



‘Wait Time’ in EFL Classrooms: Teachers Questioning Strategy

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Abstract. A considerable research has been initiated into the nature of classroom interaction practices; however, it seems that not many on wait time that is the duration of silence time between questions of teacher and answers of student. This paper targets revealing how long the educator gave between the inquiry offered to the students and their responses in EFL homerooms in Kota Padang. Eighteen middle teachers with their particular classes were engaged with this review. Conversation analysis was used to look at the ‘wait time’ the teacher provided for their students in EFL classrooms and stimulated recall interviews (SRI) to investigate the reason for the teacher’s ‘wait time’. The findings showed that most teachers in junior high schools in Kota Padang gave shorter ‘wait time’ than the recommended wait time (3–5 s); however, these teachers were not aware of their wait time practice in EFL classrooms. In addition, the researcher found that the language of the question affect the ‘wait time’.

Keywords: EFL classrooms · wait time · junior high school · questioning strategy

1 Introductions

One of the significant teaching strategies in developing and encouraging students’ language learning is giving questions known as questioning. It helps the teacher identify the students’ output, comprehend what they have learned, and encourage students to interact with the material in the learning process [1]. It can help the teacher stimulate the students to the unfamiliar content. However, not many teachers apply the correct questioning strategy [2, 3].

In classroom activities, questioning takes most of the teacher’s time. It has an essential purpose to explore the lesson and encourage the students for critical thinking [1, 4]. In line with Gaither [1], Fusco [5] discusses that questioning involves the interactive learning process in which students develop ideas, concepts, and innovation.

Furthermore, Paramitha, Ramawati, & Suputra [6] discuss that questioning in the classroom is the teacher’s strategy to direct their students to what they do. It helps the teacher get the students involved in the learning activities by enhancing students to reflect on the information and their ideas. No hands rule, wait time, the big question, preview, building a good atmosphere, higher- order thinking skills are examples of questioning

strategies [7]. One of the significant parts of the scrutinizing methodology is stand by time [8].

Wait Time Questioning Strategies

'Wait time' is the moment when there is silence between the teacher's inquiries and when one or some students giving responses to that question. Price & Nelson [9] characterize stand by time as how much reasoning time the educator gives to the student during the scrutinizing. It is to recall all the information to answer the teachers' questions. Therefore, students need to be given the correct amount of thinking time. Wait time is needed because students need time to process a question and to formulate their responses. Stahl [10] proposed that "the typical educator sits tight for 0.7 to 1.4 s in the wake of posing an inquiry; be that as it may, instructors need to give additional time". By providing enough wait time means that the students have more time to think. Kaur & Mehedhar [8] support that the "wait time" procedure can further develop students' capacities since it causes student to consider the inquiries presented and assists them with thinking more.

Price & Nelson [9] further mention why the proper wait time through questioning is essential. It is because 1) the students should hear the question clearly and comprehend the questions given by the teacher, then 2) students need to remember all the information related to the question. In line with Price & Nelson [9], Bond [11] also mentions that students need time to remember all information that relates to the question asked by the teacher. A similar study by Mark [12] and Gaither [1] additionally found that overseeing fitting stand by times during addressing in the homeroom is vital.

A previous study by Wragg & Robin [13] and Atar [14] uncovered that giving additional opportunity to figure between 3–5 s would assist the understudy with giving smart responses during the educational experience. Increasing wait time helps to face the anxiety experienced with foreign language learning. Rowe (1986), as referred to in [15] revealed that assuming the educators give additional time than 3 s for understudies to think in the wake of being given an inquiry numerous understudies answer the inquiry deliberately.

Other researchers such as, Süt [16] reported that the appropriate use of wait time in classroom interaction might benefit the teacher to establish a student focused homeroom climate. However, Almeida [2] and Lewis [3] uncovered that most teachers don't have attention to the stand by time suggestion as the scrutinizing methodology that might influence their understudies. However, Wasik and Hindman [15] figured out that the normal stand by time scope of 0,98 to 1 s was a short slip by time for the educator's length of stand by time. Ignoring the right amount of wait time could limit the students' activity in answering the questions.

Few studies done on the wait time in Indonesia, especially in Padang [17]. For this reason, this present study investigated the junior high schools English teachers in Kota Padang regarding their implementation of wait time in their classroom interaction, how long the teacher gives time for students to think between the question posed and learners' answers.

Mary Buddha Rowe pioneered the wait time strategy in 1972 [18]. Rowe [18, 19] found that instructors usually hung tight for just between 0.7 s and 1.5 s in the wake of posing an inquiry. Furthermore, she found a marked increase in student creativity and learning when teachers used a wait time of 3 s or more. Similarly, Stahl [10] and

Logan [20] also proposed that the 3 s or more is appropriate time given to the students to answer teacher questions. Atar [14] study also revealed that increasing the wait time for students can provide learning opportunities. In line, Alsaadi & Atar [21] showed that wait time extended by three to five seconds is expected to improve student learning opportunities. Besides, instructors who gave the students over one moment of stand by time could cause the students to consider the inquiries they ought to address [7] and permit the student to make significant correspondence [15].

A wait time could enhance the students' higher order thinking and work in the oral questioning process [22]. It allows the student to think more about the question before responding. Kurniawati & Fitriati [22] supports that more learning will occur if the students are given a longer wait time. Siilar & Kurniawati & Fitriati [22], Atar [14] emphasized that students prefer this kind of interaction if they are given more time to think. Furtherore, Ingram & Victoria [23] revealed that the formal classroom setting of turn-taking builds a wait time structure. The instructor gives the quiet between questions presented and students' responses by permitting understudies to take the following turn. Extending turn-taking enables the teacher to provide more time in the questioning process.

Wasik & Hindman [15], Alsaadi & Atar [21], Almeida [2] and Lewis [3] examine the significance of stand by time and notice the advantages of fitting stand by time.

1. It gives students chances to think because it forces students to think, which then improves their answers.
2. It gives students more time to capture the material that the teacher conveyed.
3. It can increase teacher-students' interaction.
4. It creates a good environment to make students active more
5. It helps students practice listening to people.

Ingram & Victoria's [23] research findings are similar to Yaqubi & Rokni's [24] research. The study used conversation analysis as a methodological framework to observe students' teacher turn-taking. Intuitive practices and interactional examples, for example, self-elaboration, self-replying, instructor interferences, and educator reverberation will more often than not impact the stand by time length. First, confirm that you have the correct template for your paper size.

Wait Time and Conversation Analysis

Conversation analysis helps the researcher analyze the interplay between educators and learners in the classroom in terms of turn-taking. Sari [25] and Sidnell [26] concluded that conversation analysis is the methodology of spoken interaction analysis, such as who gets to talk next, when, and how they get a turn to speak. Turn-taking refers to a pattern of conversation [27], for example, the pattern of interaction between students and teachers. The researcher may observe a common phenomenon in the EFL classroom, such as the wait time.

Following is the example of turn-taking, according to McHoul [28].

- | | | |
|----|------|--------------------------------|
| 1 | T | : ... and what do you think of |
| 2 | | this picture? |
| 3 | | (3.7) |
| 4 | John | : Alright. John, What do you |
| 5 | T | think of this picture? |
| 6 | John | : It's an Eiffel tower |
| 7 | John | : Yes (4.5) |
| 8 | | : And eh |
| 9 | John | : (2.4) |
| 10 | | : (In France) |
| | | : (1.0) |
| | | : (Lotta) The tallest building |
| | | in the world |

The example above reveals that there are movements of conversation between the students and teachers. A silence of 3.7 s between the teacher and John indicates the pattern of turn-taking, which commonly happens in a formal classroom. Then, she waits for 4.5 without interruption. It seems that John is given time to think to elaborate his answer. Finally, John says that the Eiffel tower is located in France and it is the tallest building in the world.

Thus, to identify wait time in the questioning process should follow a set of organizational rules of turn-taking [28, 29]. First, No-hands rules. This standard alludes to similar chance for understudies to answer the instructor's inquiries. It means that the student does not allow to raise their hand voluntarily to answer the questions. Second, the term repair. The term repair refers to the manner of speakers to fix the troubles of their utterances [29]). In a similar definition, Levinson [30] adds that repair is the recovery action of speakers in dealing with hearing, speaking, and the meaning. Moreover, the term repair is related to turn-taking problems [31]. It means there is an incorrect student's answer; the student needs to self-repair where an increased wait time has been provided for them.

Taking everything into account, numerous specialists have explored the utilization of stand by time, the setting of stand by time modes, and the effect of stand by time. However, there were few in the context of EFL teaching in West Sumatra, particularly in the EFL classrooms at SMP Negeri Kota Padang. The present study focuses on the teachers' waiting time in classroom interaction at SMP Negeri Kota Padang, for answer the research question.

1. How long is given by the educator between the inquiry presented and understudies' responses (stand by time)?
2. What problems might the teacher face in providing appropriate wait time?

2 Research Method

This review has a place with graphic exploration to see the application of stand by time system in middle schools in Padang. Basic irregular testing was utilized to choose the members. Eighteen English teachers at junior high schools Padang with their respective classes were involved in this study. They were teachers coming from six junior high schools in Kota Padang.

Classroom interactions were video recorded. Two cameras were placed in front of the class. Another camera is placed at the back of the classroom to record the activities

in the classroom during the learning process. Observation sheets were also used during English learning observations. Due to the pandemic, some classes were done online through zoom meetings. These meetings were also recorded.

The current study used conversation analysis and stimulated recall interview. Then, the researcher calculated how long the teachers gave their students the wait time using a stopwatch. Then, at that point, gathered the information as per the language utilized for the inquiry and the ill-advised use of stand by time methodology so it tends to be seen the manner in which the stand by time is executed in the homeroom. Subsequent to breaking down the information, the specialist talked with the English educator at a helpful spot in the school to figure out what boundaries they face in carrying out the stand by time technique.

Stimulated Recall Interview (SRI) was used to discover the teachers' problem in implementing the wait time. It is a helpful instrument for pondering the member's activities [32]. Six teachers were chosen from six schools involved in this study. The researcher and the teacher watched the video recording of each teacher's lessons. Then, the researcher asked the teacher questions related to the implementation of the wait time and the problem they had in implementing the wait time.

3 Results and Discussion

This section discusses results and discussion in terms of Teachers' Wait time in Questioning strategy and Stimulated Recall Interviews with Teachers on the Reason for their Wait Time.

A. Teachers' Wait Time in Questioning Strategy

The examinations of the video recording of the illustrations showed that there were 747 inquiries given to the understudies from eighteen educators in six middle schools in Padang; on normal educators trusted that understudies will deal with serious consequences regarding 3.49 s. The following figure shows the detailed length of wait time the teacher offers their students (Fig. 1).

In view of the consequences of discussion examination, it was found that on normal educator hung tight for 3.49 s. 33.1% of the educators have given an ideal norm of stand by time that is 3–5 s (Fig. 1). Notwithstanding, Fig. 1 shows that most EFL instructors at SMPN Kota Padang gave their understudies 1–2 s of hang tight opportunity to trust that understudies will answer subsequent to posing an inquiry. A heap of exploration uncovered that stand by times given something like three seconds are generally favorable for understudies' way of learning. By involving three seconds as minimal period for holding up is a huge advancement point [10]. Alsaadi [21] upholds that when the teacher gives three until five seconds of stand by time, it can work on their abilities and educational experience in the homeroom.

Furthermore, more detailed data found that 39.7% of the teachers gave a wait time of one until two seconds that is not long enough for students to think. It means that more teachers in this study provided their students with a shorter time to answer the questions than the ideal one (3–5 s). This finding is similar to Daslin & Zainil [17], who found that the teachers in their past review didn't give sufficient opportunity to understudies to

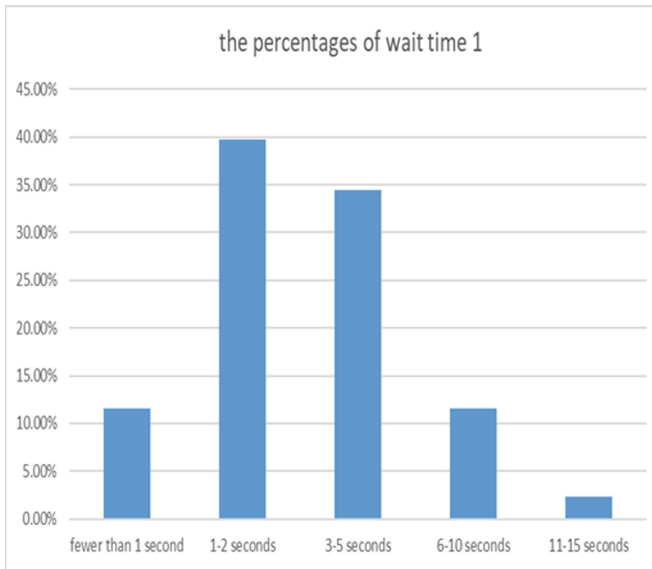


Fig. 1. The length of wait time provided by SMPN EFL teachers in Kota Padang

address the inquiries (no more than 2 s). Moreover, some teachers provided a very limited time for the learners to answer the question (a wait time of less than one second). The teacher did not offer chance for students to think to answer the questions. According to Wasik & Hindman [15], the advantage of wait time allows learners to get more chances to speak and use language. It means using wait time provides learners to think before they answer.

The excellent point found in this present study is that teachers also extended the wait time to 6–10 s (16.6%) or 11–15 s (5.5%), though not many of the teachers did it. Extending the wait time encourages students to think and form a better answer. To conclude, teachers in the present study seemed to ignore wait time. However, Mark [12] emphasized that extending wait time can increase students' confidence in classroom participation.

Following is the extract showing the turn-taking using conversation analysis.

001 Teacher F: jadi apa saja tadi ? (0.14)

002 Student: (silent)

003 Teacher F: On the Monday morning, at 5 o'clock, in September

004 Teacher F: Do you want to know the kind of activities for this meeting? (0.34)

005 Student: (silent)

006 Teacher F: There are five kinds of activities.

From the passage over, the teacher made sense of the course book exercises. It appeared to be that educator F didn't give understudies sufficient stand by time to respond to the inquiries (0.14).

A heap of comparable exploration has detailed similar outcomes (see [11, 17, 33, 34] as they found that most educators didn't hold on until 3 s in the wake of suggesting a conversation starter. Stahl [10] also revealed that teachers in his study only waited for 0.7 to 1.4 s after giving pause to students. A similar research was conducted by Siew & Arshad [35] investigating teacher interference and wait time. They noticed how educator interferences could restrict the sufficient trust that the understudies will think. Also, the educator interferences might confine the understudy's chance to think between understudy's reactions and instructor input (stand by time 2).

An interesting finding from this research is that teachers asked 490 questions out of 747 in Bahasa Indonesia. Two hundred fifty-seven questions were in English. There is a difference in wait time given by the teacher to the questions spoken in Bahasa Indonesia and questions spoken in English. The wait time for the questions in Bahasa Indonesia was shorter than those asked in English; more time was given to the questions asked in English (4.18 s in English and 3.19 s in Bahasa Indonesia respectively). The Stimulated Recall Interview results confirmed these findings and revealed the teachers' view on the wait time they provided for their students.

B. Stimulated Recall Interviews with Teachers on the Reason for their Wait Time

The Stimulated Recall Interview (SRI) finished with educators was utilized to research the peculiarity that happened in their stand by time practices and issues connected with the stand by time subsequent to clarifying pressing issues.

Teacher F explained his short wait time.

"I don't know. Students were silent. No one responded to my questions, so I answered the questions myself." (Teacher F).

After watching the video recording of him teaching, he commented on the short wait time he provided. Teacher F said he did not know why he gave a short wait time. His students were passive, silent; therefore, he decided to take the initiative to answer his questions. Similarly, Yaqubi & Rokni [24] conducted a study about how the teacher's limited the wait-time practices. In some cases, they found that the teacher asked the questions: the teacher directly answered the questions by herself. It is a phenomenon called self-answers [24].

Teacher F further explained that he did not have much time to wait any longer because many materials needed to be discussed. Similarly, Teacher E mentioned a similar reason for her short wait time. Teacher E said,

"at that time I don't have time to wait long. I needed to hurry because there wasn't much time" (Teacher E).

Besides, Teacher P as a member in a school gave more stand by time in posing inquiries utilizing English than Bahasa Indonesia, and afterward followed by educator N and educator R. When he was asked why he waited longer if his questions in Bahasa Indonesia. He could not give a specific reason. He thought students needed time to translate his questions to answer them if the questions were in English. To conclude, teachers in this research seem not aware of their wait time practice. These findings are in line with Almeida [2] and Lewis [3]. Their examination result uncovered that instructors

didn't know about the act of their stand by time. Most educators didn't understand the job of stand by time as a scrutinizing methodology that can influence their understudies.

4 Conclusion

Questioning refers to the interactive process of learning in which students develop their ideas, concept, and innovation by asking different levels of thinking questions. Wait time as a questioning strategy is sufficient time given to the students to think following an oral question before they answer it. This study investigated the implementation of wait time and its problems by the EFL teachers of SMPN Kota Padang.

The conversation analysis results show that most teachers provided their students with 1–2 s of wait time when answering the teachers' questions, while the ideal wait time is 3–5 s. In addition, teachers offer a longer wait time for the questions asked in English (4.18 s) than in Bahasa Indonesia (3.19 s). Giving more stand by time to the understudies urges them to think and frame an improved response. The more drawn out the instructor pauses, the more the understudies accept the educator will request that they reply. As a result, the higher the teacher's expectation becomes for a students' high-quality answer.

Stimulated recall interviews revealed that teachers were unaware of their wait time practice. Teacher should patiently wait for students to answer so the teachers themselves will do no self-answer. Third, some further researches need to be administered on the wait time strategy because it is crucial to investigate it.

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