

Evaluation of Increasing Wait Time in Speaking a Language for Improving Translation Process, Thinking Process, Translation Back into English, and Developing the Courage to Answer

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Abstract

In today's world, the English language is regarded as the most common language as it is accepted and spoken worldwide. Globally the researchers have agreed that English is used in every corner of the world among different ethnicities, cultures, and social backgrounds. Thus, the need to understand, translate and speak in English confidently has become the need of the hour for people both for English-speaking as well as non-speaking countries. However, the need to teach the same must be induced in them from childhood. Therefore, wait time which is a well-accepted concept to promote English speaking, is evaluated through this research article.

The paper aims to evaluate the effectiveness of inducing wait time for an effective translation process, process thinking, and decoding in English and boost their courage. Thus, the paper reviewed scholarly articles to understand the perspective of peered scholars. A secondary quantitative data analysis is done, and thus, a detailed discussion has been carried out to provide constructive recommendations to deal with the prevailing issue. The findings showed that the first problem is linguistics, such as grammar, vocabulary, and grammar.

Keywords: English language, translation, courage, Wait time

1. Introduction

1.1 Background Study

Wait time mainly refers to two prominent practices where the instructor deliberately pauses. Firstly, the first wait time consists of pausing for 3-5 seconds between asking any question and soliciting an answer. Secondly, the second wait time pauses 3-5 seconds after a student answers (Mahmud, 2019). Schools are the main learning centers for students, and teachers play a vital role in shaping their future. The wait time needs to be actively promoted in primary-level students and classrooms to improve students' vocabulary, thinking process, and translations and boost their confidence in public speaking right from childhood. This is a necessity as most children worldwide do not speak English at home due to differences in culture, traditions, mother tongues, and so on.

However, since the English language is universally accepted and becoming a global language, the need to read, speak and understand the language has become necessary (Szmigiera, 2022). English is the most spoken language worldwide, so it is essential to boost English communication skills among the young.

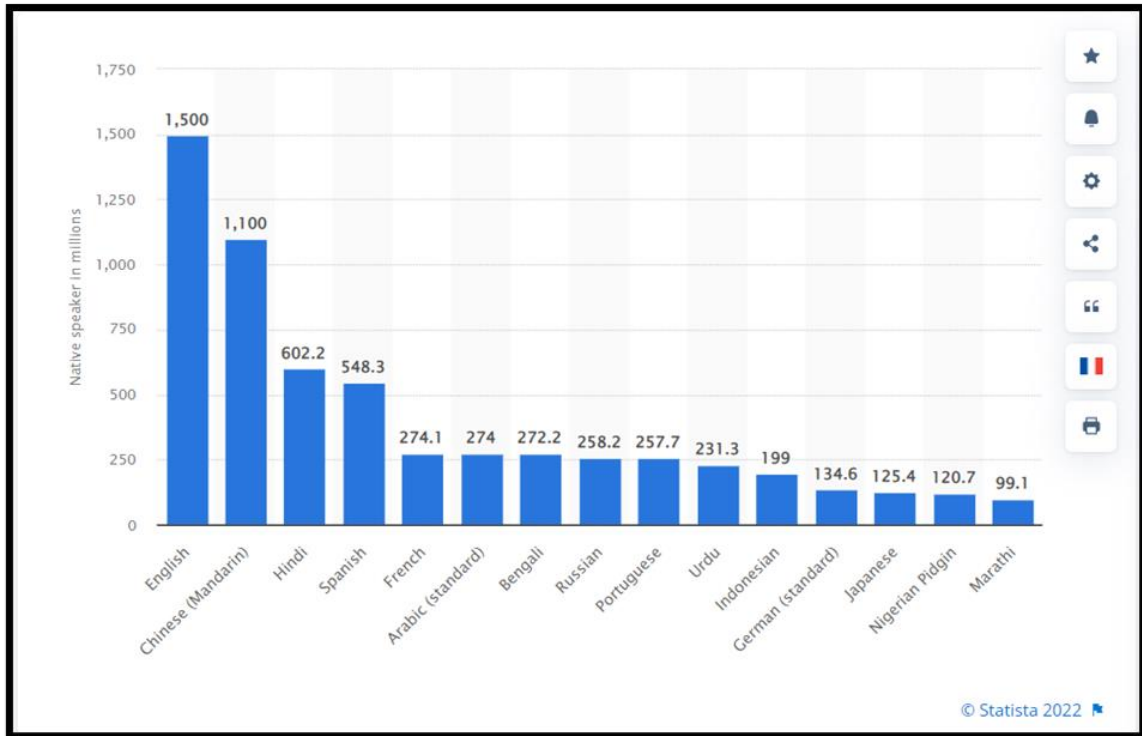


Figure 1. Most spoken language globally

(Source: Szmigiera M., 2022)

Even in countries such as the U.S., many children do not speak English at home (Statista.com, 2022). From the data, it is clear that children worldwide, where the national and regional languages differ drastically, cannot speak or express their emotions distinctly in English without proper boosting from a young age.

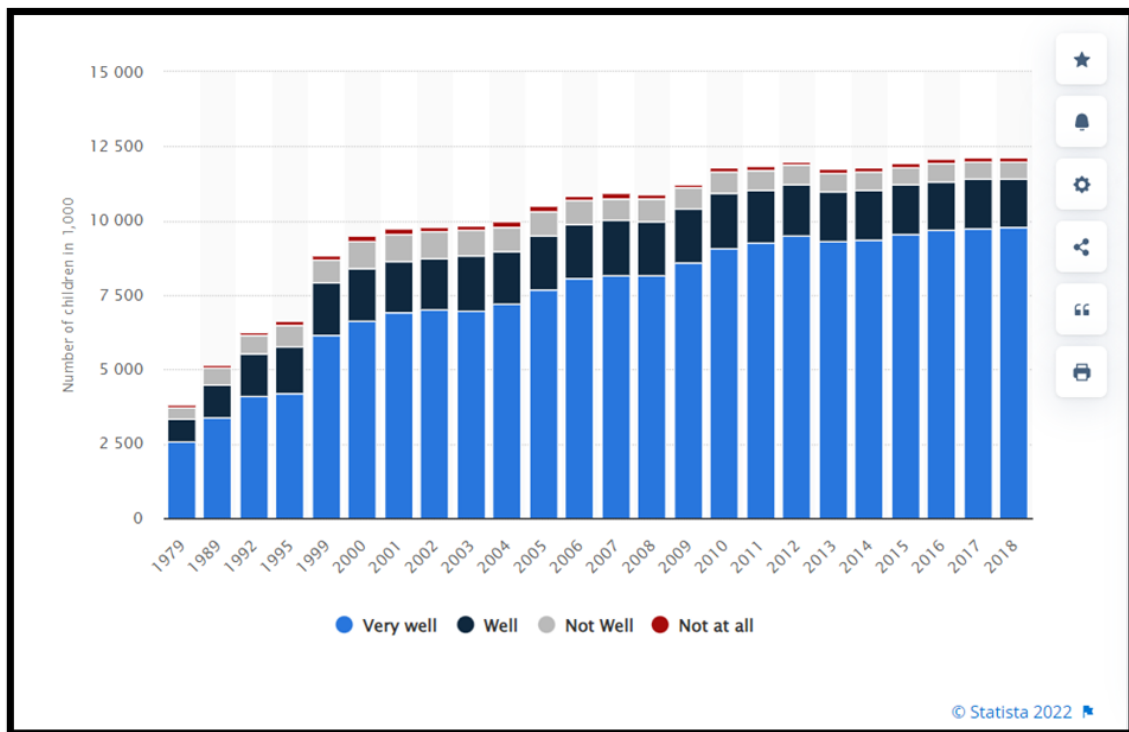


Figure 2. “Children who do not speak English at home in the U.S.”

(Source: Statista.com, 2022)

Wait time is one of the identified methods that can be used to improve the translation process and to reply confidently in English after translating. The time provides students with the much-needed time to think about the question, in instances asked by the instructor or peer, and develop a constructive response to give a reply, and the responses are more thoughtful. Some scholars argue that classroom discussions and concrete discussions among teachers and students and also among students are crucial processes of learning. Wait time policy is even applied in clinics with patients (Chu et al., 2019). Allowing young students to talk is critical for language development. One of the effective strategies is inquiring open-ended questions to the students, as it encourages them to give answers in more than one word and encourages them to use open extended language. The teachers must give appropriate time to the students to think and respond accordingly.

To improve learning opportunities and interactional patterns, it is crucial to promote wait-time theory with the students in L2 classrooms (Alsaadi & Atar, 2019). Moreover, it helps promote reflection, improves children's psychology, boosts confidence, and eliminates anxiety, thus bringing an overall change in a student's personality. However, in many instances, it can be seen that open-ended questions are followed mainly by immediate closed-ended questions or their responses to the close-ended ones. As a result of this is that the evaluative factor in promoting the students, providing them with the time to think and respond gets potentially lost in the process, not providing them with the desired amount of time for thinking about a response and the potential benefits from the conversation also gets lost.

Therefore, it is vital to provide children with ample opportunities to improve their vocabulary and language right from a young age, as it is their grooming stage. Otherwise, it can lead to severe issues as they grow up. Research has manifested that children's language skills are directly associated with their capability to acquire and read. Children that enter the school with well-advanced language and a stronghold in lexis are familiar with the meanings of several words and can effectively decode the words. As children begin to acquire to read, having a solid vocabulary can direct their "cognitive energy" and put less effort into finding the meaning of words.

It is assumed to be a vital part of classroom communication competence, and its appropriate implementation improves classroom teaching (Süt, 2020).

However, children with limited vocabulary and language skills find reading and expressing thoughts more difficult because the comprehension process requires expanding their mental energy for recognizing and decoding a word (Alsaadi & Atar). Thus, children with less vocabulary knowledge for numerous reasons typically struggle and are mostly left behind in schools. Thus, the students at schools possessing limited language knowledge are at high risk as they find it challenging to cope and are costly and close the achievement gap.

An adequate amount of research has been carried out to deal with the prominent issue that is being faced worldwide, mainly in English classes, as students from different language backgrounds find it difficult to understand English vocabulary, decode their views in the underlying language and speak confidently. The students' speaking skills in non-English speaking countries such as Jordan are limited (Huwari, 2019). Wait time is regarded as one of the approaches to boost the student's confidence, which many scholars suggested because of the advantages of the approach. Most importantly, it helps to gain confidence among the students.

1.2 Problem Statement

Speaking English is a significant problem that learners of Arabic Countries mostly face. Most of the studies revealed that most of the schooling is organized in such a manner that the teacher speaks, and the students are only the listeners. When they are questioned, the latter is expected to answer immediately whatever was thought by someone else and not to examine, articulate, review, or elaborate their thoughts on the same (Wasik & Hindman, 2018). Giving wait time seems easy to implement; however, most instructors have become habituated to resisting such silence in classrooms and find it extremely difficult to accept such pauses. Thus, the problems have been raised to such an extent that Bachelor's and Master's level students face difficulties speaking English.

The students from introductory classes dealt with the problem of underconfidence in English speaking, and the fear of being humiliated for their inability to speak proper English at a higher education level rapidly increased with time. In addition to this, in most countries and schools, English is instructed as a foreign language, and preference is more given to the regional language, for which the students, as they grow up, cannot speak properly in English even at Bachelor's level (Chand, 2021). The problems in the curriculum and teaching styles added up to the issue. Furthermore, the fear of making mistakes because of the competitive nature that provided the students with very less or no time to think before speaking contributed to the problem (Skip, 2020).

1.3 Research Objectives

- To identify the type of difficulties faced by the students in English translation.
- To understand the effect of wait time on Students and Teachers.
- To evaluate the effect of additional wait times on the learning chances concerning context mode and material mode.

2. Literature Review

2.1 Types of Difficulties Encountered by the Students While English Translation

The translation is regarded as the transmission of thoughts from one language to another, which helps bridge the gap in understanding knowledge, textual material, science, and so on. However, the students face many difficulties while translating from one language to another, especially in conveying their thoughts from their language to English, which has become a necessity (Al-Sobhi & Preece, 2018). They make errors while converting some words and idioms that are unfamiliar with the native language they have because of cultural influence on language expressions. The general difficulties in translating between two languages differ in terms of morphological, phonological, lexical, semantic, and syntactic features. They are diverse in the arrangements of syntax or sentences.

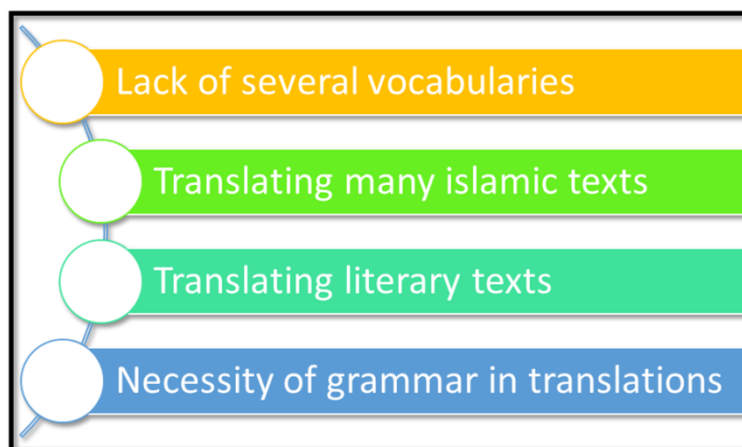


Figure 3. Types of translation difficulties

(Source: Self-Developed)

Two factors are considered that make idiomatic expressions translation difficult in English. First and foremost is the lack of uniformity in the targeted language, as the acceptable translation of some of the words into the targeted language, such as English, because different languages express linguistic features differently. Thus, the translator or speaker must be provided with adequate time to understand and decode the expression in the latter language. The latter's culture's particular idioms are not accessible for non-English speaking students to translate into English quickly (Nabokov, 2021). The meaning of the sentences must be kept in mind, and the five aspects of idiomatic expressions must be referred to as dynamic character, figurative meaning, style register, literal meaning, and national coloring.

The students mostly face translation problems because of the different grammatical categories, lexical items, linguistic levels, and differences between linguistic and the targeted language, where the studies were carried out taking English as the targeted language. Some other studies revealed that translators also face difficulties reading the source text and incorrect lexical interpretations. Another study revealed that unfamiliarity with the literal translations and political translations resulted in poor achievement in translating and was unable to speak as well as write the targeted language correctly (Farooq, Uzair-Ul-Hassan, & Wahid, 2020).

Another problem that was highlighted was to convert the Arabic idioms into English and vice versa, by the students of Jordan. It is difficult to convert the Arabic terms of the opaque and the semi-opaque idioms from the context (Obeidat & Mahadi, 2019). Thus, most scholars have concluded that most students make three types of errors in translating from linguistic language into English for numerous reasons. Thus, concerns have been raised about developing strategies to encourage students right from a young age to promote English speaking through various methods (Mohamad et al., 2019). Some studies suggest textual reading as a source to boost English fluency. In contrast, others claim that frequent classroom interactions between teachers and students and among

students in the targeted language can serve the purpose to an extent.

2.2 Effect of Wait-Time on Students and Teachers

Wait time is considered an effective technique to reduce classroom interactions' predictable patterns and create successful interactions. It facilitates the teachers to implement collaborative learning sessions, where the learners are encouraged to participate actively in class discussions and give rise to healthy conversations (Kamdideh & Barjesteh, 2019). The numerous previous studies that were carried out investigated the effect of wait time on teachers and students and revealed that wait time increases numerous desirable changes that encourage students to participate in discussions. It eased the teachers to effectively maintain the classroom discourse to increase students' participation with courage.

The teachers use several techniques, such as imposing few interruptions and redirecting the same question to other students in case it is not answered, to increase student involvement. Some of the early studies also registered that the students are most likely to participate and take extended turns in case they are provided with sufficient silence periods. In addition, it is also discovered that teachers who give additional wait-time offer opportunities to the whole class to respond by redirecting and repeating the questions in the class. Another productive technique that resulted from implementation is modifications in the questions that promoted teachers asking high-degree cognitive questions, in case the extended wait time gets implemented (Gilliam et al., 2018). Thus, such considerable developments in the questioning patterns are more likely to enhance student talk and reduce teacher talk, to improve students' vocabulary.

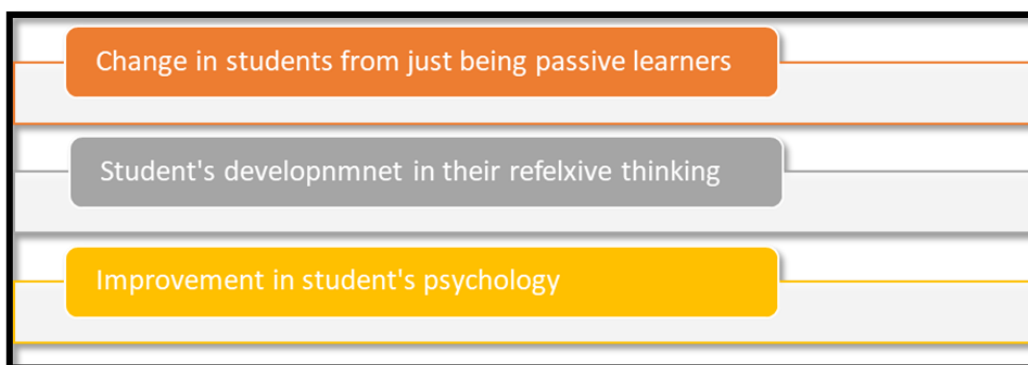


Figure 4. Behavioural changes in students due to implementation of wait-time

(Source: Self-Developed)

A close examination revealed that the wait time practice positively impacted the student's behavior. The predictable pattern of interaction (IRF) likely changed as the extended wait time was provided to the students, as the students took the initiative to participate voluntarily. These allowed the students to hold the floor and achieve self-selection, unlike the triadic dialogue, where turns were mostly allocated to the students. Another study that was conducted in science education gave the conclusion that increases in wait time increase the reflexive thinking of the students and thus lead to greater involvement by them. In technical subjects such as mathematics and science, wait time is considered a necessity for careful understanding of the variables (Isma'il, Adamu & Sirajo, 2021). Between pauses for a few seconds allows the former to analyze critically before speaking and triggers their thinking process that imposes a significant impact on the participation of the students.

It is believed that wait time directly affects students' confidence, as researchers showed a link between wait time and confidence. As the planning time is provided to the students before soliciting any response, the willingness of the learners to communicate significantly increases, increasing their self-esteem and confidence (Internet, 2018). This is because there is a correlation between anxiety and confidence; anxiety about speaking in English decreases, and students' confidence is boosted.

2.3 Extended Time Effect on Learning Opportunities

In the case of wait time in materialistic mode, variations in the wait time occur according to the question type and difficulty level. Additional wait-time always does not mean making an interactional zone for learning, as the initiation of successful communication is context-specific. It was suggested that classroom context consists of a level of micro-contexts, where one of them possesses four micro-contents, namely, material mode, managerial mode, classroom content, and skill and system mode, where each L2 possesses a distinct fingerprint (Kamdideh

& Barjesteh, 2019). The first and foremost aim of material mode is to provide students with the opportunity to practice a language related to a specific language. Therefore, students need more international space concerning turn-making and topic management.

Paradoxically, wait time is unrestricted and limited in case the aim is to promote analytical or reflexive thinking. For instance, if the pedagogical aim is displaying the answers mentioned in the material, the extended pause is unnecessary as the students are expected to recall the information and decode it accordingly. On the other hand, the prime pedagogical goal of classroom context mode is to promote fluency. In this mode, the teacher aims to initiate classroom conversations and provide more interactional space (Alsaadi & Atar, 2019). High-level cognitive and referral questions are asked in the classrooms to increase students' participation and boost their confidence. Thus, wait time, and referential questioning resulted in participants deliberately taking the initiative to stand up and speak confidently without being nominated by teachers.

3. Methodology

For this research article, the introduction provides a general idea or overview of the concept, suggestions, and findings of the subject matter. It also stated the prevailing issues in most non-English speaking countries and the problems faced by students at higher education levels. A generalized outline of time breaks, their implementations, how they can boost students' confidence, and at what level they must be taught is discussed. In the literature review part, the articles of the scholars on related topics are discussed in detail to develop a core understanding of the prevailing problem and develop solutions and thus, the evaluation of the time-break approach is reviewed to address the issue.

Thus, a secondary quantitative method has been used for this research work. Thematic analysis of the data has also been done to complete the research work. Here, extensive use of existing data has been done that was collected for other related purposes (Guo et al., 2022). This method includes collecting data to answer questions about the stated topic's current status. In addition, a descriptive quantitative approach was also adopted where the researcher undertook tests, interviews, and circulated questionnaires to understand the type of errors students face in translations with 30 students from different institutions in Jordan. After that, the data was reviewed and analyzed through four alternatives: "always, often, seldom, and never." Finally, with the drawn results and scholars' views, the discussion was done, and recommendations were made accordingly.

4. Discussion

Wait time is usually described as the time or period between the teacher asking a question and students answering the same. It is uncovered that typically a teacher waits for around 0.7 seconds to about 1.5 seconds before speaking about the question asked them. However, studies revealed that 3 seconds of the wait time is considered the to wait for the students to respond as it increases the level of creativity and learning of the latter (Atar, 2020). Thus, the "think-time" concept was popularised, that is, the tenure of uninterrupted silence for both the teacher and students, to reflect on their process of thinking, reactions, and feelings. Translating is difficult, especially for non-English speakers; thus, providing adequate time to think and speak is necessary to boost their critical thinking and analysis power.

Even children with a good hold of English speaking must be good listeners first, reflect on their thoughts, and then speak to undertake effective communication (Ahmad, Shakir, & Siddique, 2019). This process allows them to organize the complex words that are included in their thinking and reflection after something is asked. The positive effects that are related to 3 seconds or more waiting before expecting a response possess the following benefits:

Increases the extent accuracy of response: The researchers have shown that a wait time of 3 seconds or a little more show pronounced changes in the logic and language of the student and is positively related to the quality of their responses. Praising the student for responding and being patient positively affects them and gives them the courage to respond with courage.

Increases the response of those students who typically do not respond: The students who are shy or introverted or have slow processing speed are more likely to participate in classroom discussions when provided with silent opportunities to think. Those silent students are more invisible to them and end up becoming under-confident and lacking communication skills as they grow up. This central problem has led to many college students needing help communicating correctly in English. The percentage of such students has increased; thus, their English-speaking skills still need to be developed.

High-order cognitive responses: Increase in wait time is directly connected with students' reflection and critical thinking ability. Thus, it was found that the students were given more time to think and respond, made fewer

grammatical mistakes while speaking in English, were much more thoughtful, and the response was supported by evidence. Thus, this shows they developed the courage to answer with confidence and developed deep thinking capabilities.

Thus, education in speaking and communication must focus more on terminology and vocabulary. The findings showed that the first problem is linguistics, such as grammar, vocabulary, and grammar. Vocabulary is the central sun theme-problem that is mainly discussed, and the problem is discussed in several phrases. For instance, insufficient vocab for expressing ideas and arguing on a topic and a lack of vocabulary of the targeted language while speaking. The second sub-theme problem faced by the students is in the grammar section. The students make mistakes while forming complex sentences and using tenses while translating their thoughts into English language and consider it a headache (Ramadhani, 2020). The third sun-theme issue is the pronunciation problem. Most students in countries such as Jordan do not speak English in their classes because of their pronunciation, which contains intonation and word stress. These features are vital for intelligibility because they try to convey their intentions and word stress severely affects their ability of speaking skills.

The second vital issue is psychology which includes a lack of motivation and inhibition. Most of them feel anxious about making mistakes and become conscious. Research showed that feeling anxiety and inhibitions in foreign language classrooms is quite common and, thus, requires developing an environment where students feel free to convey their thoughts. Furthermore, a lack of motivation to take the initiative is another reason students feel free to communicate in something other than a foreign (English) language. At times, the students must express their options clearly because the topic is to be explained in a foreign language (Hatim & Munday, 2019). Thus, encouraging wait time for the students to analyze the topic and think critically before speaking in a foreign language is vital. The fear of facing criticism by the teachers or from other students as they commit mistakes prevents them from speaking in foreign languages.

Lack of language practice is another reason that adds up to the issue. Studies revealed that the lack of English speaking by the students outside their classrooms significantly the non-English speakers background students limited their English-speaking skills. The learners do not get the opportunity to communicate in English outside and even in classes most of the time is spent listening to the teachers or lecturers which limits their learning scope. Thus, the teacher's strategy of the wait-time approach helps to fill this gap, provides the scope for active interaction in classrooms, and encourages peer-to-peer talking. In short, the wait time helps to bridge the communicative gap that is faced by a large number of students worldwide and to tackle the issue of translation into foreign languages, especially English. Thus, it provides the children with the scope to improve their thinking process, translate and answer with courage and complete confidence.

5. Conclusion and Recommendation

Numerous factors have been analyzed through the research work on the problems faced by the students, the key issues, the various solutions adopted, and the use of wait-time techniques for addressing the issue. English has become a significant language, and knowledge to speak the language correctly is necessary. Thus, wait time which is a much-suggested method is an effective technique for addressing the to an extent to the issue. Wait time can be used as a strategy for improving children's translation process and critical thinking and giving them the courage to answer confidently. It is concerning to know that Bachelor's and Master's level students face difficulties speaking English. Children need to be shaped right from a young age; thus, schools are the foundation where they can lay their stones for effective learning and boosting confidence. Thus, the teachers have a prominent role in nourishing the children and helping their personal development.

The research work highlighted the benefits connected to the practice of the wait-time technique, which is appealing and attractive. The technique facilitates the students to think before responding, critically analyze the subject matter, and then communicate accurately. Providing the young children with more time to respond results in thoughtful articulations, and feedback from the teacher promotes and scaffolds even more languages. It is possible to develop the student's language, their communication skills only in case they talk. Creating wait time potentially accelerates the creation of a classroom climate that allows the students to slow down, think and respond effectively and significantly improves their translation capabilities with time.

Some of the recommended strategies that can promote wait time, especially in classrooms, are:

- *Model writing*: the students need to watch how the watch time looks and behavioral expectations during the wait time. Thus, it should be modeled both after a question is asked by a teacher and after a response is given by the student.
- *Model thinking*: conducting think-aloud so the students can observe what or how it looks as they think

about the answers to the questions.

- Teach active listening: To model active listening for the students, that is, to teach them the way of facing the person speaking and listening to how things are being said is crucial, to teach the students how to answer while questions are asked.
- Limiting wait-time: Researchers have shown that three seconds of wait-time is ample time for responding. Three seconds also seems difficult for the younger children to wait; however, the time should not be extended to long tenures.
- Being patient: To learn to use "wait-time" effectively and patiently as everyone has a different and new style of conversation in the class.

English translation is a critical issue faced by students globally because of the enormous background differences, thus requiring the utmost attention of teachers, parents, and peers to develop communicative skills. The student's learning of language and vocabulary for personality development as there lies a direct relationship with each variable.

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