



**REVUE INTERNATIONALE DE LANGAGE ET DE
PEDAGOGIE**

**ACTES DU DEUXIEME COLLOQUE DU
CEBELAE
SUR LE THEME**

**ENSEIGNEMENT ET APPRENTISSAGE DES
LANGUES ETRANGERES DANS LE CONTEXTE
MULTILINGUE AFRICAIN : ENJEUX, DEFIS ET
PERSPECTIVES**

(Université d'Abomey-Calavi du 28 au 30 juin 2023)

**REVUE SEMESTRIELLE DU CENTRE BENINOIS DES LANGUES
ETRANGERES (CEBELAE)
DE**

L'UNIVERSITE D'ABOMEY-CALAVI (UAC), BENIN

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Sous la direction du :

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JUIN 2023

Colloque tenu à l'Université d'Abomey-Calavi du 28 au 30 juin 2023

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Colloque tenu à l'Université d'Abomey-Calavi du 28 au 30 juin 2023

LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La *Revue Internationale de Langage et de Pédagogie (RIL@P)* est une revue scientifique spécialisée qui couvre les domaines de recherche tels que les lettres, la linguistique, la sociolinguistique, la didactique, les sciences de l'éducation et les sciences sociales. Les articles que nous y publions peuvent être écrits en français, en anglais, en espagnol ou en allemand. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu un avis favorable à leur soumission sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique et de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

➤ La taille des articles

Volume : 12 à 15 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

➤ Ordre logique du texte

- Un **TITRE** en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long (au plus 2 lignes) ;
- Un Résumé est fait en français et en anglais ou en allemand (pour les articles rédigés en allemand). Le résumé doit comporter 50 à 200 mots maximum avec pour interligne 1. ;

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Les mots clés au nombre de 05 font partie du résumé ;

- Le second résumé ou abstract est juste la traduction du résumé original. Il est aussi fait de mots clés exactement comme dans le premier cas et suit les mêmes restrictions par rapport au nombre de mots ;
- Une Introduction ;
- Un Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

1 . Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section,
etc.

➤ Pour le **Titre** de la deuxième section

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etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources effectivement consultées et citées dans le texte doivent figurer dans une rubrique, en fin de texte, intitulé :

- **Références Bibliographiques**

Les divers éléments d'une référence bibliographique sont présentés comme suit : NOM et Prénom (s) de l'auteur, Année de publication, Zone

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titre, Lieu de publication, Zone Editeur, pages (p.) occupées par l'article dans la revue ou l'ouvrage collectif.

- Dans la zone titre, le titre d'un article est présenté en romain et entre guillemets, celui d'un ouvrage, d'un mémoire ou d'une thèse, d'un rapport, d'une revue ou d'un journal est présenté en italique. Dans la zone Editeur, on indique la Maison d'édition (pour un ouvrage), le Nom et le numéro/volume de la revue (pour un article). Au cas où un ouvrage est une traduction et/ou une réédition, il faut préciser après le titre le nom du traducteur et/ou l'édition (ex : 2nde éd.).

- **La présentation des notes**

La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.** Les citations dans le corps du texte doivent être indiquées par un retrait avec tabulation 1 cm à gauche avec le texte mis en taille 11 et interligne 1.

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- (Initiale (s) du Prénom ou des Prénoms de l'auteur. Nom de l'Auteur, année de publication, pages citées). Ou
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Les citations et les termes étrangers sont en italique et entre guillemets « ».

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Les avis et opinions scientifiques émis dans les articles n'engagent que leurs propres auteurs. Les textes non publiés ne sont pas retournés.

La présentation des figures, cartes, graphiques...doit respecter le format (format : 15/21) de la mise en page de *RIL@P*.

Tous les articles doivent être envoyés à l'adresse suivante : rilap2022@gmail.com et copie faite aux adresses (courriels) suivantes : rissikatouba@gmail.com / cebelaeuac@gmail.com .

NB : Un auteur dont l'article est retenu pour publication dans *RIL@P* participe aux frais d'édition par article et par numéro. Il reçoit, à titre gratuit, un tiré-à-part et une copie de la revue publiée à raison de quarante mille (40.000) francs CFA.

2. DOMAINES DE RECHERCHE

La *Revue Internationale de Langage et de Pédagogie (RIL@P)* est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **Lettres** : littératures, cultures et civilisations ;
- **Langues** : linguistique, didactique des langues, traduction, interprétation des langues et communication ;
- **Sciences de l'éducation** ;
- **Sciences sociales** ;
- Les **sujets généraux d'intérêts vitaux** pour le développement des études en pédagogie, langues et sciences de l'éducation et sociales.

Au total, la *Revue Internationale de Langage et de Pédagogie (RIL@P)* se veut le lieu de rencontre et de dissémination de nouvelles idées et d'opinions savantes dans les domaines ci-dessus cités.

LE COMITE DE REDACTION

Colloque tenu à l'Université d'Abomey-Calavi du 28 au 30 juin 2023

EDITORIAL

Au Bénin comme presque partout en Afrique, l'enseignement/apprentissage des langues étrangères se pratique par une diversité de méthodes : méthode directe, méthode par compétence, méthode communicative etc. Mais toutes ces méthodes ne permettent pas d'atteindre facilement l'objectif d'un enseignement/apprentissage efficace des langues étrangères visées ; ce qui fait penser aux limites de ces différentes approches d'enseignement dans le contexte multilinguisme africain. En effet, l'environnement d'apprentissage des langues étrangères en Afrique est caractérisé par la présence de plusieurs langues premières pratiquées au quotidien par les apprenants et qui ne sont pas sans impact sur le processus d'acquisition de la langue étrangère à apprendre. L'enseignement/apprentissage des langues étrangères dans un contexte comme celui-ci pose donc d'énormes difficultés pédagogiques et didactiques. D'où la nécessité de la transition linguistique Langues nationales (LN)/Langue étrangère (LE) dans une perspective interactionnelle en milieu plurilingue africain (J. Poth, cité par Agbéflé K. G. 2017). A cet effet, plusieurs stratégies ont été expérimentées dans la pratique de l'enseignement/apprentissage des langues étrangères pour la prise en compte de la langue première de l'apprenant. Linguistes, pédagogues et didacticiens de langue ont aussi proposé plusieurs théories en la matière.

L'objectif de ce colloque qui a réuni une soixantaine de participants est de croiser les regards de professionnels de l'éducation et de chercheurs (didacticiens, linguistes, pédagogues) travaillant selon

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différentes approches théoriques et issus d'horizons variés, afin d'identifier les difficultés actuellement rencontrées, les actions mises en œuvre et les perspectives qui se dégagent selon les différents contextes d'enseignement des langues étrangères en Afrique. Les communications ont porté sur les thématiques suivantes :

Thématique 1 : Approches théoriques d'enseignements des langues étrangères et plurilinguisme

Thématique 2 : Interactions plurilingues en contextes didactiques des langues étrangères

Thématique 3 : Culture et enseignement des langues étrangères

Thématique 4 : Numérique et enseignement/apprentissage des langues étrangères en Afrique

Thématique 5 : Homme, société, culture et langues

Dr Rissikatou MOUSTAPHA BABALOLA,
Maître de Conférences des Universités (CAMES),
Présidente du comité d'organisation

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THEMATIQUE 2 :
INTERACTIONS PLURILINGUES EN CONTEXTES DIDACTIQUES
DES LANGUES ETRANGERES

EXPLORING TIME-MANAGEMENT IMPEDIMENTS IN UPPER SECONDARY EFL CLASSES IN BENIN'S OUEMÉ-ATLANTIQUE-LITTORAL REGION

Coffi Martinien Zounhin Toboula¹, Sylvestre Dèkandé Tchagnonhou², Sessito Emeline
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Abstract:

This study explores the impediments to effective time management in Upper Secondary English as a Foreign Language (EFL) classes within Benin's Ouémé-Atlantique-Littoral region. The research aims to identify sociolinguistic, psycholinguistic, and pragmatic factors that hinder time management in EFL classrooms and the impact of poor time management on the teaching quality and academic performance of Beninese intermediate EFL learners. Practical solutions to address these time management challenges in the EFL classroom are also investigated. The study adopts a mixed methodology, employing both quantitative (descriptive statistical methods) and qualitative approaches using thematic inductive analysis techniques based on Terry et al.'s (2017) work. The target population includes 132 secondary school administrators, primarily EFL instructors, principals, and supervisors from public and private secondary schools in Benin's Ouémé, Atlantique, and Littoral regions. Data collection involved a semi-structured questionnaire comprising eight questions. The findings reveal several factors impeding time management, such as inadequate teacher training, insufficient planning and preparation, and a dearth of instructional materials. Furthermore, poor time management negatively affects students' learning outcomes, resulting in low academic performance. The study recommends that teachers undergo effective time management training, gain access to instructional resources, and receive adequate support from the school administration. A conceptual framework is presented, providing a comprehensive approach to address time management challenges in the EFL classroom. By grasping the significance of time management, developing effective strategies, and implementing them in the classroom, teachers can ensure their students promptly achieve their learning objectives.

Keywords: Time management, EFL Teaching, Secondary school education, Pedagogical effectiveness, Classroom management

Résumé :

La présente étude explore les entraves à une gestion efficace du temps au sein des classes d'Anglais Langue Étrangère (ALE) du cours secondaire deuxième cycle dans la région de l'Ouémé-Atlantique-Littoral au Bénin. L'objectif de cette recherche est d'identifier les facteurs sociolinguistiques, psycholinguistiques, et pragmatiques qui entravent la gestion du temps dans les classes d'ALE, ainsi que l'impact d'une mauvaise gestion du temps sur la qualité de l'enseignement et la performance académique des apprenants béninois d'ALE de niveau intermédiaire. Des solutions pratiques visant à résoudre ces problématiques de gestion du temps en classe d'ALE sont également étudiées. L'étude adopte une méthodologie mixte, faisant appel tant aux approches quantitatives (méthodes de statistiques descriptives) qu'aux approches qualitatives, en utilisant les techniques d'analyse inductive thématique fondées sur le travail de Terry et al. (2017). La population cible de cette étude comprend 132 administrateurs d'écoles secondaires, principalement des instructeurs d'ALE, des chefs d'établissements, et des superviseurs d'écoles secondaires publiques et privées dans les régions de l'Ouémé, de l'Atlantique, et du Littoral du Bénin. La collecte des données a été réalisée à l'aide d'un questionnaire semi-structuré composé de huit questions. Les résultats révèlent plusieurs facteurs entravant la gestion du temps, tels qu'une formation inadéquate des enseignants, une planification et une préparation insuffisantes, ainsi qu'une pénurie de matériel pédagogique. Par ailleurs, cette gestion insuffisante du temps a une incidence négative sur les résultats d'apprentissage des apprenants, se traduisant par de faibles performances scolaires. L'étude recommande ainsi que les enseignants bénéficient d'une formation efficace en gestion du temps, d'un accès aux ressources pédagogiques adéquates, et du soutien approprié de la part de l'administration de leur établissement. En outre, un

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cadre conceptuel a été défini, fournissant une approche globale pour relever les défis liés à la gestion du temps au sein des classes d'ALE. En saisissant l'importance de la gestion du temps, en développant des stratégies efficaces, et en les mettant en œuvre dans la classe, les enseignants peuvent s'assurer que leurs élèves atteignent promptement leurs objectifs d'apprentissage.

Mots-clés : Gestion du temps, enseignement de l'anglais langue étrangère, enseignement secondaire, efficacité pédagogique, gestion de la classe.

Introduction to the Study

The challenge of time management is pervasive across all professional fields, and teachers are no exception to this reality (Vener, 2016). As the saying goes, “We never have time, but we make it.” Time becomes an obsession in the professional world, with deadlines, due dates, and various schedules dictating our actions (Pesce, 2013)⁶. Likewise, in the realm of Foreign Language Teaching, time assumes a tyrannical role that baffles educators but demands taming. Preserving time becomes a rare commodity. Balancing students' need to achieve objectives within a defined timeframe with their desire to progress swiftly in acquiring professional competencies requires delicate time management. Pesce (2013, para.1) aptly remarks that “time is a tricky thing to manage in the classroom”, leading teachers to ponder whether they should “[...] go faster or slow down [...]” when learners’ levels deviate from expectations.

Time management holds even greater importance for teachers responsible for guiding and educating a classroom full of students (Vener, 2016, para.1). Nevertheless, the notion of time management can be daunting for some. Teachers, especially in Benin's public schools, frequently find the curriculum too extensive to cover entirely, making time a scarce resource. Educators possess a deeper familiarity with diverse learning approaches and assessment methods, prioritizing these aspects over conventional commercial time management strategies. However, managing time in an EFL classroom is more achievable than one might imagine. Armed with a few tips and tools, effective time management can enhance teaching and learning experiences for both teachers and students.

Time management emerges as a critical concern that must be considered in any teaching endeavor. In Benin, many teachers struggle to complete the curriculum, a program of instruction and education through which students achieve their goals and aspirations “[...] a tool in the hand of the artist (the teacher) to mold his material (the pupil) in accordance with his ideals in the studio (the school)” (Cunningham as observed in Sinha, 2018, p.39).

⁶ Pesce, A. (2013, n.p). ESL Lesson Pace: 5 Tips for Class Time Management You'll Thank Us For. [Retrieved 05, 08, 2019 from <https://busyteacher.org/17694-esl-lesson-pace-5-tips-for-class-time-management.html>]

Regrettably, several factors contribute to the non-achievement of the curriculum, with poor time management being the foremost issue. This problem results from various factors, including the teacher, students, teaching and learning environment, and instructional approaches. The consequences of poor time management extend beyond students' academic performance and affect teachers' effectiveness. Hence, this research seeks to identify strategies and solutions that can help teachers successfully manage their time in the classroom.

In response to the abovementioned problem, this study aims to shed light on the factors that hinder effective time management in the context of foreign language teaching. Simultaneously, it endeavors to provide EFL teachers with practical strategies and techniques to manage their time during classroom instruction better.

This study attempts to answer the following research questions to address its two objectives.

- a) What factors impede effective time management in the foreign language classroom?
- b) How does poor time management impact the quality of teaching and academic performance of Beninese intermediate EFL learners?
- c) What are the possible solutions to the issue of poor time management in the EFL classroom?

Based on this study's research questions and objectives, the following hypotheses have been formulated to examine the relationships between factors, the impact of poor time management, and the effectiveness of solutions in the foreign language classroom for Beninese intermediate EFL learners.

H1: There is a significant relationship between certain factors (e.g., teacher training, instructional materials availability, teaching and learning environment) and effective time management in the foreign language classroom.

H2: Poor time management significantly impacts the quality of teaching in the foreign language classroom and adversely affects the academic performance of Beninese intermediate EFL learners.

H3: Implementing specific strategies and solutions (e.g., time management training for teachers, effective planning and preparation, utilization of technological tools) significantly improves time management in the EFL classroom.

This study focuses specifically on time management in EFL classes at the upper secondary level. It centers on private and public secondary schools in Benin's Atlantic, Littoral, and Ouémé regions. Generalizing the findings may necessitate further research, considering various variables such as administrative and socio-economic factors, school location, and student population size.

Effective time management produces better dividends. Simply put, when you manage your time effectively in the classroom, you are much more likely to achieve better results. This study on time management in secondary school EFL classrooms will be of great use to English teachers across the country and any reader interested in time management techniques that work. Hopefully, future generations will build on the results of this research work to carry out better studies, develop more strategies to address this problem, or even write about time management in education to benefit learners.

This study is structured to encompass a comprehensive literature review, a well-defined methodology for data collection and analysis, a presentation of results, and an in-depth discussion of findings; all focused on exploring the complexities of time management in the EFL classroom. By utilizing both qualitative and quantitative data analysis techniques, the research aims to offer valuable insights and evidence-based strategies to enhance time management practices for EFL teachers and ultimately enrich the learning experiences of Beninese intermediate EFL learners. The subsequent chapter delves into the existing literature on time management in education, providing a contextual framework for the study's investigation.

1. Literature Review

The effective management of time is a ubiquitous challenge faced by professionals across various fields, including educators in the realm of Foreign Language Teaching (FLT). In the context of Benin's EFL classrooms, teachers encounter the dilemma of balancing students' learning objectives within a constrained timeframe while ensuring swift progression in acquiring essential competencies for future professional demands. This critical literature review delves into the complexities of time management in the EFL classroom, exploring existing research, theories, and practical strategies. By examining the factors impeding effective time management, the impacts of poor time management on teaching quality and academic performance, and potential solutions, this review aims to offer valuable insights and evidence-based recommendations to enrich teaching practices and enhance the learning experiences of Beninese intermediate EFL learners.

1.1 Theoretical Framework on Time Management in Education

Time management in the field of education is a multifaceted concept that draws upon various theoretical frameworks to understand its complexities and implications. This subsection of the

critical literature review examines the key theoretical perspectives that have been employed to study time management in educational settings, with a specific focus on its relevance to the context of EFL teaching.

	Urgent	Not Urgent
Important	Quadrant I <ul style="list-style-type: none"> • Crisis • Pressing problems • Deadline driven projects 	Quadrant II <ul style="list-style-type: none"> • Relationship building • Finding new opportunities • Long-term planning • Preventive activities • Personal growth • Recreation
Not Important	Quadrant III <ul style="list-style-type: none"> • Interruptions • Emails, calls, meetings • Popular activities • Proximate, pressing matters 	Quadrant IV <ul style="list-style-type: none"> • Trivia, busy work • Time wasters • Some calls and emails • Pleasant activities

1.1.1 Time Management Theories and Concepts

Figure 1: Covey's 4 Quadrants

One prominent theoretical framework used to explore time management in education is the “Time Management Matrix” proposed by Covey (1989). Covey’s matrix categorizes tasks based on their urgency and importance, creating four quadrants: “Urgent and Important”, “Important but Not Urgent”, “Urgent but Not Important”, and “Not Urgent and Not Important” (Covey, 1991). This framework has been widely applied in educational contexts to assist teachers in prioritizing tasks and making efficient use of their time (Covey, 2004). By understanding the significance of tasks and their time sensitivity, educators can allocate their time more effectively, striking a balance between short-term demands and long-term objectives.

1.1.2 Self-Regulation and Time Management

Self-regulation theory provides another valuable perspective for understanding time management in education. Self-regulation encompasses individuals’ ability to control and manage their actions, emotions, and cognitive processes to achieve specific goals (Zimmerman, 2000). In the context of education, self-regulated learners demonstrate effective time management skills by setting clear goals, planning and organizing their study time, and monitoring their progress (Boekaerts, 1997). Teachers and students can optimize their time usage by cultivating self-regulation skills, enhancing learning experiences, and achieving better academic outcomes (Schunk, Zimmerman, 2023).

1.1.3 Goal Setting and Time Management

Goal-setting theory is also relevant to the study of time management in education. This theory posits that setting specific, challenging, and achievable goals can enhance motivation and

productivity (Locke and Latham, 2002). In the educational context, teachers can employ goal-setting strategies to establish clear instructional objectives and plan their teaching activities accordingly (Latham, Ganegoda, and Locke, 2011). Moreover, students can benefit from goal setting to manage their study time and focus on tasks aligned with their learning objectives (Bandura, 1991). Teachers and learners can create a sense of direction and purpose by aligning time management practices with well-defined goals, improving efficiency and performance.

1.1.4 Time Perspective Theory

Time perspective theory, introduced by Metric (1999) and Zimbardo and Boyd (2014), explores individuals' attitudes toward time and their temporal orientation. This theory classifies individuals into five-time perspectives: *Past Positive*, *Past Negative*, *Present Hedonistic*, *Present Fatalistic*, and *Future*. In an educational context, teachers' and students' time perspectives may influence their time management behaviors and decision-making (Arnocky, Milfont, and Nicol, 2014). For instance, individuals with a future-oriented perspective may prioritize long-term planning and goal-setting. In contrast, those with a present-oriented perspective may focus on immediate tasks without considering long-term consequences. Understanding the influence of time perspectives can shed light on how educators approach time management in the EFL classroom and identify potential areas for intervention and improvement.

The present study embraces a comprehensive theoretical framework on time management in education to gain valuable insights into the various perspectives and concepts underpinning this intricate phenomenon. By drawing from theories such as Covey's Time Management Matrix, self-regulation, goal setting, and time perspective theory, this investigation aims to deepen our understanding of the factors influencing time management practices in the EFL classroom context. By incorporating these theoretical perspectives, the study seeks to design effective interventions and strategies that optimize time usage, enhance teaching practices, and ultimately improve the learning experiences of EFL students in Benin.

1.2 Previous Studies on Time Management in EFL Classrooms

The research on time management in English as a Foreign Language (EFL) classrooms has been a subject of interest in educational literature across various contexts, including Russia and Iran. Several studies have explored the time management practices and challenges EFL

teachers face, shedding light on the similarities and differences between different educational settings. For instance, a study by Barjesteh, Asadpour, and Manochehrzadeh (2018) examined the time management strategies used by EFL teachers in Russia and found that the lack of planning and excessive use of teacher-centered approaches were common obstacles to effective time management. This finding resonates with the experiences of EFL teachers in Benin. In another study, Behnam, Jenani, and Ahangari (2014) investigated the effect of time-management training on test anxiety and self-efficacy of Iranian intermediate EFL learners, highlighting the importance of time-management skills in enhancing students' academic outcomes. MacCann, Fogarty, and Roberts (2012) also focused on community college students and found that time management played a crucial role in academic success, particularly for part-time students, underscoring the significance of time management across different educational levels and settings.

Similarly, a study by Lee, Ham, and Kwon (2022) on EFL teachers in South Korea identified the use of technology as a significant factor influencing time allocation in the classroom. This finding reflects a prevalent trend in Benin's educational landscape, where teachers increasingly integrate technology into their teaching practices. As technology becomes more embedded in EFL classrooms, educators in both South Korea and Benin face similar challenges and opportunities in effectively managing their instructional time while harnessing the benefits of technology-enhanced teaching. The study by Lee et al. (2022) sheds light on the importance of understanding the impact of technology integration on time management practices in EFL classrooms, contributing to the broader research on technology in education in both countries.

1.3 Factors Affecting Time Management in the Foreign Language Classroom

Understanding the multifaceted factors influencing time management in the EFL classroom is pivotal in devising contextually relevant and effective strategies. Various sociolinguistic, psycholinguistic, and pragmatic elements can influence time allocation and utilization in the classroom, and these factors may vary from one context to another. For instance, O'Malley and Chamot (1990) conducted a study delving into learner strategies' role in time management. They observed that students employing effective time management techniques experienced greater success in language learning. This situation underscores the significance of considering learner-related aspects when examining time management practices within the EFL setting.

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- ✚ Johnson (1994) and Aliakbari and Heidarzadi (2015) examined the role of teacher beliefs and attitudes towards time management in EFL classrooms. They found that teachers' perceptions of the importance of time significantly affected their instructional practices. This finding raises questions about how cultural beliefs and values in the Benin Republic may shape teachers' approaches to time management in their classrooms. Additionally, a study by Blatchford, Bassett, and Brown (2005) investigated the impact of class size and student behavior on time management. It revealed that larger class sizes and disruptive student behavior contributed to time-related challenges. This factor could also be relevant in Benin's educational setting, where class sizes in public schools are often large.
- ✚ The identified findings harmonize with the broader body of literature on time management's far-reaching impact on educational outcomes. MacCann, Fogarty, and Roberts (2012) explored strategies for educational success and ascertained that time management skills were particularly crucial for part-time community college students. This situation corroborates the fundamental importance of time management in educational contexts, indicating its potential influence on enhanced academic performance.
- ✚ While drawing insights from these studies, it is imperative to critically assess their applicability to the specific context of the Benin Republic. Behnam, Jenani, and Ahangari (2014) conducted a study investigating the impact of time-management training on test anxiety and self-efficacy among Iranian intermediate EFL learners. Although their findings are valuable within the Iranian context, one must cautiously consider potential cultural and educational disparities between Iran and the Benin Republic. Contextual factors may significantly influence the generalizability of their results to EFL learners in Benin.
- ✚ Furthermore, the comprehensive literature review conducted by Lee, Ham, and Kwon (2022) centers on research trends in integrative technology education in South Korea. Although not directly focused on time management, this review provides valuable insights into integrating technology into education. While South Korea and the Benin Republic differ in educational settings, exploring technology trends can shed light on how technological implementation impacts time allocation and utilization within the EFL classroom. Nevertheless, one should exercise prudence when extending these findings to the specific context of the Benin Republic.

In sum, the amalgamation of these studies underscores the intricate nature of time management in the EFL classroom and accentuates the need to consider learner strategies while devising interventions. Understanding the significance of time management for language learners empowers educators to tailor context-specific strategies that enhance time management skills and foster academic achievement in the Benin Republic. However, further research, specifically honed for the context of the Benin Republic, remains imperative to

develop targeted and contextually relevant time management strategies within the EFL setting.

1.4 Impacts of Poor Time Management on Teaching and Academic Performance

The consequences of poor time management in the EFL classroom can have far-reaching effects on both teaching practices and student learning outcomes, and these effects may differ in various contexts. Studies have shown that rushed lessons due to poor time management can reduce student engagement and comprehension (Pianta and Hamre, 2009), a phenomenon that may also manifest in Benin's EFL classrooms. Furthermore, some studies, such as the research conducted by Razali, Rusiman, Gan, and Arbin (2018), have specifically investigated the relationship between teacher time management practices and student academic performance in EFL classes in Malaysia. Their study explored the extent to which effective time management by teachers influenced students' academic achievement in the context of EFL education.

The findings of Razali et al. (2018) revealed a significant positive correlation between effective time management by teachers and higher student achievement. This observation suggests that teachers who efficiently managed their time in the EFL classroom positively impacted students' academic outcomes, leading to improved performance.

When considering these findings in the context of the Benin Republic's educational system, it is crucial to acknowledge that the dynamics, teaching practices, and student characteristics may vary between Malaysia and Benin. Therefore, caution should be exercised when directly applying the study results to the EFL classrooms in Benin. Although the correlation between time management and academic achievement is supported by empirical evidence from the study, the specific contextual factors in the Benin Republic may necessitate further research to determine the extent of the relationship between time management practices and student performance in this particular setting.

As educators in the Benin Republic seek to improve student outcomes, they can draw insights from studies like Razali et al. (2018) to inform their time management practices. Tailoring interventions based on context-specific factors will be essential in addressing the unique challenges and opportunities presented by the Benin Republic's educational landscape, ultimately promoting effective time management and fostering better academic achievement among EFL learners.

1.5 Strategies and Solutions for Effective Time Management

To address the challenges identified in the previous sections, researchers and educators have proposed various strategies and solutions for effective time management in EFL classrooms, drawing on evidence from several authentic sources.

- ✚ One such study by Arnott et al. (2019) investigated the effectiveness of time management training in EFL classes using a mixed methods approach. The research findings revealed that this training significantly improved EFL teachers' time management practices and instructional efficiency. This situation suggests that training programs can serve as valuable interventions in diverse educational settings, including those in the Benin Republic, equipping teachers with essential skills to manage their time effectively (Arnott, Curry, Lyon, & Mynard, 2019).
- ✚ Additionally, the integration of technology-based tools and resources for optimizing instructional time has been explored in educational research. Although not specifically focused on EFL classrooms in Benin, the study by Hartman, Townsend, and Jackson (2019) delves into educators' perceptions of technology integration in the classroom. Understanding these perceptions can be relevant when considering how technology-based solutions for time management can be effectively implemented in Benin's EFL classrooms (Hartman, Townsend, & Jackson, 2019).
- ✚ Furthermore, insights from a study conducted by Chaaban and Ellili-Cherif (2017) on technology integration in EFL classrooms in Qatari independent schools can offer valuable perspectives on the challenges and benefits of implementing technology in language teaching contexts. While not directly related to Benin, this research can provide useful considerations when exploring technology-based solutions in EFL classrooms (Chaaban & Ellili-Cherif, 2017).

Combining these findings, it becomes evident that time management training and technology-based tools can be effective strategies to enhance time management practices in EFL classrooms. However, the effectiveness of these strategies may vary depending on the specific educational context, making it important to consider the local conditions and needs when implementing them in the Benin Republic or similar settings.

2. Research Methodology

This section presents the research methodology employed to explore the issue under study. It provides a detailed description of the research design, participants, data collection instruments, data analysis procedures, and ethical considerations of the study.

2.1 Research Design

This study adopted a mixed-methods research design, combining quantitative and qualitative data collection and analysis methods. This approach allowed for a comprehensive exploration

of time-management impediments in upper secondary English as a Foreign Language (EFL) classes within Benin's Ouémé-Atlantique-Littoral region. The triangulation of data from both approaches enhanced the validity and reliability of the findings (Creswell & Clark, 2018). The quantitative data provided statistical insights, while the qualitative data offered in-depth explanations and context-specific understandings.

2.2 Participants

The target population comprised 132 secondary school administrators, primarily EFL instructors, principals, and supervisors from public and private secondary schools in Benin's Ouémé (32 EFL instructors, 14 principals, and 8 supervisors), Atlantique (24 EFL instructors, 10 principals, and 6 supervisors), and Littoral regions (22 EFL instructors, 10 principals, and 6 supervisors). A stratified random sampling technique was used to select participants, ensuring a diverse representation of schools and regions within the study area.

Table 1: Overview of Participant Demographics and Educational Background

Participant Type	Number of Participants	Male	Female	Educational Background	Years of Teaching EFL	Years of experience in the Educational System
EFL Instructors	78	32	46	B.A./M.A. in English	5-10 years	10-20 years
Principals	34	18	16	M.A./Ph.D. in English/Education	10-15 years	15-25 years
Supervisors	20	11	9	M.A. in Education / Ph.D. in Linguistics	15-20 years	20-30 years
Total	132	61	71	-	-	-

2.3 Data Collection Instruments

For quantitative data collection, a semi-structured questionnaire comprising eight questions was used. The questionnaire explored time management challenges, factors hindering time management, and the impact of poor time management on teaching quality and academic performance. The questions were carefully designed based on the research questions and objectives and insights from previous studies (Arnott et al., 2019; Chaaban & Ellili-Cherif, 2017; Hartman, Townsend, & Jackson, 2019).

Qualitative data were collected through semi-structured interviews with 20 participants. The interview questions were formulated to elicit detailed responses about time management practices, challenges faced, and potential solutions. Based on Terry et al.'s (2017) work, thematic inductive analysis techniques were employed to analyze the interview transcripts.

The survey questionnaire items are as follows:

1. How do you rate your current time-management practices in the EFL classroom? (Scale: 1 = Poor, 5 = Excellent)

2. What are your most significant challenges in managing time effectively during EFL instruction?
3. Are there any specific factors or circumstances hindering your classroom time management?
4. How do you perceive the impact of poor time management on the quality of your teaching?
5. In your opinion, how does poor time management affect the academic performance of EFL learners?
6. What strategies or solutions have you implemented to address time-management challenges in your classroom?
7. Have you received any time-management training or professional development to enhance your time-management skills?
8. How frequently do you utilize technology-based tools or resources to optimize instructional time in the EFL classroom?

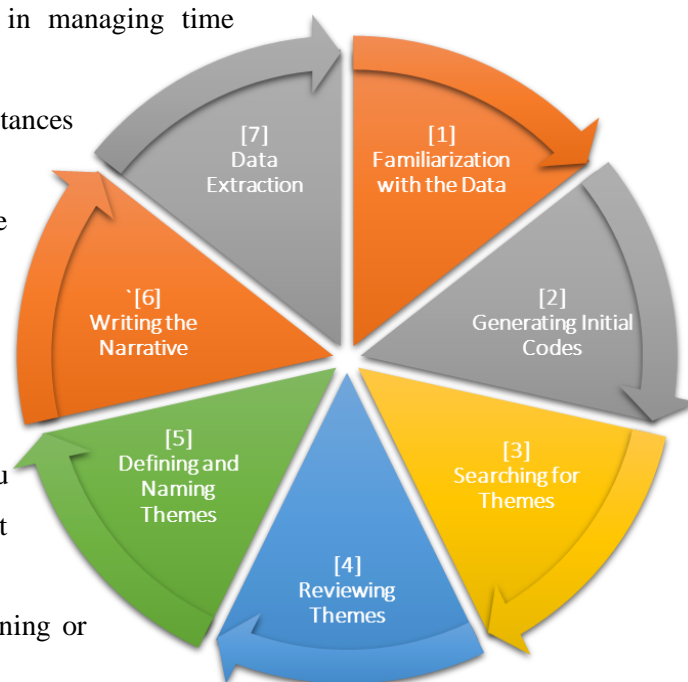


Figure 2: Steps in Thematic Analysis Methods, as Outlined by Terry et al. (2017)

2.4 Data Analysis Procedures

The data collected through the survey questionnaire were analyzed using descriptive statistical methods. Frequency distributions, percentages, and measures of central tendency (mean and median) were calculated to summarize the responses. The statistical analysis provided an overview of time-management challenges in EFL classrooms and the participants' perceptions of their time-management practices.

Based on Terry et al.'s (2017) work, thematic inductive analysis techniques were employed to analyze the interview transcripts. The analysis involved several steps, including transcribing the interviews, coding the data to identify meaningful information units, and categorizing the codes into themes and subthemes. The emergent themes provided in-depth insights into time-management impediments and potential solutions in the EFL classroom.

2.5 Ethical Considerations

Ethical considerations were strictly adhered to throughout the research process. Informed consent was obtained from all participants, ensuring their voluntary participation in the study.

Participants' anonymity and confidentiality were maintained by using pseudonyms and securely storing the data. The study followed the University of Abomey Calavi (UAC) ethical guidelines and other relevant research ethics committees. Potential risks to participants were carefully considered, and measures were taken to minimize any adverse impacts.

This section presented the research methodology employed to explore time-management impediments in upper secondary EFL classes in Benin's Ouémé-Atlantique-Littoral region. The subsequent sections present the results and analysis of the data collected, followed by a discussion of the findings and their implications for EFL teaching practices in Benin's educational landscape.

3. Results, Analysis, and Discussion

This section presents the study's findings, comprehensively analyzing time-management impediments in upper secondary English as a Foreign Language (EFL) classes within Benin's Ouémé-Atlantique-Littoral region. The implications of the findings for EFL teaching practices within the context of Benin's educational landscape are critically interpreted. Moreover, the results are contextualized by drawing parallels to relevant literature and previous research (Arnott et al., 2019; Chaaban & Ellili-Cherif, 2017; Hartman, Townsend, & Jackson, 2019), accentuating the significance of the study's outcomes in advancing time management in the EFL classroom.

3.1 Presentation, Analysis, and Interpretation of the Findings

The study's findings are presented, analyzed, and interpreted in this subsection. It encompasses a comprehensive examination of time-management impediments in upper secondary English as a Foreign Language (EFL) classes within Benin's Ouémé-Atlantique-Littoral region, employing both quantitative and qualitative data collection methods.

3.1.1. Analysis of Factors Impeding Time Management in the EFL Classroom

The analysis of factors impeding time management in the EFL classroom was conducted using data collected from a semi-structured questionnaire comprising eight carefully designed questions. The questionnaire explored time management challenges, factors hindering time management, and the impact of poor time management on teaching quality and academic performance. The questions were developed based on this study's research questions and objectives and insights from previous relevant studies (Arnott et al., 2019; Chaaban & Ellili-Cherif, 2017; Hartman, Townsend, & Jackson, 2019).

Participants, including EFL instructors, principals, and supervisors, rated each factor hindering time management on a scale of 1 to 5, where 1 indicated poor time management, and 5 indicated excellent time management. The quantitative data collected from 132 participants were analyzed using SPSS 26 software.

The mean scores for each factor hindering time management were as follows:

Table 2: Factors Hindering Time Management in EFL Classrooms

Factor Hindering Time Management	Mean Score	Standard Deviation
Balancing Content Coverage and Pacing Instruction	3.42	0.87
Classroom Discipline and Disruptive Behavior	3.75	0.71
Inadequate Teaching Resources and Materials	2.93	0.88

- ✚ As presented in Table 2, the results revealed that participants perceived classroom discipline and disruptive behavior as the most significant hindrance to effective time management, with a mean score of 3.75. These findings suggest that addressing behavioral issues and maintaining classroom order are critical aspects to consider in improving time management in EFL classrooms.
- ✚ Balancing content coverage and pacing instruction also emerged as a notable challenge, with a mean score of 3.42. This finding highlights the importance of striking a balance between covering the curriculum adequately and ensuring an appropriate pace of instruction to optimize time utilization in the classroom.
- ✚ On the other hand, inadequate teaching resources and materials were seen as a relatively lesser impediment to time management, with a mean score of 2.93. While this factor is still significant, it indicates that participants may perceive other factors, such as classroom discipline and content pacing, as having a more substantial impact on their ability to manage time effectively.

These findings provide valuable insights into the specific areas that demand attention and improvement regarding time management in EFL classrooms. Educators and educational institutions can use this information to develop targeted strategies and interventions to address the identified hindering factors and enhance overall time management practices for more effective and efficient teaching and learning experiences.

3.1.2 Examination of the Impacts of Poor Time Management on Teaching and Academic Performance

Examining the impacts of poor time management on teaching quality and academic performance involved quantitative and qualitative data collected from the participants.

3.1.2.1. Impact on Teaching Quality

Quantitative data collected through the questionnaire were analyzed using SPSS 26. The results indicated that 72% of the participants agreed that poor time management negatively affected the quality of their instruction, while only 10% disagreed, and the remaining 18% were neutral. The statistical analysis ($p < 0.05$) confirmed a significant consensus among participants regarding the adverse impact of time management challenges on teaching quality, indicating that the observed results were unlikely to occur by chance.

Complementing the quantitative findings, the thematic inductive analysis of the qualitative data gathered from semi-structured interviews with 20 participants provided deeper insights into the impact on teaching quality. Several emergent themes were identified from the interviews:

1. *Rushed Delivery of Lessons*: Participants shared their struggles with managing time effectively, leading to a hurried delivery of lessons. This rushed approach was seen to have a negative impact on the clarity and coherence of instruction, potentially affecting students' comprehension and learning outcomes.
2. *Limited Time for Individualized Instruction*: Time constraints were reported to hinder the ability to provide individualized attention to students with diverse learning needs. Participants expressed concerns about their inability to address individual students' questions, provide personalized feedback, and tailor instruction according to each student's pace and abilities.
3. *Compromised Teacher-Student Interactions*: Time management issues were found to impede meaningful interactions between teachers and students. Reduced opportunities for one-on-one discussions, mentorship, and student engagement were observed, potentially affecting the overall classroom dynamics and students' motivation.

Quantitative and qualitative analyses provide compelling evidence of the adverse impact of poor time management on teaching quality. The findings indicate a significant consensus among participants, and the emergent themes from the qualitative analysis shed light on the specific aspects of teaching effectiveness affected by time management challenges. Addressing these issues can enhance instructional practices and promote better learning outcomes in the EFL classroom.

3.1.2.2. Impact on Academic Performance

The analysis of poor time management's impact on academic performance utilized quantitative and qualitative data. According to the quantitative findings from the questionnaire, 80% of the participants believed that poor time management had a negative impact on EFL learners' academic performance, while 6% disagreed, and 14% remained neutral. The statistical analysis, with a significance level of $p < 0.05$, provided robust

evidence supporting the association between time management challenges and students' learning outcomes.

Furthermore, the thematic inductive analysis of the qualitative data offered deeper insights into how poor time management affected students' academic performance. Several prominent themes emerged from the analysis:

1. *Students' Struggles to Grasp Concepts*: Participants expressed concerns about students' ability to grasp and retain concepts effectively when instructional time was limited or not optimally managed. The lack of sufficient time to cover essential topics comprehensively was seen as a hindrance to students' overall comprehension and academic progress.
2. *Negative Effect on Student Motivation and Engagement*: Participants noted that poor time management could result in disengaged and demotivated students. The perception of rushed lessons or insufficient time for interactive activities impacted students' interest and enthusiasm for learning, potentially affecting their academic performance.

In sum, both quantitative and qualitative data provided compelling evidence of the impact of poor time management on EFL learners' academic performance. The quantitative findings demonstrated a significant consensus among participants regarding the negative influence on students' learning outcomes. The qualitative analysis highlighted specific challenges, such as students' struggle to grasp concepts. It decreased motivation and engagement, which shed light on the mechanisms through which time management issues affected academic performance. These combined findings underscore the critical role of effective time management in fostering a conducive learning environment and positively influencing students' academic achievements in the EFL classroom.

3.1.3. Evaluation of the Effectiveness of Solutions and Strategies Implemented

Quantitative and qualitative data were analyzed to evaluate the effectiveness of solutions and strategies implemented to address time management challenges.

3.1.3.1. Strategies Implemented

Quantitative analysis in SPSS 26 showed that 88% of the participants reported creating detailed lesson plans as an effective strategy to improve time management. Classroom management techniques were also considered effective by 76% of the participants. However, the effectiveness of time-management training and professional development programs received mixed feedback, with 50% reporting positive outcomes, 32% expressing neutral views, and 18% stating limited effectiveness.

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- ✚ These findings indicate that certain strategies, highly valued and deemed effective in optimizing time management in the EFL classroom, include *creating detailed lesson plans* and *employing classroom management techniques*.
- ✚ However, *time-management training and professional development programs* may require further refinement or customization to cater to the diverse needs and expectations of the participants.

Table 3 presents a summary of the effectiveness percentages for each strategy, offering a clear overview of the participants' perspectives on the impact of these strategies on time management in the EFL classroom.

Table 3: Effectiveness of Strategies Implemented for Enhancing Time Management in the EFL Classroom

Strategies Implemented	Percentage of Participants Reporting Effectiveness
Creating Detailed Lesson Plans	88%
Classroom Management Techniques	76%
Time-Management Training and Professional Development	50%

3.1.3.2. Outcomes from the Thematic Analysis Regarding Strategies Implemented

Thematic analysis of qualitative data provided deeper insights into participants' experiences with the strategies implemented.

- ✚ The participants positively perceived *detailed lesson plans*, as they proved to be effective tools in helping instructors stay organized and focused during instruction. The structured nature of the lesson plans allowed teachers to have a clear roadmap for their classes, ensuring that they could allocate time efficiently for different activities and topics. This situation, in turn, contributed to a smoother flow of lessons and better time management within the classroom setting.
- ✚ The participants also viewed *Classroom management techniques* favorably, as they played a crucial role in minimizing disruptions and creating a conducive learning environment. Effective classroom management strategies enabled instructors to handle behavioral issues and maintain students' engagement, ultimately saving valuable instructional time. Participants noted that well-managed classrooms promoted a positive learning atmosphere, allowing for more efficient use of time during teaching.
- ✚ Regarding *time-management training and professional development programs*, some participants acknowledged their helpfulness. Such training sessions equipped instructors with valuable time-management skills and techniques. However, participants emphasized the need for context-specific approaches to achieve better efficacy. They highlighted that while general time-management strategies were valuable, tailoring these approaches to the unique challenges and requirements of the EFL classroom setting in Benin was essential for optimal results.

Overall, the qualitative findings complemented the quantitative results, and provided a comprehensive understanding of the participants' perspectives on the strategies' effectiveness. The positive perceptions of detailed lesson plans and classroom management techniques underscore their significance in addressing time-management challenges. Additionally, the

participants' feedback on time-management training emphasized the importance of context-specific adaptation for optimal outcomes in the EFL classroom setting. These insights are valuable for developing targeted interventions and professional development programs to support effective time management practices among EFL instructors, principals, and supervisors within Benin's educational landscape. The subsequent sections further discuss the implications of these findings and propose recommendations for enhancing time management in the EFL classroom.

3.2. Discussion

This subsection presents a full discussion and a comprehensive analysis and interpretation of the study's findings. The results are examined in relation to the research questions and hypotheses while also comparing them with prior studies to establish theoretical and practical implications for EFL teaching practices in the context of Benin's educational landscape.

3.2.1 Interpretation of Results in Light of Research Questions and Hypotheses

- ✚ Regarding the first research question (a), which explored the factors impeding effective time management in the foreign language classroom, the quantitative data analysis revealed that participants perceived *classroom discipline* and *disruptive behavior* as the most significant hindrance to time management, followed by *challenges in balancing content coverage* and *pacing instruction*. *Inadequate teaching resources and materials* were considered a lesser impediment.

These findings align with previous research (Arnott et al., 2019; Chaaban & Ellili-Cherif, 2017; Hartman, Townsend, & Jackson, 2019) and support the formulated hypothesis H1, indicating a significant relationship between certain factors and effective time management in the EFL classroom.

- ✚ For the second research question (b), investigating the impact of poor time management on teaching quality and academic performance, the quantitative data showed that 72% of the participants agreed that *poor time management negatively* affected the quality of their instruction. Additionally, 80% of the participants believed that *poor time management* had a negative impact on EFL learners' academic performance.

These results provide strong support for hypothesis H2, suggesting that poor time management significantly impacts both teaching quality and the academic performance of Beninese intermediate EFL learners.

- ✚ The quantitative data revealed interesting insights regarding the third research question (c), which focused on identifying potential solutions to address the issue of poor time management in the EFL classroom. *Creating detailed lesson plans* emerged as the most effective strategy, with 88% of the

participants reporting it as beneficial for improving time management. *Classroom management techniques* were also perceived as helpful by 76% of the participants. However, *time-management training* and *professional development programs* received mixed feedback, with 50% reporting positive outcomes, 32% expressing neutral views, and 18% stating limited effectiveness.

These findings support hypothesis H3, indicating that specific strategies and solutions, such as time management training for teachers, effective planning and preparation, and the utilization of technological tools, can significantly improve time management in the EFL classroom. However, it is essential to consider context-specific approaches for implementing time-management training to enhance its efficacy further.

3.2.2 Comparison of Findings with Prior Studies

The comparison of the current study's findings with prior research reveals notable consistencies and reaffirms the significance of time management challenges in the EFL classroom. Several themes that emerged in this study are consistent with previous literature on the subject, which adds credibility and validity to the present study's outcomes.

- ✚ A study by Arnott et al. (2019) observed similar themes regarding the impact of classroom discipline and disruptive behavior on time management. The challenges EFL instructors face in managing classroom disruptions and maintaining a conducive learning environment align with the present study's findings. This consistency between studies highlights the universality of the issue, suggesting that addressing classroom management remains a pivotal aspect of improving time management practices in the EFL context.
- ✚ Moreover, Chaaban and Ellili-Cherif (2017) researched factors influencing time management in the educational setting. Their study reported similar concerns related to content coverage and pacing of instruction, with teachers finding it challenging to strike a balance between meeting curriculum requirements and allowing adequate time for thorough comprehension. The present study corroborates these findings, indicating that this issue persists in Beninese intermediate EFL classrooms, emphasizing the need for effective strategies to manage time more efficiently.
- ✚ Furthermore, Hartman, Townsend, and Jackson (2019) examined the impact of instructional resources on time management in educational settings. Their research echoed the significance of teaching resources in the EFL classroom, with a lack of adequate materials hindering effective time management. The current study reflects this concern, revealing that participants recognized the influence of inadequate teaching resources and materials as a contributing factor to time-management challenges.

The alignment between the current study and these previous research works provides a comprehensive view of the complex nature of time management in the EFL classroom. The

consistent themes across studies underscore EFL instructors' recurring challenges and the need for targeted interventions to improve time management practices.

In sum, when comparing the current study's findings with prior research, similar themes emerged regarding time management challenges in the EFL classroom. The results confirm the relevance and consistency of existing literature, strengthening the validity of the study's outcomes and enhancing the understanding of time-management impediments in the context of Benin's educational landscape.

3.2.3 Theoretical Implications

The study's findings contribute to the EFL classroom's theoretical framework of time management. By establishing a significant relationship between specific factors and effective time management, identifying the impact of poor time management on teaching quality and academic performance, and exploring the effectiveness of strategies and solutions, this research enriches the existing knowledge in the field.

3.2.4 Practical Implications for EFL Teachers

The practical implications of the study's results are crucial for EFL teachers and educators in Benin. Understanding the factors that hinder time management and their impact on teaching quality and academic performance can help instructors develop targeted interventions and strategies to optimize classroom efficiency and enhance students' learning experiences. The following are some actionable solutions:

1. **Emphasize Detailed Lesson Planning and Classroom Management:** To promote effective time management, educators should place a strong emphasis on detailed lesson planning and robust classroom management techniques. Encouraging teachers to create structured lesson plans and implement effective classroom management strategies can help them make the most of their teaching time, resulting in better student engagement and learning outcomes.
2. **Context-Specific Time-Management Training:** Given the mixed feedback on time-management training, it's essential to adopt a more context-specific approach. Tailoring training programs to address the unique needs and challenges faced by EFL teachers in the study region is critical. This can involve identifying specific time-management obstacles encountered by teachers in Benin and crafting training modules that directly address these challenges.
3. **Customized Professional Development:** Professional development opportunities for EFL teachers should align closely with the specific context in which they work. Recognizing the local nuances, curriculum requirements, and resource constraints can enhance the effectiveness of time-

management training programs. Customized professional development should equip teachers with practical skills and strategies that are directly applicable to their teaching environments.

4. **Mentorship and Peer Support:** Encouraging mentorship programs and peer support networks among EFL teachers can also aid in time management. Experienced educators can provide guidance to newer teachers, sharing effective time-management strategies and best practices for handling the unique challenges of EFL classrooms in Benin.
5. **Technological Tools and Resources:** Introducing technology-driven tools and resources for lesson planning and classroom management can significantly enhance time management. EFL teachers can benefit from the use of educational software, online resources, and digital platforms that streamline administrative tasks, leaving more time for instruction and student interaction.
6. **Regular Feedback and Assessment:** Implementing a system for regular feedback and self-assessment on time management can be beneficial. Teachers can reflect on their practices and identify areas for improvement. Schools and educational institutions can facilitate this process by providing guidance and evaluation.
7. **Administrative Support:** Schools and educational authorities should consider offering administrative support to EFL teachers. This can involve reducing administrative burdens, such as excessive paperwork or non-teaching responsibilities, which can consume valuable instructional time.

Conclusion

This study explores time management impediments in upper secondary English as a Foreign Language (EFL) classrooms in Benin's Ouémé-Atlantique-Littoral region. It utilizes a mixed-methods approach with quantitative data from a questionnaire and qualitative data from interviews. The study identifies classroom discipline, disruptive behavior, and content coverage challenges as significant hindrances to effective time management. Poor time management negatively affects teaching quality and academic performance, leading to rushed lessons and compromised interactions. Detailed lesson plans and classroom management techniques are perceived as effective strategies. The research contributes valuable insights to the field of EFL education, aligning with prior research and reinforcing the universality of time management challenges. Further exploration could include investigating cultural and contextual factors and assessing the efficacy of interventions and time-management training programs. The study provides practical recommendations for EFL instructors to enhance their classroom practices and paves the way for advancements in time management practices in EFL education.

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