Teaching by Pause Technique in the Classroom

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ABSTRACT

Communication represents the essence of language learning. Since the unspecified evolution of conveying information, human beings have been employing the main constituents of language with short pauses. Although the punctuation marks necessitate short expressions among thought group of words in writing, human language demand for understanding how and when to pause orally. This paper presents the pause technique in the classroom. It signifies the relation between pausing and lecturing in the class and determines its sufficient time-management to interact with college learners of different specializations. The conduct study reviewed teaching pause technique in the empirical studies at *Special Education and Communication Disorders of Pennsylvania State University; Government Medical College*, Amritsar, India; *and Financial Accounting class at the University of Bangladesh*, India. The chronological period of the studies ranged between 1987 and 2014. The reason behind collecting data is to maintain its power to the teacher in managing the classroom and to the students for academic and professional attainments. The intersection point has lain in the positive effect of pause technique in students' performance and teachers' management. The sample distribution of the experimental groups' means reported with extreme advancement of teachers and students in managing pausing. The study findings support implementing short and long pauses for successful classroom management. Reasonable period intervals are included from the prospect of mental realization. It is difficult to compare the diverse results statistically due to the absence of individual rates of assessments. The study recommended that teachers for effective learning classroom need to implement at least more than three pauses in one-hour lecture.

Keywords: Classroom Management, Information Recalling, Pause Technique, Students' Performance, Teaching.

Introduction

People interact with each other in everyday lives. They tend to transmit in common and diverse ideas socially, professionally, and culturally by means of language. In the scope of education, individuals express in speaking and writing by using vocabulary words, syntactic and semantic structures in addition to pragmatic aspects of sentences either in the first or in the second language. In other words, language sequences are expressed in language development.

Communication represents the essence of language learning. Chickering and Gamson stated the process of active learning in "Seven Principles for Good Practice ","Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers," They added, "They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives.They must make what they learn part of themselves" (1987, p.4)

Since the unspecified evolution of conveying information, human beings have been employing the main constituents of language (i.e. content words) in appropriate manner with short pauses. For instance, when someone vocalizes the following sentence, "*Excuse me, could you please tell me where the bus leaves?*" he or she breaks it five times through stressing the main verbs such as *excuse*, *please*, *tell*, *leaves* plus wh-words such as *where*. Although the

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punctuation marks necessitate short expressions among thought group of words in writing, human language learners demand for understanding how and when to pause orally.

Teachers play a significant role at all levels of educational institutions. They aim to import expedient strategic techniques so as to employ them for achievement production in the learning progression. Depending on the classroom environment and the characteristics of learning materials, teachers determine what applicable strategies would result the attainment of the experiential embodiment. Education is frequently changing by the manner of transmitting and receiving information. Learning techniques promote upward convergence between teachers and learners, thereby reinforcing sustainable development efforts in academic institutions.

This paper introduces the pause technique in the classroom. It signifies the relation between pausing and lecturing in the class and determines primarily the sufficient time-management to interact with college learners of different specializations. The differentiation of learning experience with regards to pause technique is also highlighted in comparison with non-experimental groups. The study has been collected factual experiments in the findings of Chowdhury (2016), Bachhel and Thaman (2014), and Ruhl, Hughes, and Schloss (1987) to illustrate when and where teachers and students have paused during their lectures.

Literature review

A diverse number of pause technique definitions showcased in this study. According to Alber (2014), pause technique represents one of the most initial learning strategies. She clarified the process of her strategy entitled "Pause, Ask questions, Pause, Review" through solving difficult reading passages and complicated notions. In other words, teachers instruct students to pause more than once for attaining cognitive level. Unlike Rebekah (2018) who stated that pausing parallels a temporary block of producing chunks of words, phrases, sentences, clauses, concepts, or ideas while speaking. Its natural actions tend to outcome positive production of human language communication. She also explained the reason behind pausing from two different categories: speakers and listeners.

Pausing definitely takes its impact in human brains. It is more effective when individual speakers wait some time to prepare mentally before making notions in group of words. On the other hand, listeners ought to take delivery of information sufficiently for oral preparation. In the viewpoint of Fors (2015), pause technique can be determined from conversational contexts in correlation with language and culture. Rowe et al. (1980) (as cited in Bachhel and Thaman, 2014) explained a dissimilar observation. They commented that pause technique forms the main strategy of active learning which demands only short amount of time.

With reference to the duration of pause, it lasts between two to twenty minutes. Pausing comes as temporary intervals at the beginning, the middle, or the end of classroom lecturing. In the context of classroom learning, students prepare and acknowledge perceptually the learning prompts given by the teachers in a definite amount of time (Harrington, 2014). Furthermore, Dubec (2018) specified that teachers pause at the beginning of the lecture while students are responding what has been presented individually or by groups. McCarthy (2018) added his description about learners. They equate inside and outside intellectuals who prefer to think silently prior to answering questions linked to the subject matter. So, not only teachers but also learners take a wait time.

Dubec (2018) brought into attention how passive learners do not acquire attention during 10-15 minutes in the class. That is to say, students struggle learning a lesson when teachers do not provide pause intervals during lecture. Consequently, Linsin (2012) indicated that students dismiss receiving information from the teachers, stay unfocused, and look for any disruptive behaviors that may raise in the classroom. Hence, a practical method of teaching has drawn on the understanding that the pause technique treats unsatisfactory performance of lectures.

Students improve learning effectively when teachers pause for a couple of minutes multiple times during the mini lectures as opposed to the traditional process of lecturing (Bachhel and Thaman, 2014). Dzubak (2015) went along with that concept when declaring the advantage of pausing in student's long term memory. If teachers get their students pausing from time to time, their cognition would be improved along with the stages of Bloom's taxonomy and will

reach the metacognition.

The relation between the teachers' strategy and time management determines the effectiveness of learning lessons. According to Stahl (1994), three potential implications come about when teachers pause for more than three seconds. First of all, the flexibility and diversity of teaching strategy in asking students questions. Second, the dissimilarity of questions by minimizing and maximizing its number. Third, the higher order thinking prompts when asking metacognitive questions to students.

What makes pause technique so prevailing when learning in the classroom? Goldman-Eisler is the first researcher who has concentrated on the process of pausing in the brain. He maintained that pausing upgrades individual's backgrounds knowledge in correlation with the nature of the conversation between a speaker and a receiver (as cited in Fors, 2015). For example, when a teacher assigns two foreign language students for practicing a job-interview in the English class, both of the students will scan and will skim familiar information with regards to the prompted assignment before oral communication.

Linsin (2012) pointed out five main reasons behind pauses, positive expectations, excitement, break disruption, adjustment, and information recall. The paper will thoroughly be revealed the power of pause technique in developing student's capability of recalling information.

Methodology

The conduct study targeted teaching pause technique in the empirical studies at *Special Education and Communication Disorders of Pennsylvania State University; Government Medical College*, Amritsar, India; *and Financial Accounting class at the University of Bangladesh*, India. The chronological period of the three empirical studies ranged between 1987 and 2014.The reason behind collecting data of pause technique is to sustain its significance of teaching pause technique at different area studies of higher education to maintain its power to the teacher in managing the classroom and to the students for academic and professional attainments.

The study sampled with 40 disabled learners in the first study, 150 medical students in the second study, and 75 students of Financial Accounting Major in the third study. The level of all the participants was undergraduates. The college students of the three case studies were divided into two groups, either of the groups were assessed in accordance with the function of pause technique in oral presentation and lecture reviewing. Moreover, the lecture duration of the Financial Accounting class lasted for 90 minutes in comparison with 50 minutes of medical class and 45 minutes of Special Education class.

Data Analysis

Pause technique functions as the independent variable, whereas its impact on student's performance functions as the dependent variable.

The teacher instructed the experimental group of the learning disabled to pause for two minutes and three minutes during the lecture to remember factual information with regards to historical and theoretical etiology. Students have paused five times without the interference of the teacher. They were discussing the subject matter orally and reviewing their notes with each other. Then, the teacher gave additional breaks which has lasted for 18 minutes and assessed student's comprehensibility of the subject matters after 12 days.

On the other hand, the experimental group in the medical class were asked to make short presentations for 15 minutes in order to converse with each other and complete their main notes on paper. Students have paused three times with slight interference of the teacher. Fifteen days later, the teacher gave 30 Multiple Choice Questions test to measure students' remembering information, understanding the content, and interacting with their peers.

Regarding the Financial Accounting class, the teacher directed earlier to pause sometimes for oral and written

information by reviewing, relating, matching, and summarizing. The teacher's plan for that class within its arranged activities was to give logical breaks around 8 minutes in multiple times. The next step for the instructor was to make total evaluation at the end of all the lectures in order to explore whether or not pause technique increases students' performance.

Teachers in the three case studies were making formative and informative assessments. They intended to search for the relation between pause technique and its effect on classroom management which will be discussed next.

Results

The sample distribution of the experimental groups' means reported with extreme advancement of teachers and students in managing pausing not only teachers but also students. The 40 disabled learners achieved 84.39 percent in comparison with 76.28 of the control group in the study of Ruhl, Hughes, and Schloss (1987). Meaning that experimental individuals were succeeded in information recalling and active reflection because of implementing pause technique. The 74 medical students outclassed 23.0 out of 30 percent as opposed to 21.05 of the control group plus the 36 participants of Financial Accounting class scored 51.89 out of 65 percent contrary to 47.08 of the control group. According to total average of the high score in the second experimental group indicated in the study of Bachhel and Thaman (2014), students exposed that pause technique assisted them to recall, communicate, participate, and share their notions with their classmates. As for the highest score in the third experimental group in the study of Chowdhury (2016), students of Financial Accounting major have taken into consideration the significance value of pause technique in the classroom, because it kept them active, engaged, and motivated during the lecture.

The intersection point has lain in the positive effect of pause technique in students' performance and teachers' management. Despite its dissimilarity of case studies shown in its methodological design and the number of participant students, the environment of the assessment characterizes the preparations of students and teachers with unrelated numbers of actions during the lecture time. In addition, teachers provided extra pauses at different times during lecturing. Bonwell (1996) (as cited in Bachhel and Thaman, 2014) agreed with that concept by maintaining that pausing keep the mind of students refreshed. They also illustrated that pause technique stimulated learners to think more effectively. Accordingly, the more teachers instruct with longer pauses, the better outcomes mark learners to remember information.

Conclusion

Pause technique encompasses lectures to get both teachers and students prepared ahead of time. It became clear that the study findings support implementing short and long pauses for a successful classroom management. Reasonable period intervals are also included from the prospect of mental realization to promote students' performance. It can be notified from the three case studies that the experimental group respondents were not distracted to deliver the lectures with pausing lots of times, because their teachers have already given them the opportunity to manage their required amount of time without any constraints.

Moreover, experimental students had the capability of remembering data of their required assignment after long but not too short period of time. The consequence of a temporary stop at any stage of lecture learning would be better performance in students' metacognition. McCarthy said, "There is a real need to increase the time granted to students to process what they know and to make sense of what they do not understand" (2018, para 3). The study recommends that teachers for effective learning classroom need to implement at least more than three pauses for one-hour lecture. Otherwise, miscommunication raises, students' performance decrease, and the objective of classroom instructional planning will be incomplete.

Limitations

It is supposed to conduct more than three case studies to denote teaching pause technique in the classroom in view

of the fact that the literature does not cover other empirical studies of pause technique at different fields of studies. In order to signify the significant value between dependent and independent variables to more than two groups, the study should be measured by the one-way ANOVA. As discussed earlier in previous sections, the number of students were calculated in the selected three studies. However, it is difficult to compare the diverse results of the three experimental groups of pause technique statistically due to the absence of means of individual distribution plus the disparity of percentage measurements in each group.

Further investigations are needed to be taken quantitatively and qualitatively in order to explore other variables of pause technique in teaching by means of distinguishing gender comprehensibility or adjusting strategic teaching by adapting pause technique as well as its impact on learners' physiological and psychological behaviors.

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التدريس بأسلوب التوقف في الصف الدراسي

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ملخص

يمثل الاتصال جوهر اللغة. منذ نشوء التطور اللامحدود في ايصال المعلومات، يتداول البشر الاجزاء الاساسية من اللغة بوقفات قصيرة. على الرغم من ضرورة وضع علامات التنقيط في عبارات قصيرة ضمن مجموعة من الكلمات تحريرياً، يتطلب من البشر لغوياً ان يفهموا كيف واين عليهم ان يتوقفوا بشكل شفوي. تعرض ورقة البحث أسلوب التوقف في الصف الدراسي حيث انها تحدد اهمية العلاقة بين التوقف والقاء المحاضرة في الصف الدراسي فضلاً عن تحديد المدة الكافية لتنظيم التواصل مع المتعلمين الجامعيين من مختلف التخصصات. تجري الدراسة استعراض إسلوب تدريس التوقف في الدراسات التجريبية التي اقامتها كلية التعليم الخاص وإضطرابات التواصل في جامعة بنسلفانيا والكلية الطبية الحكومية في مدينة امريتسار، الهند وصفوف المحاسبة المالية في جامعة بنغلادش الهندية. يتراوح التعاقب الزمني للدراسات بين عام 1987 و2014. الغرض من جمع تلك البيانات المحافظة على تأثيرإسلوب التوقف للمدَرس في إدارة الصفوف الدراسية وللطلبة في تنمية مهاراتهم الاكاديمية والمهنية. تكمن نقطة الإلتقاء في التأثير الايجابي لإسلوب التوقف عبر إداء الطلبة وإدارة المدرَس. وأفادت الدراسات بتحسن الوسط الحسابي للمجموعات التجريبية الموزعة للطلبة والمدرسيَن في إدارة الصفوف التدريسية. تدعم الدراسة التوقف للفترات القصيرة والطويلة الامد من أجل تحقيق نجاح إدارة الصف الدراسي فضلاً عن التداخلات الزمنية الناجمة عن إمكانية الادراك العقلي. من الصعب مقارنة النتائج المختلفة بصورة إحصائية وذلك لغياب المتوسطات الحسابية للأفراد الذين قاموا بالاختبار. وتقترح الدراسة إضافة المدرسيَن توقفات عديدة لا تقل عن ثلاثة مرات على الاقل في الساعة الواحدة لتحقيق التعلَم الفعّال في الصفوف الدراسية.

الكلمات الدالـة: إدارة الصفوف الدراسية، تذكَر (إسترجاع) المعلومات، إسلوب التوقف، اداء الطلبة، التدريس.