnaire.

4.3 Interpretation and Discussion of Data

The data analysed is worth to be traced and explained by the researcher. This section will handle issues related to the data analyzed. The starting point is that time as an important factor for observation in the classroom is regarded by respondents to reach a percentage agree of (100%) according to the respondents' answers. It is observed with (70%) agreed, it is also assessed by (80%) of the respondents, controlled with (97.5%) and above all it is important for most of the respondents (87.5%). Again the respondents agreed to manage time, always agreed to manage it as an important factor, well segmented and worth to be appreciated and assessed. It is necessary to mention the role of time in the classroom which enables both learners and teachers to accomplish the education process adequately and perfectly, but if it is exploited with all parts involved in the process. Data showed that time is not distributed by the Ministry of Education and Private School

Administrations (42.5%) of agree respondents and against (35%) of disagreed respondents which explains that time is really worth much than that and it needs more respect to be generalised to all parts involved to be aware of its essentiality and its necessity as a factor that should be well distributed, observed, controlled and above all well assessed. The distribution of time which is done is not enough to cover the syllabi in most of the cases as reflected by (82.5%) of agreed respondents and that due to some sudden obstacles. It is inevitable for the Ministry of Education and Private School administration to be responsible for the incompletion of the syllabi (70%) agreed due to sudden circumstances. But on the other hand teachers are not excused, they still responsible for the incompletion as showed by (30%) disagree and that leads to some dispute from all parts share in the education process. The distribution of time by the Ministry of Education is done and reach (42%) agreed respondents while other (27%) disagreed. This may show some complications concerning the distribution of time to reach teachers at schools. The private schools respondents' results showed (47.5%) agreed to the distribution of time against (30%) disagreed respondents. It is worth mentioning that the respondents voted and (40%) agreed - to the procedures of time which is distributed moderately and in a harmony to cover the whole activities of teaching by school administration - but (12%) disagreed.

4.4 Testing the Hypotheses

The researcher stated four hypotheses in chapter one. The first hypothesis is: Teachers achievements in the class are connected with time management. It seemed that this is realized and reinforced by the respondents because (100%) agreed to call time an important factor for observation, observed reasonably (70%) agreed, essential to be assessed by teachers (80%) agreed, should be controlled (97.5%) agreed and it is important to use and observe it (87.5%) agreed.

The second hypothesis is: Some activities in the classroom requested an extra time that disturbed time management. The second one is also emphasized by the respondents; managing time in the classroom is important (87.5%) agreed, they always manage time in the classroom (57.5%) agreed, they observe time (62.5%) agreed, segmented by teachers in the classroom (82.5%) agreed and sometimes it is not sufficient to cover the time of the period (50%) greed.

The third hypothesis is: Time management influences teachers' performance in relation to the rights and duties. The activities and of the classroom are distributed by the Ministry of Education or school administration (42.5%) agreed, but (35.5%) disagreed. Some teachers can not cover the syllabi due to different circumstances (82.5%) agreed. The Ministry of Education and school administration is responsible for the incomplete achievement of the syllabus and that because of sudden circumstances (70%) agreed, but teachers are excused from the Ministry of Education and school administration when they do not achieve the syllabi when they face sudden obstacles (45%) agreed but (30%) disagreed. Hence, there seems to be a contradiction between the teachers' rights in achieving the work within a limited duration of time and their formal duties which they should perform on one hand and the rights given to them in cases of sudden obstacles on the other hand.

The fourth and the final hypothesis is: The time management in the classroom heavily depends on the stability of general time agenda without considering any sudden circumstances. Time is distributed moderately to cover the activities of teaching (40%) agreed but (30%) disagreed. The distribution of time is not done by the school administration (47%) agreed but (30%) disagreed. Visitors waste the time devoted for the syllabi (67%) agreed but (20%) disagreed. The shortage of books and inconvenient environment affect managing the syllabi adequately (85%) agreed. And finally, teachers of insufficient experience, preparation and training are liable to inadequate time management (82%) agreed. It is true time

management depends on stability as the study suggested, it is not distributed adequately as stated, some visitors waste students and teachers' time and unskillful teachers are not managing their time adequately.

Chapter Five

Conclusion

5.0 Introduction

This chapter concludes the study. It consists of summary for the whole chapters. It also states the findings and results. Moreover, it shows some recommendations. Finally, it terminates by stating some suggestions for further studies.

5.1 Summary

This study introduces the problem of assessing monitoring of time management in the classroom. It also suggests manipulations under the title the Assessing monitoring of Time Management in the Classroom. Then, the researcher stated four hypotheses. To investigate the root of the problem; the researcher reviewed the conceptual, theoretical frame work and the previous studies in related literature. Moreover, the researcher provided many procedures in order to enhance the use of time in the classroom; with clear adjustment procedures for the time and its management; in many forms of tasks, activities and above all suggested lesson plans with reasonable timing adjustment. After that, the researcher stated method to handle the study. The researcher chose the descriptive content analysis approach; probability random sampling; simple random sampling; the systematic random sampling. The tool was a questionnaire; closed form. The subjects are the English teachers for (EFL) at the Basic Level schools at Omdurman Province, Khartoum State, the academic year (2012- 2013). Also, the researcher analysed the questionnaire using the SPSS programme. Finally, the researcher analysed, discussed, interpreted the data and the hypotheses are tested. In this chapter the researcher will state the findings, results, recommendations and suggestions for further studies.

5.2 Findings and Results

This researcher found the following results:

1-Time is observed, controlled, segmented in the classroom and it is recommended to be assessed by teachers to accomplish the education process adequately.

2- Teachers manage their time in the classroom for they observed and segmented it among the parts of the lessons.

3- The distribution of time and the lessons of the syllabus are not paid good attention from the Ministry of Education and private schools administrations.

4- No extra time is available for teachers and no extra reserve teachers to continue in the case of sudden obstacles or due to different circumstances.

5- The shortage of students' text books and inconvenient school environment have negative effect in teaching, learning and cause constraints of time management in the classroom.

5.3 Recommendations

The researcher recommends and suggests the following points:

1- The distribution of time and periods should be stated clearly by the Ministry of Education and private school authorities.

2- When the Ministry of Education plans the calendar of the academic year; it is better to spare extra time for unknown emergencies.

3- Time management should be taught to teachers to exploit the use of time positively.

4- There should be training programmes periodically for teachers to equip them with the new methods of teaching.

5.4 Suggestion for Further Studies

More research studies on time management in the field of education are in great request for the benefits of all parts in educational fields.

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APPENDICES

Appendix (1)

- **The lesson plans**

Lesson plan formula
Appendices

Date/ .... **Class(es)/8th class /………./…………/…………… Unit/ 2 Lesson/ 11**

Period/ …………. Time allotted/ 40 minutes

Instructional objectives	Procedures	Evalu
By the end of the lesson the pupils should be able to: 1- Read the text silently. 2- Answer pre-reading questions. 3- Answer comprehension and discussion questions.	**Warm up:** What is Ali Clay famous for? What is Khalifa Umar famous for? What is Maradona famous for? **Steps:** **Presentation.** The Tr presents the new vocabulary, and then writes gist questions. The Pls read the questions, read a gain and answer.	1-What team play against? 2- Who score goal? 3- Why was given?
New vocabulary	**Controlled practice.** The Pls read the comprehension questions, read again and answer.	
against – attack – national – referee - score – whistle.	**Free practice (production).** The Pls read for the third time and answer the discussion questions e.g. How did the match end? Give the opposites of the words, look and fill. **Teaching Aids:** Pupil's book page (42/43) Flash cards ( ) Posters ( ) Others ( )	4- The Pls ar give the oppo underlined w **Homev**
		Pupil's book 1-6) Copy Q answer. Others ( )

Teacher's signature/ ………………………………….. Headmaster's signature/
………………………………. Supervisor's signature/ …………………………………

Lesson plan formula
Appendices

Date/ ………………………. Class(es)/8th class/………./…………/……………

Unit/2 Lesson/ 8 Period/ …………. Time allotted/ 40 minutes

Instructional objectives	Procedures	Evalu

By the end of the lesson the pupils should be able to:	Warm up:	
1- Listen and answer pre-listening questions. 2- Listen and answer the comprehension and discussion questions.	-They are asked to complete the letter orally on page 32. - Do you make telephone calls? What do people say when they make telephone calls? Steps: **Presentation.** The Tr presents the new vocabulary, then, he writes the gist questions on board. The Pls listen and answer the questions. Listen again and answer.	-What is the number of th -Who did he talk to? -How long w in the hotel?
New vocabulary	**Controlled practice.** Pls listen again and answer the comprehension questions (ask and answer in pairs after they listen).	-Act and mal conversation
Book (v)- manager (n)- receptionist (n)	**Free practice (production).** Pls arrange the sentences in pairs and act the dialogue/ complete the spaces. **Teaching Aids:** Pupil's book page (33-34-35) Flash cards ( ) Posters ( ) Others (tape recorder/ or teacher voice)	
		Homev
		Pupil's book)copy conver Others ( )

Teacher's signature/ ………………………………….. Headmaster's signature/
………………………………… Supervisor's signature/ …………………………………

Lesson plan formula
Appendices
Date/ ………………………. Class(es)/8th class/………./…………/…………… Unit/4
Lesson/ 6 Period/ …………. Time allotted/ 40 minutes

Instructional objectives	Procedures	Evalu
By the end of the lesson the pupils should be able to: 1-Practise speaking and fill in the visa application form.	**Warm up:** Pls are asked to fill in the boxes with numbers, words and answer the question on page, 96. Steps: **Presentation.** The Tr presents the new vocabulary, then, the Pls read the imperative sentences in pairs ask and answer the questions orally. **Controlled practice.** The Pls read the form, ask and answer questions in	-The Pls are read the sent -What's your nationality? -When were -Where were -What's the

New vocabulary	pairs (closed) and fill in the form.	No?
	Free practice (production). The pls practise speaking in pairs (closed-opened pair work), ask, answer, make true sentences and write a letter to friends to tell them about the arrangements.	- When/Whe passport issu -The Pls are make senten write a letter
air ticket – certificate - entry visa – exit visa – health – issue – nationality.	**Teaching Aids:** Pupil's book page (97-98) Flash cards ( ) Poster(s) (√) Others ( )	
		Home
		Pupil's book)Pls write a l Others ( )

Teacher's signature/ …………………………………….. Headmaster's signature/
………………………………… Supervisor's signature/ …………………………………

Lesson plan formula
Appendices

Date/ ……………………… Class(es)/ 8th class/…………/…………… Unit/2
Lesson/ 6 Period/ …………. Time allotted/ 40 minutes

Instructional objectives	**Procedures**	**Evalu**
By the end of the lesson the pupils should be able to: 1- Write a personal letter to a friend.	**Warm up:** Pls differentiate between the letter and the post card. Where did the letter come from? What's Mr. Brown's address? **Steps:** **Presentation.** The Tr presents the new vocabulary and explains the steps of writing a letter. The Pls read and fill. **Controlled practice.**	-What's you -How do you letter?
New vocabulary	The Pls write a sample letter with the teacher. The Tr should write the marker sentences.	- The Pls are write a letter
address – Best wishes – date – dear – main body – sender.	**Free practice (production).** The Pls write a letter to their friend Tom and invite him to come and spend a holiday. **Teaching Aids:** Pupil's book page (29-30)	

	Flash cards ( ) Posters ( ) Others ( )	**Homew**
	Pupil's book)write a lette Others ( )	

Teacher's signature/ ……………………………….. Headmaster's signature/ …………………………… Supervisor's signature/ ……………………………

APPENDICES

Appendix (2)

- **The questionnaire**

Questionnaire   Appendices

Nile Valley University

Dear teacher, please answer my questionnaire honestly by making (√) in appropriate space. I regard your answers profoundly, thank you.

The title of the research/ Assessing Monitoring of Time Management in the classroom.

No.	Statement	Agree	Neutral	Disagree
1.	Time is an important factor for observation in the classroom.			
2.	Time is observed reasonably in the classroom.			
3.	It is essential to assess time by teachers.			
4.	Time should be controlled in the classroom.			
5.	It is necessary to use time effectively in the classroom.			
6.	It is important to manage time in the classroom.			
7.	I always manage time in the classroom.			
8.	I always observe time in the classroom.			
9.	Time is segmented among the parts of lessons.			
10.	Sometimes, time is not sufficient for completing the period of time for the lesson.			
11.	Lessons of the syllabus are distributed by the ministry of education or school administration.			
12.	Time distribution is always enough to cover the syllabus and other lessons activities.			
13.	Sometimes, I cannot cover the whole syllabus, due to different circumstances e.g. sickness, rain, flood, or other disasters.			
14.	The Ministry of Education or school administration is responsible for the incomplete achievements of the syllabus because of some sudden circumstances.			
15.	Teachers are excused from the Ministry of Education and School administration; therefore, they do not complete their school syllabi when they face sudden obstacles.			
16.	Time is distributed moderately and in harmony to cover the whole activities of teaching by the administration.			
17.	The distribution of time is not done by the administration.			
18.	Visitors come to classrooms and waste the time devoted for the syllabus.			
19.	The shortage of books and inconvenient environment of the school affect managing the syllabus adequately.			
20.	Teachers of insufficient experience, preparation and training are liable to inadequate time management.			