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DEDICATION

This work is wholeheartedly dedicated to Almighty God for consenting this beautiful journey, without His blessing, it would not have been possible.
Also, it is dedicated to my husband and children who granted me encouragement and patience to complete this work successfully.

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I would like to acknowledge the Pontifical Catholic University of Ambato for providing me with an appropriate academic training during this program degree.

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RESUMEN

Escuchar es una de las habilidades lingüísticas más importantes en el aprendizaje de una segunda lengua. Proporciona información para un aprendizaje satisfactorio, favorece la comprensión y el desarrollo de otras destrezas lingüísticas como la expresión oral. Además, la sub-habilidad de escuchar por información específica promueve la práctica de actividades que son la base de ejercicios complejos. Por lo tanto, si un alumno no dispone de un input comprensible, no hay ningún aprendizaje. Aunque la escucha es esencial en la comunicación y se han aplicado estrategias para mejorar su rendimiento, todavía es una habilidad difícil de desarrollar. Así, esta investigación tuvo como objetivo evaluar el significado de las pausas en la escucha de información específica en los estudiantes de noveno grado de la unidad educativa Juan Abel Echeverría. Requirió un enfoque cuasiexperimental con instrumentos cuantitativos y cualitativos tales como una ficha de observación y un pre y post test. La prueba previa permitió establecer la competencia en la habilidad de escuchar información específica y la posterior reflejó las implicaciones de la estrategia propuesta. Los resultados sugirieron que la inclusión de pausas en las actividades de escuchar incidió positivamente en la comprensión de los textos hablados y coadyubó en la superación de dificultades relacionadas con la velocidad del lenguaje. Además, se creó el espacio para tareas comunicativas como hacer aclaraciones y comentarios.

Palabras clave: discurso, información específica, velocidad, rapidez, pausas, tiempo.

ABSTRACT

Listening is one of the most important language skills in second language learning. This skill provides input for a satisfactory learning since it boots comprehension and promotes the development of other language skills, mainly speaking. Moreover, the development of the listening for specific information subskill promotes the practice of bottom-up activities that are the basis for complex listening exercises. Therefore, if a learner does not have an accepting comprehensible input, no learning occurs. Although listening is essential in communication and many techniques and strategies have been implemented to improve its performance, it is still the most difficult skill to develop. Thus, the current research work aimed to evaluate the significance of pauses in listening for specific information in the students of ninth grade of Juan Abel Echeverría educative unit. Accomplishing the research goals required the application of a quasi-experimental design with a mixed approach: quantitative and qualitative instruments. In detail, an observation form and a pre-and post-tests were conducted to gather accurate data and have a clear perspective about the case study. Notably, the pre-test was granted to establish the learners' proficiency in the listening for specific information micro-skills and the post-test reflected the implications of the submission of the proposed strategy to improve the ability to listen. The findings suggested that pauses impacted positively the comprehension of spoken texts overcoming the listening difficulty caused by the speech speed. Thus, the inclusion of pauses created the space to develop communicative tasks such as asking for clarification and providing feedback.

Key words: listening, specific information, fast speed, speech, pauses, time.

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INTRODUCTION

English is one of the most important languages around the world and its domain guarantee lots of benefits in different human fields. Nowadays, there is a range of methods and strategies designed for its proficiency; despite this, learners have serious problems to achieve that goal. In particular, listening is one of the most difficult skills for non-native speakers. Moreover, Long and Doughty considered listening as the starting point of communication, as listeners can extract and construct meaning from auditory resources (2009). Consequently, English listening is one of the language skills that need more attention not only by teachers but also by students because its proficiency is decisive in communication as learners can comprehend and speak the language.

In like manner, being a proficient listener depends mostly on mastering the subskills of the listening ability. Listening for specific information subskill is a type of selective listening, according to Rost, (2011) that looks for specific data, and it is considered the basis for complex listening exercises Correspondingly, this subskill is attained to bottom-up activities, and should be taught and rehearsed lastingly. However, bottom-up activities are not practiced in the classrooms regularly and it can be a reason for most of the listening difficulties that foreign language learners experience. In sum, listening for specific information is crucial for the consecution of listening comprehension goals, and the teacher´s role is decisive in this process.

Although, listening has been considered since the 70s as a crucial ability in the proficiency of a foreign language, it has not found adequate handling. This situation is evident due to the few available works and the lack of attention by teachers and students. In particular, teachers do not provide clear and supporting strategies for success in the listening ability. Furthermore, some teachers do not develop this skill because of its difficulty level, even if they do not use listening resources or speak the target language. As a result, learners face a lot of listening problems, and they feel

demotivated continuing with their learning process because they are not able to communicate in the target language.

As it can be seen, listening is a complex process, whose difficulty level is given since the listening variables cannot be grasped by learners; they depend on the speakers. With this in mind, listeners face some remarkable listening problems. In particular, the fast speed speech is one of the most common listening difficulties that challenges learners in learning a foreign language. Moreover, students often complain about their frustration when they do not comprehend what they listen because of texts fast speed. In the end, speech rate is an input factor that influences broadly on the listening comprehension proficiency, and its study and management deserve special attention to provide the appropriate strategies to overcome its difficulty.

With attention to the listening problem related to speech rate, representative authors have made significant contributions. To illustrate, Michael Rost is a recognized linguist whose works have been analyzed deeply for the performance of this study. He indicates that pauses in extensive listening offer opportunities to motivate predictions, opinions, and points of view from listeners. Another important author is Buck (2001) whose studies are focused on speech rate as an input factor that influences on listening comprehension. The contributions about the listening ability have allowed broadening the knowledge of new strategies to improve the teaching work and the learning process. In addition, the incidence of speed rate on listening has been observed in important studies along the time and well-known linguistics have contributed to significant and useful findings in the teaching field.

Abbas Zare-ee (2007) in his work “The Significance of Pauses in EFL Listening Comprehension Tests” showed the incidence of time in comprehension of listening material. Similarly, pause practice is the strategy mentioned by John Field (2009) in his research study “Listening in the English Classroom”. He concluded that pauses provide time for learners to reflect on what is listened to and think about the replies. In sum, it

was highlighted the teacher's role in looking for new strategies to promote interactive listening.

Another significant finding in terms of the positive influence of pauses in understanding spoken texts have been selected as followed. Sheppar and Butler (2017) based their study on the low ability to decode spoken language and the impact of pauses in comprehension. The research work "The time domain factors affecting EFL learners' listening comprehension", is a study on Japanese EFL learners led by Kosuke Sugai, Shigeru Yamane, and Kasuo Kanzaki. The most significant conclusion is that pauses help lower intermediate EFL learners in the understanding of listening sentences rather than slowing down the speed of the spoken text (2016). Together, the addition of pauses is suggested to support listening activities because they provide time to process what is heard by listeners.

Given the different factors and difficulties, the English proficiency level of students is not acceptable despite the implementation of programs and policies to improve English skills. In some cases, schools do not offer the required English classes and others are often below standard because of a lack of conditions in terms of infrastructure, technology, and lack of qualified teachers. To illustrate, a study conducted by Education First in 2021 shows that no country in Latin America is in the very high proficiency band. Only Argentina reaches a high English proficiency, and most countries in South and Central America are in low and very low proficiency levels (EFL, 2021). Unfortunately, Ecuador ranks last with a very low level among 19 Latin American countries surveyed.

As it is noted before, proficiency in the English language in Ecuador is an issue that demands a careful and detailed study of the difficulties that learners face. These difficulties are deep in the rural zones of our country. In detail, mastering such skills as listening is very tough for most learners of a foreign language. Thus, a recent study done in 2018 by Ortega and Auccahuallpa in some rural high schools in Ecuador shows that students obtained 21,53% in the listening ability which makes their participation difficult for communicative purposes (2018). As an illustration, Juan Abel Echeverría is

an educative unit whose students come from rural zones of the Cotopaxi province. They deal with serious problems related to the listening skill since their mother tongue, Quichua is completely different from the new one. In effect, they learn two languages simultaneously, Spanish and English.

Statement of the problem

Through this study, the researcher drew conclusions about the following query: How do pauses contribute for the listening for specific information improvement of the students of ninth grade of basic education at Juan Abel Echeverría educative unit?

Defended idea

Pauses improve the listening for specific information subskill on students of ninth grade of Juan Abel Echeverria educative unit.

General Objective:

- To evaluate the significance of pauses in listening for specific information in the students of ninth grade of Juan Abel Echeverría educative unit.

Specific Objectives:

1. To describe how pauses have been used to support learning.
2. To determine the effectiveness of pauses in the listening for specific information subskill.
3. To apply pauses through the technological tool EDpuzzle to improve listening for specific information.
4. To examine the impact of pauses on the listening for specific information subskill.

Methodology

The current study was carried out at Juan Abel Echeverría educative unit. It is an institution located in Latacunga, downtown. This school has 97% of migrant students from some towns of the Cotopaxi province. Some factors such as the mother tongue and the social context of students do not allow them to practice what they learn about English, therefore students have no one to talk and consequently, the language learning does not become meaningful for them.

This study required one group of subjects to work with pauses in order to improve students' listening skill. The subjects in this quasi-experimental study were twelve teenagers from 12 to 14 years old, attending the ninth year of basic education at Juan Abel Echeverría educative unit. The selection of students for this research was done based on their connection availability. Out of a total of 107 students from three classrooms, only 12 students could attend for listening classes regularly.

Also, this work has been developed considering some research works related to the speech rate and the inclusion of pauses as a strategy to solve this difficulty. The research design was quasi-experimental and considered different aspects related to action research such as the analytical and explicative characteristics of the depth level. Likewise, its development was in the socio-educative modality and the approach was qualitative and quantitative and it used instruments such as observation forms to identify the learners' listening problems. In addition, the listening section of the Preliminary English Test from Cambridge University was used as a pre and post-test and the results were analyzed with T -student test.

The proposal of this study is justified for the following reasons.

- Listening is an outstanding skill in learning a foreign language because of its influence on the development of other language skills. Thus, its study and handling are essential to improve the learners' English proficiency. Without a

doubt, the best strategies will depend on the careful study of the listening problems that learners face.

- With this intention, the inclusion of pauses pretends to give an answer to one of the most common listening problems, the fast speech speed of the spoken texts. Together with, this option looks for enhancing comprehension of texts in a foreign language since pauses provide with time for listeners to reflect on what is heard by them.
- In the same way, the inclusion of pauses promotes interaction among peers and with the instructor. Therefore, some actions can be done during the pauses to improve understanding of the spoken text. These activities include ask for clarification, give feedback, make predictions, and task-based learning.
- On the other hand, listening for specific information is a subskill that provides the basis for complex listening activities. Coupled with, the inclusion of pauses could be used in the training of bottom-up activities, the main characteristic of listening for specific information because pauses could ease the comprehension of the language considering its small components.
- Indeed, technology offers a lot of tools that are very useful now more than ever due to the virtual mode of school activities. In the case of the inclusion of pauses, EDpuzzle is a digital tool that eases the adaptation of auditory material. This platform uses editing tools to cut videos in relevant sections and add written questions or recorded voices to assist learners in comprehension activities.

If the problem stated in this project is not solved, students will not be able to develop the speaking skill, since listening and speaking are strongly related. Thus, it is difficult to communicate in a foreign language without the appropriate development of the listening skill. The purpose of this study is analyzing the significance of pauses to improve listening for specific information and it is developed in the following chapters.

The first chapter describes previous research studies related to the significance of pauses and its principles, as well as some research works and the students and teacher’s roles in the classroom during the application of this strategy. Additionally, it is

advisable to find the basis of the subskill, listening for specific information, and the main bottom-up activities that belong to this skill.

On chapter two, there is the description of the methodology applied in this study. This section pictures the procedure of the study, the instruments used to obtain the data, and the samples of people who were selected for this study.

The chapter three presents the corresponding analysis of the collected data. Particularly, statistics studies that contrast and compare the pre-test and post-test results are described in this section. Indeed, this chapter describes the conclusions and recommendations of the research work.

CHAPTER I: STATE OF ART AND PRACTICE

1.1. Previous Research

The study of pauses as a feature of the human language has been studied for a long time. According to Tyler Kendall the study of pauses as variability in language has gained attention not only from a sociolinguistic point of view but also from a psycholinguistic one; thus, laboratory phoneticians and language psychologists have analyzed this feature's meanings and influences (2013). However, the strategy of including pauses to enhance listening comprehension has only earned attention lately and considerable works have been exposed at the international level, no local studies on the subject have been carried out so far. The present section illustrates the most relevant findings of previous research works and their influence as the background for the development of the current study.

A pioneer in researching the influences of pauses in comprehension is Mary Budd Rowe, who is cited in different scientific works. Her first work "Wait time and rewards as instructional variables", showed results of a five-year research and referred to the positive effects that learners show when extra time is given during an activity (1972). Later in 1983, Rulh K. et al. reinforced the idea of respect for the benefits of giving more time during the performing of listening activities. They claimed that information goes firstly to the short-term memory where it is difficult to retain it because of the fast speech rate. (Ruhl, Hughes, & Schloss, 1987). It was clear that pausing allows students to internalize information since they have the time for clarifying their questions and doubts.

Stemming from the premise that pauses enhance comprehension other research works have been conducted; in particular, Di Vesta and Smith in 1979 argued that 2-3-minute-long breaks could improve results in comprehension when the intermediate and long-term recall of the content is required (Larson, 2021). In addition, Abbas Zare-ee (2007) presents an interesting study named "The Significance of Pauses in EFL Listening Comprehension Tests". This work studied the effects of variation in the time intervals

between test items in a group of twenty-nine students of an Iranian institution. After the application of three listening tests with 10,30, and 60-second intervals between items, it was concluded that students' performance on tests with 30-second intervals was better than the others (2007). These works have contributed considering time as a determining factor in text comprehension.

In like manner, pause practice is the strategy mentioned by John Field (2009) in his work "Listening in the English Classroom" to provide a solution for listening problems. It analysis the teacher's role in looking for new strategies to promote interactive listening. For instance, pauses are spaces where listeners can reduce time pressure, ask for clarification, provide feedback or encourage predictions concerning what is going to listen to immediately. Instead, pauses provide time for learners to reflect on what is listened to and think about the replies. This technique in higher levels looks for contrasting answers with the listening material in terms of accuracy and appropriacy. An important assumption is in terms of the teacher´s role in listening exercises since students should be provided with opportunities to communicate and interact.

In 2016, the research work "The time domain factors affecting EFL learners' listening comprehension", a study on Japanese EFL learners was presented by Kosuke Sugai, Shigeru Yamane, and Kasuo Kanzaki. This research work was based on two experiments on lower intermediate-level Japanese learners; the first one used slow speech rate and the other experiment was based on the insertion of pauses during the exposition of the listening resources. The most significant conclusion is that pauses helped lower intermediate EFL learners in the understanding of listening sentences rather than slowing down the speed of the spoken text (2016). Together with, the addition of pauses is suggested in order to support listening activities because they provide time to process what is heard by listeners.

Another study based on the influence of pauses in lectures carried out by Faieza Chowdhury in 2016, showed the differences in students' performance and satisfaction with and without pauses. The application of a comprehensive test to two groups, an

experimental and a control group allowed to arrive at important findings. Thus, the test results 51,89 and 47,08 exposed a difference considerably large and demonstrated the positive effect of pauses on students' performance. Also, this study surveyed learners about their level of satisfaction, teacher's procedure, and interaction with students, and the results specified how comfortable learners felt during the performing of activities (2016). It was clear that the inclusion of pauses motivated students to be participative and reflective about what was heard.

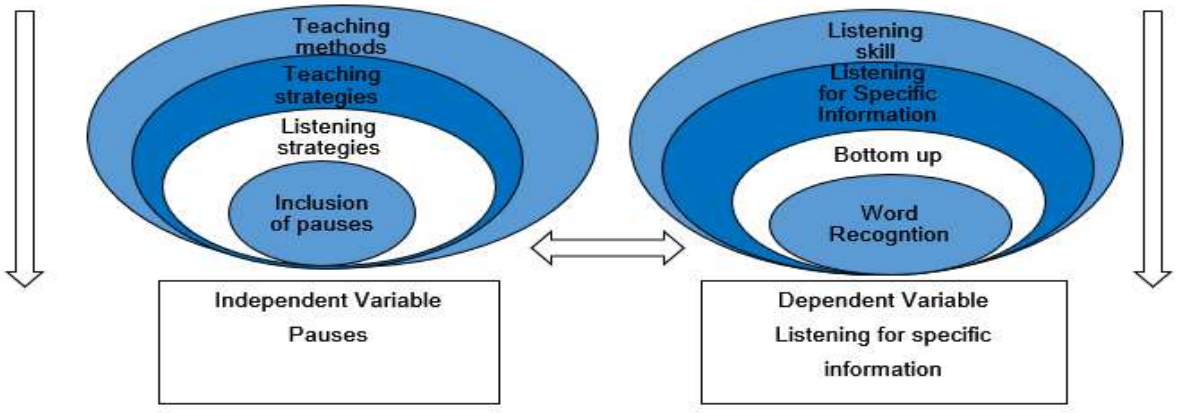
Another significant finding was presented by Sheppard and Butler (2017). The subjects were 48 upper-level students and 29 midlevel students, who worked on three listening texts. After studying pauses' influence on listening and slower articulation rate, they point out that using pauses is more helpful in understanding spoken texts. The authors of this work developed the study regarding the students' low ability to decode spoken language. This work not only contributes with an important strategy such as the paused transcription methodology for solving the listening problem related to speech speed. It demonstrates that some resources are very useful for teachers to assist students in listening exercises. Hence, the inclusion of activities such as prediction and guide instruction during the pauses promotes active participation of learners.

A well-developed Spanish work related to the use of pauses to improve the comprehension of texts is "Development of the prosodic competence in reading aloud: the importance of the pause". This work remarked the importance of pauses in the discourse and the types of pauses. Also, this study was conducted on 100 Basque bilingual students at university whose ages were from 18 to 25 years old. At the end of this study and according to the corresponding statistics, some findings were showed such as the influence of pauses in mother tongue, the importance of the correct position of pauses, and the use of the silent pause. (Etxebarria, Gaminde, Romero, & Iglesias, 2016). In brief, this work highlights the influence of pauses in comprehension and communication.

One of the last works exposed in 2018 is “Analysis of preferred speaking rate and pause in spoken easy Japanese for non-native listeners.” This study was concentrated on the effects of prosodic characteristics such as speaking rate and pauses on the perception of spoken Easy Japanese. Equally important are the methods used in this work that included self-assessment and dictation activities to measure comprehensibility and intelligibility. At the end of the study, it was concluded that 320 to 360 words per minute was considered close to the perfect speaking rate and the insertion of pauses in natural places results helpful to understand a foreign language (Prafiyanto, Nose, Chiba, & Ito, 2018). Henceforth, this work did justice with pauses since it was highlighted that a spoken text can be difficult to understand if there are no pauses.

Based on the studies mentioned above, this research work has agreed upon two variables and pretends to explain the causal relationship between these variables. Regarding the classes of variables, two types have been contemplated in this study; the independent variable which is considered like the possible cause or predictor of variables in the second class, the dependent variable, which measurements are going to be explained or predicted (Pruzan, 2016). In detail, the significance of pauses which is the independent variable, and listening for specific information, the dependent variable, are described as follows.

Figure 1. Variables



Note: This figure was created based on the information by Herrera, L. (2021).

1.2. Independent variable: Pauses

There is no spoken language
without listening.
Rost 2011

The development of listening skills in foreign language learners is essential, since the mastery of the language depends to a large extent on it. Together with, the following assumption claimed by Pourhosein and Banou (2016), highlights the importance of this ability. “Listening is very important in language because it provides input for the learners and without comprehending input, they cannot learn anything” (p. 1674). Based on it, the teacher’s activity should be focused on providing strategies to help students in the accomplishment of this skill. Moreover, teachers should support learners in overcoming their listening problems; notably, a serious listening problem for learners is fast-speed speech. In such a manner, the application of alternative strategies such as the inclusion of pauses looks for providing a solution for the listening problem related to the speed speech.

In learning English, several teaching methods have been contemplated to success in the proficiency of this language. All these teaching practices based on language theories and language learning have been implemented through strategies and techniques according to Richards and Rodgers (2014). Thus, the definition of these both terms strategies and techniques are related. For instance, Cohen claimed that strategy refers to thoughts and actions made consciously by a learner to perform a task (2014). At the same time, technique refers to the actions and activities carried out to accomplish a goal (Larsen - Freeman, 2003). With attention to these definitions, the inclusion of pauses is an active technique used by instructors to assist listeners in activities performing based on the subskill listening for specific information.

Regarding the speed of speech as one of the obstacles to enhancing comprehension of the English spoken, it is important the correct analysis of the reasons that difficult to grasp information when speech is very fast. The starting point of this study is focused

on the human system for retaining information. So, Miller in 1956 argued that a person can recall seven pieces of information in short memory (Cowan, 2001). Furthermore, Florit et al., 2010 and Cowan, 2005 are cited to point out that people of all ages and background present limitations in short memory after sixty to ninety seconds of listening. (Rost, 2011). Thus, Rowe cited that adding pauses every certain time could help listeners to recall, assimilate and use the information (Bachhel & Ghay , 2014). The effectiveness in listening comprehension requires more time and pauses are the opportunity to obtain it.

Pauses are defined as spaces of time (temporal stops) given during a spoken discourse which are applied as an active strategy in class to foster the comprehension of the spoken language. In this manner, pauses allow listeners to recall, clarify and reflect about what was heard. According to the Merriam-Webster dictionary, pause is “a temporary stop” and “a brief suspension of the voice to indicate the limits and relations of sentences and their parts” (Encyclopedia Britannica, Inc, 2022) Thus, the main function of these stops is reducing the quantity of information that learners listen at once. Since this study is focused on the practice of listening for specific information, pauses let listeners grasp specific or concrete information overcoming problems related to language variations that interfere in the language perception and the speech production.

Leading by effectiveness in the comprehension of listening material, pauses inclusion during the spoken language presentation is a hands-on option. Since listeners are provided with segments of information because the text is paused from time to time, learners have the chance to assimilate what they have previously heard. Moreover, the inclusion of pauses in audio materials allows to optimize mental processing time and consequently, the need of reviewing or re-listening to all or sections of the audio material can be omitted. Indeed, pauses assist listeners in one of their most remarkable problems such as the fast speed of speech and accordingly, offer the opportunity to reinforce other communicative skills such as speaking.

The inclusion of pauses offers listeners an opportunity to assure effective listening because pauses let teachers guide listeners during the performing of tasks. Therefore, guidance is a key during listening activities since it is not enough to tell listeners about the task's instructions. For instance, teachers should strategically use a combination of questions, prompts, cues, direct explanations, and modeling to guide students' learning. Correspondingly, teachers' role through appropriate guidance is to engage students in cognitive works. An important characteristic of the guided instruction is related to the teacher´s behavior, so it must be based on students' needs and the teachers' expertise to know when and how to use the strategies to guide students. In fact, guided instruction should be attached to a permanent attitude rather than a structure.

In like manner, the inclusion of pauses is an active strategy advantaged by the facility and simplicity in its application. Among the variety of strategies created to improve students' performance in listening tasks, the application of pauses does not require effort to plan and execute it. For instance, instructors only need to pause the listening material in a timely manner according to established patterns regarding different listeners' factors. Those factors should be coupled with the learning goals mainly, and the subjects' characteristics and requirements. Along these lines, it is advisable to note that this strategy offers some benefits not only to learners but also to teachers because of its usefulness and facility to apply.

Pauses can be introduced after short inputs at about two minutes long according to Rost, a remarkable researcher of pauses in listening activities (2011). In this way, this strategy requires that the instructor pauses the listening material by stopping the audio or the exposition for some time. At the very beginning of the application of this strategy, pauses will require short intervals, but the listeners' skills could make that the intervals can be bigger (Professional Learning Board, 2021). Certainly, the pauses have to follow time patterns considering some aspects such as the difficult level of the listening material, the learners language proficiency, and the proposed tasks. Rendering to the type of activities, the insertion of pauses could entail editing the spoken material and

re-recording the texts. In brief, listening goals accomplishment through the inclusion of pauses depends on its correct planning, application, and the active contribution of teachers.

One of the strategies that illustrates how pauses support the learning process during listening activities is pause procedure. So, the addition of breaks to lectures every 13 to 28 minutes offers time to reflect and refresh what is heard. Furthermore, this space allows to perform some activities to help listeners in information assimilation and retaining. Thus, Rost (2011). considers “pauses as optimal training windows for new listening skills and strategies” (p.213). The activities can vary according to the necessities and can include taking notes, asking for clarification, or sharing comments among students and teachers (Bachhel & Thaman, 2014). Without doubt, this strategy promotes interactive environments where learners are immersed in their learning process showing confidence and enthusiasm during the listening activities performance.

As it was mentioned before, pause procedure promotes learner’s engagement in the learning process. Thus, student performance and satisfaction have been analyzed in the light of pause procedure inclusion. It is advisable that student’s performance is better because pauses stimulate the concentration and active participation in activities based on listening. If students can comprehend and follow the class rhythm, their grades will improve, and consequently the levels of satisfaction will be better as well (Chowdhury, 2016). In other words, the importance of having good learning environments is reflected in learners results and pauses during listening tasks contribute with this purpose because of the motivation and confidence they endorse.

All things considered above, learners do not always succeed in understanding what they listen in a foreign language. Thus, they make use of various techniques to achieve these listening goals. The most common practices are related to interactive listening skills such as requests for clarifications, comprehension checks, and confirmation signals. According to Krashen (2009), learners look for the most obvious activity; asking

for help to clarify specific text sections. Thus, collaborative settings to ask for clarification are given during pauses when inputs at about one to three-minute segments allow them to perform these actions. Giving these points, pauses are imperative to listen to learners´ requirements and encourage their participation in predicting, asking for clarification, and using non-verbal cues.

In addition, the inclusion of pauses is associated with a type of responsive listening because pauses are the spaces where listeners can interact with their peers or the instructor. This strategy remarks the listener's requirements and the problem-solving. The objective is not focused on the listeners' replies; it is based on the problem's resolution and on listeners conflicts during listening exercises. For instance, the responses provided by listeners are affective, and they can express their points of view rather than give information about the listening material. Alternatively, it is an opportunity for teachers to make confirmation responses and feedback to guarantee accuracy in comprehension between the speaker and the listener. Consequently, it is a motivating experience since listeners can express their feelings without judgments.

In reality, the positive impact of pauses in listening activities depends on many other factors such as the appropriate strategies used in the elaboration of the listening tasks. Hence, they must be created to understand spoken English, and the teacher's role should be focused on teaching how to use those strategies in order to perform a task. For instance, listeners should be learned to identify the speaker's mood, predict, and make inferences. At this point, the participation of listeners is very active since they also can seek feedback or ask for clarification (Hinkel, 2005). Added to this, tasks can be two-way collaborative because they are an example of structured communicative tasks that promote comfortable and confidential environments that guarantee success in listening activities.

Another important factor is procedure, which is considered a component of task design, and it is related to the actions that must be followed by listeners to accomplish a task. Moreover, procedures show the listeners actions they have and do not have to do. On

the other hand, the correct procedures application allows practicing skills and strategies accurately to succeed in listening activities. It is advisable to take in mind that, correct procedures come from reasonable decisions based on aspects such as the required level of learner's response. Additional aspect to be analyzed is in terms of encouraging the use of higher levels of response from learners. In effect, the procedures used during the pauses should promote the activities performing such as feedback during the application of skills and strategies.

Likewise, other key point to success in listening activities through the inclusion of pauses is related to the tasks' comprehension. Thus, the correct tasks design is important since they can be a good option to engage listeners in their learning process. It is suggested that tasks should be organized regarding the listening stages to facilitate overall language learning (Flowerdew & Miller, 2005). With this in mind, pauses application during the listening stages should be complemented with appropriate tasks; for instance, they should allow learners to activate skills or strategies according to their difficulty level. In essence, the listening tasks during the pauses should look for comprehension and motivation to develop different listening core skills such as; listening for details, listening selectively along with others.

In the same manner, listening tasks should be based on listening competences for real-life communication. Then, tasks apart from the cognitive instructions should include activities with levels of communicative authenticity. Regarding the inclusion of pauses as a type of responsive method, it encourages sharing experiences in the classroom that reflect the purpose, skills, and outcomes of listening in real life. When learners become familiar with these features, they can use appropriate strategies for planning, monitoring, and evaluating their listening. The inclusion of pauses lets listeners develop listening tasks (Rost, 2013). For this reason, accurate tasks application contributes to the proficiency of the listening ability and the speaking skill as well.

Among the several abilities that listeners could develop thanks to the inclusion of pauses is, predicting. Predicting is a reliable key used by listeners in listening for

specific information when they fail understanding an utterance or utterances series. Ur claims that prediction can be adapted to any level; although, it is appropriate for advanced learners (1992). Predicting helps learners for activating their broad background knowledge about a topic and eases the comprehension of extended recording. In the case of interactive listening, learners can respond by predicting what they will hear in the discourse routine. Therefore, predicting help learners to forecast answers when they read questions in advance, before listening to the recording.

With attention to develop prediction-based strategies, the teacher's role is significant, and it should be focused on this purpose. Thus, teachers should model and demonstrate the use of this strategy to make learners predict independently. Some prediction strategies include actions such as think aloud about a task, justify what was predicted, and brainstorming in the class for a given message using words or phrases. It can be predicted information and pronunciation of certain items and the changes when they relate to other words. A very important aspect to be considered is that prediction is an activity that requires verification and monitoring. As can be seen, prediction is a type of strategy that helps learners not only in the improvement of listening comprehension but also in performing communicative activities.

Equally important in abilities development during pauses is scaffolding, which is the essence of guided instruction and whose objective is to help students to be where they have to be. Fisher and Frey mention that guide is direct, steer or scaffold students' understanding (2010). According to these authors, guided instruction includes some facets such as: questioning to check comprehension, motivation to facilitate students' cognitive and metacognitive processes, indicating to shift students' attention on specific information, errors, or partial understandings and modeling when students do not complete tasks due to lack of information. The other component of guided instruction is related to tasks. They have to be based on meaningful learning and motivate learners to take responsibility for their own learning.

Listening activities that include pauses during the exposition of spoken language allow teachers to practice guided instruction. Together with, an important stage of listening teaching is feedback since it concedes to measure the progress in the proficiency of this ability. This phase offers an opportunity to co-evaluate both teachers and learners. It is also the opportunity to know the learner's difficulties in listening exercises and provide them with suggestions to improve their performance (Graham & Santos, 2015). Thus, it is possible to know the learner's satisfaction with the activity and analyze the contribution of the strategies to text comprehension. Feedback is considered a reflective tool in listening and speaking teaching (Alishahi & Ashraf, 2016). On the whole, pause inclusion provides time to apply positive feedback, which is a collaborative key in the proficiency of listening activities.

Another important point related to the inclusion of pauses during lectures is related to level of engagement that listeners demonstrate in the classroom when the comprehension of the spoken language is easy. Since technology is a widespread issue among young leaners, teachers can use it as a good aid to catch their attention because it provides effective tools to apply pauses. Thus, considering the pauses importance during lectures, technological aids could ease their inclusion (Dong, Hwang, Shadiev, & Chen, 2017). For instance, instant response systems (IRSs) and clickers are good options for learners to pause lectures when it is necessary. In this study presented by Dong et al. both instructors and students can control the lecture's presentation. Also, students can interact with their peers and the instructor.

As it was pointed out before, technology is an element very important in language teaching regarding the student-oriented learning concept and the benefits derived from its use. One of their most relevant advantages is in relation with the interaction opportunities since learners cannot be "passive knowledge-absorbers". Moreover, it is required that learners assume active participation in constructing their own learning experience, and they could be "knowledge generators". At this point, online environments provide efficient tools for assisting students in learning goals such as engaging in collaborative learning processes (Conrad & Donaldson, 2004). In detail,

EDpuzzle is a platform that promotes dynamic communication and interaction among learners and instructors during the listening practices.

Another technological tool used as an active strategy is EDpuzzle which is a platform that promotes dynamic communication and interaction among learners and instructors during the listening practices. EDpuzzle is, for instance, a platform that assists in the adaptation of audio material and uses editing tools to place interactive content into pre-existing videos from YouTube, Vimeo, TED, or free videos. Indeed, pauses are sections that can be embedded in open-ended or multiple-choice questions, audio notes, audio tracks, or comments. This is a free tool that can be used as a formative assessment resource since it allows to learners practice asynchronous communication. For listening instructors, this tool helps them in keeping track of learners' listening activities and in supporting the inclusion of pauses in listening tasks.

On the whole, the use of pauses in a listening activity enables listeners to develop other strategies to comprehend the spoken language such as predicting and asking for clarification and feedback. Coupled with the aim of this work, listening for specific information, listeners are called to improve their performance of this important subskill. To illustrate, listeners are eased in the identification of keywords, recognition of time reference, distinguishing between positive and negative statements, recognizing the order in which words occurred in an utterance, and identification of lexical differences among others. Henceforth, pauses play a significant role in supporting the development of bottom-up tasks, which are considered the base for more complex listening activities.

Ed-puzzle is a teaching tool that is easy to handle. To start to work on this tool, an Ed-puzzle account can be opened following the instructions or by clicking on "sign up" using the google account. Once into the app, searching videos can be done by typing the text in the bar, writing the URL, or uploading it from a file computer. Editing videos can be done using the option "crop", clicking, and dragging the red indicators. The pauses allowed to present quizzes that can be included during the pauses to ensure students' engagement with the theme during the exposition of the video rather than at

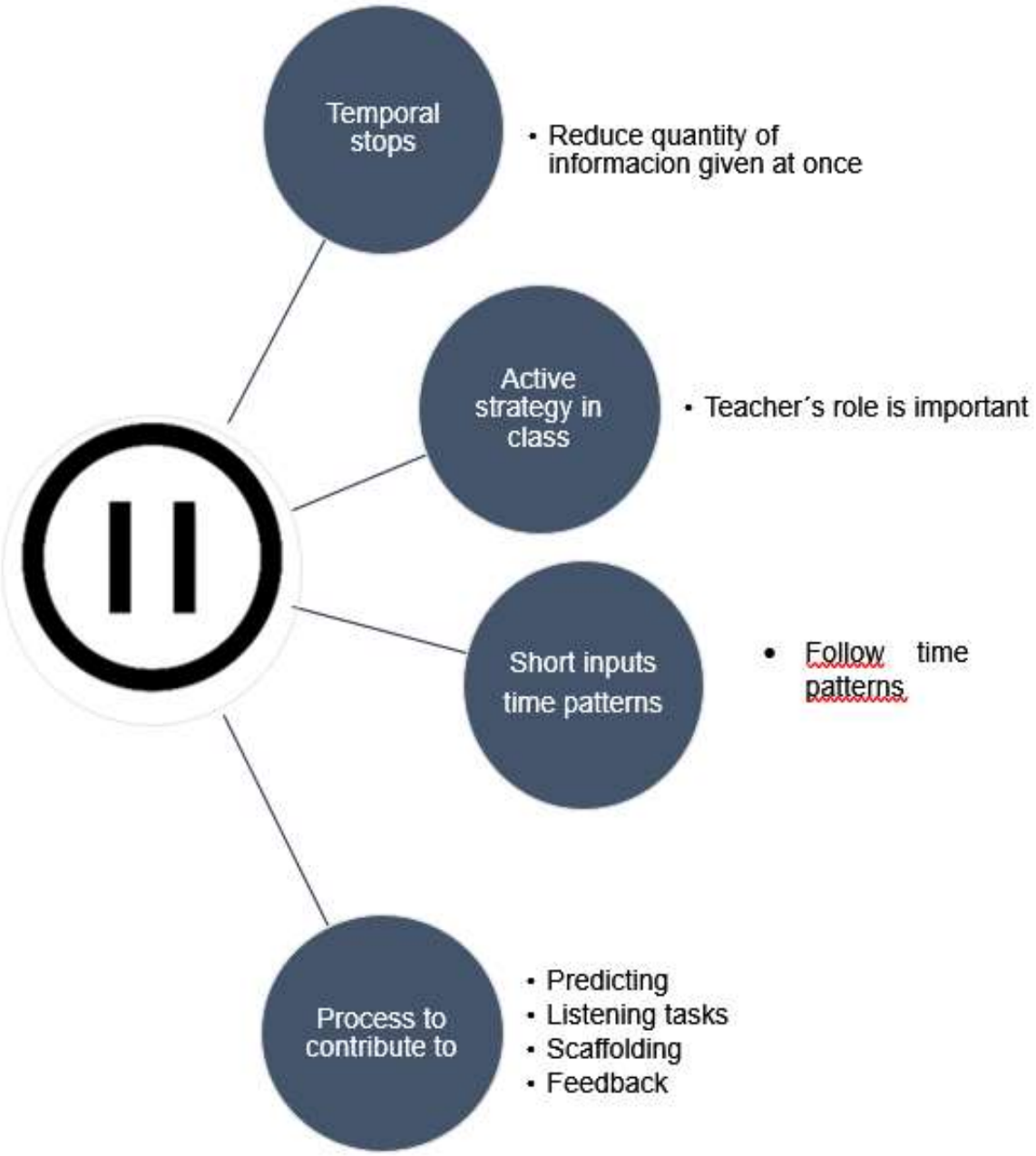
the end. Also, audio tracks or audio notes which are recordings that can be verbal comments or new lectures about the listening material can be attached to the presentation. These activities together with the visual aid of the videos are very helpful not only for teachers but also for students since the lessons can be assigned to classes.

Figure 2. EDpuzzle presentation



Note: This figure was retrieved from https://bit.ly/3gg2KX5

Figure 3. Pauses



Note: This figure was created based on one of the variables of the study by Herrera, L. (2021)

As previously stated, the significance of pauses is an issue that requires more attention by teachers and learners to master one of the most challenging skills of the English language, such as listening. Moreover, this technique should be considered when rehearsing bottom-up activities, commonly found in the listening for specific information subskill. Regarding the importance of listening proficiency to succeed in other skills like speaking, learners need support with diverse strategies that include feedback, scaffolding, predicting, and permanent assistance during the performance of listening tasks. In short, pauses during listening activities advantage primarily learners to feel confident and motivated to continue learning a new language.

1.3. Dependent variable: Listening for specific information

Importance of listening in the proficiency of the English language is imperative. Since this skill endorses communicative events, the development of the language skills such as reading, and speaking are promoted. Studying listening should be the starting point to succeed in its proficiency. Thus, this work has been focused on one of its subskills, listening for specific information. By all means, this research work presents detailed information about the key points that need to be overcome in order to thrive in listening performances.

Within this context, listening comprehension has a paramount significance for human beings. In the first stages of people's lives, listening allows the development of other language abilities. Nowadays, people spend plenty of their lives listening so, it should be considered a process whose proficiency requires systematic development. It is not limited to repeating patterns; on the contrary, its development considers the real-life context. Due to its relevance in language, learning listening is necessary to succeed in mastering a language. Consequently, communication goals are very related to listening success; therefore, this skill involves more attention and commitment by part from learners and teachers.

As mentioned above, listening in human lives is a remarkable characteristic that states differences concerning the other beings. Moreover, listening enriches human lives and awakens imagination. However, the ability of listening requires complex cognitive processes. Thus, Wilson (2008), claims that listening to fluent speech is like “a motorway pile-up. One-word crashes into the next, and the individual sounds - just like the rear and front ends of cars - are ‘concertinaed’ out of shape” (p. 7). First, acoustic signals are picked up and they need to be re-imagined into words. Then, words should be grouped into sentences and the use of linguistic and no-linguistic contexts allowed to organize the sentences into propositions. What if the listening is about a foreign language? The cognitive processes are curiously more complex, and consequently, listening requires special attention.

In essence, listening occurs because the sound waves are moved to produce sound. These sounds are like the vibrations produced by a musical instrument or whirrs of a bird’s wings. In the case of human beings, air endorsed the movement of vocal cords, which are responsible for the production of the spoken language. There are a lot of factors that influence the comprehension of spoken language. The most prominent impact is that listening takes place spontaneously, so the spoken language can disappear in seconds from memory because it is not recorded. On the other hand, pronunciation is a key feature of spoken language since it encompasses some variations that deserve careful study. Therefore, decoding messages from the spoken language differs a lot from reading, another input skill, since speech is developed in context broadly different and challenging.

From another point of view, listening is a cognitive process concerning the approach in which learners construct meaning. A deep study of listening comprehension exposed by Anderson (1995), showed three phases of listening comprehension: perceptual processing or perception, parsing, and utilization. Although these phases are interrelated, each one accomplishes different functions. It is in the perception phase where listeners use bottom-up processing to perform a variety of activities such as recognition of sounds, pauses, and acoustic emphases (Vandergrift & Goh, 2012).

Thus, following the mentioned pattern until the identification of the language constitutes the first stage of the word segmentation process.

Teaching listening plays an important role in the learning process of a foreign language. This activity should be focused on two important features of listening proficiency: input and interaction. Therefore, the appropriate selection of input and the conscious planning and guidance from teachers in interactive issues should go with some notions such as relevance, genres, authenticity, strategies, interaction, and difficulty among others. Not only do quantity and quality of input and interaction make good listeners, but also an active input and suitable engagement with the input are essential to obtain good results in listening activities (Rost, 2011). Consequently, the teacher´s role is vital in the proficiency of the listening ability since listeners need to be taught how to listen accurately.

As it can be seen, the features of accurate input, strategy, and interaction by themselves require special attention. Firstly, both speakers and listeners should select the most suitable strategies to have more understandable content and more fluent interactions. Then, some regulations can be done in listening material that includes narrowing the topics or shorter the treatment of topics. At this point, interaction is crucial to achieving listening aims, because listeners need to increase the comprehension acquired in the input stage (Rost, 2011). For instance, speakers can ask for more clarification or confirmation checks. Accordingly, the application of appropriate strategies assures the effectiveness in the listening results, and the inclusion of pauses can be considered as a good strategy to stimulate the interaction and the comprehension of texts.

Without a doubt, supporting listeners in the performing of listening activities is essential and it requires the selection of correct strategies. Moreover, Field (2009) highlights that strategies should ponder the “sense of achievement” that listeners need to be engaged in learning a foreign language, in the first learning stages particularly. Besides, a good strategy should expect that learners could decode a minimal portion of the input and

they can use that information to construct meaning. As an illustration, the paused transcription strategy is used to detect listeners' progress to the input perceived by them. As has been noted, the correct selection and application of strategies guarantees the comprehension of listening material largely.

Indeed, the selection of listening material is another important issue when planning listening activities. So, relevance is a remarkable subject that refers to topics that call people's attention and could impact positively their learning process, in tasks such as expanding vocabulary, developing reasoning skills, or engaging in future listening events. The difficulty is another important aspect related to the cognitive process. For instance, understating a text with complex structures will be harder than a text with short and simple sentences and tasks such as identification of information, relation of previous information with current information, and storing information can be hard for learners. Therefore, achieving success in listening objectives is related to cognitive factors and listening processes that depend on appropriate listening material.

The fulfillment of the listening objectives depends on different factors as described above. However, the person as such is a factor that deserves to be considered in this study. Person factors are classified into cognitive and affective. Regarding cognitive factors, some aspects deserve special attention, such as linguistic, discursive, pragmatic, metacognitive and prior knowledge, listening ability in the first language, sound discrimination ability, and working memory capacity. In addition, it is important to address affective factors such as anxiety, motivation, and listening context factors refer to formal and informal real-life listening in the classroom, interactive listening, and listening evaluation (Vandergrift & Goh, 2012). All factors are interrelated and function as a reliable system, and their study helps to understand the listening comprehension paradigm.

Being proficient in listening skills advantages learners in communicative proposals. The most important benefit is in terms of interaction, so the person who listens can also talk. Thus, once input has been grasped from the sounds that listeners hear, controlled and

automatic cognitive processes to understand spoken language are carried out to convey information. Indeed, the operations staged during listening activities have allowed the identification of different subskills of listening such as listening for gist, listening for main ideas, and listening for specific information among others (Buck, 2001). In attention to master a language, learners should domain all the skills and subskills, and performing listening for specific information tasks represents one of the primary and basic listening subskills.

In like manner, despite the struggles that frame listening in learning English, its achievement conveys a lot of advantages. The most salient benefit is accessing the world, so people are awarded of news through their listening. Also, entertainment has promoted the knowledge and practice of listening. In particular, music is an issue that calls young people attention since it motivates its practicing when they want to sing or understand the songs' lyrics. Tourism and business are fields where this ability is prominent, and its mastering eases communication among foreign people. At the same time, medicine, science, and technology are areas where English skills play an important role. As it can be seen, the comprehension of the spoken language is mandatory to handle one of the most valuable languages like the English.

Listening for specific information is a subskill associated with details identification, and listeners are encouraged to notice facts and grammatical features ignoring information that is not relevant. Learners usually look for numbers, letters, sounds, abbreviations, spelling, directions and spatial relations, time and temporal sequences, dates and chronological order, measures, and others (Rost, 2011). This subskill involves the performance of some useful strategies to support listeners in the comprehension of spoken language such as prediction as a strategy because learners can anticipate upcoming words or what they will listen for to perform any task or answer questions. As you can see, performing basic listening for information tasks should be considered not only in lower levels, but also in the higher ones due to its relevance in mastering listening.

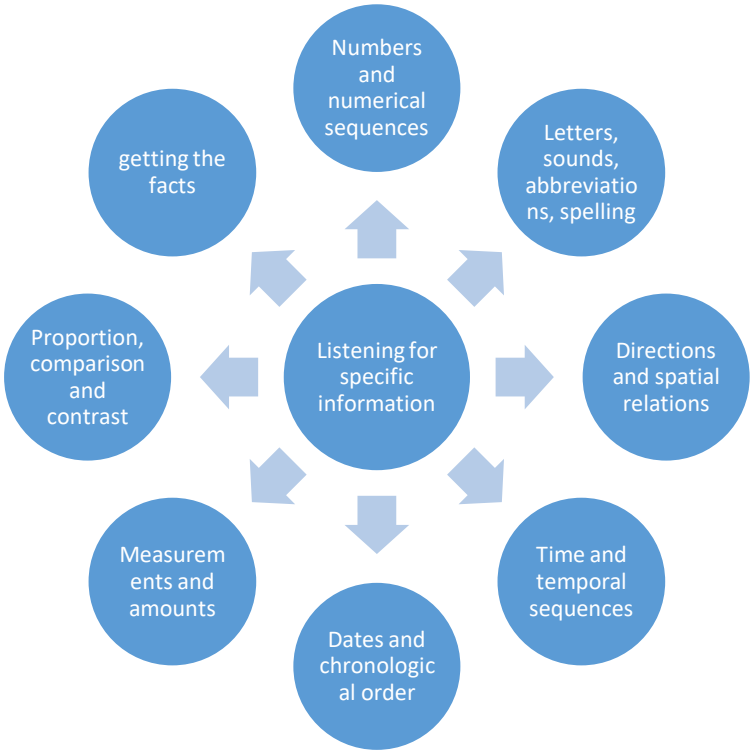
Within this context, bottom-up is the mental process that demarcates the listening for specific information subskill. Thus, decoding phonetic units and putting them together allows obtaining words and words to form phrases and utterances. Hence, the bottom-up approach is focused on the identification of isolated language items and the decoding of the smallest units of the language. As noted, the process of gathering the parts that are heard one by one for a long time is performed during listening for specific information exercises and it allows to have a complete and accurate description of successful listening (Richards & Renandya, 2002). In brief, the bottom-up is the first and basic process that listeners should run through in order to be ready for other complex listening practices.

Along with, the inclusion of bottom-up exercises in listening activities is imperative in the proficiency of listening, because they are the starting point in understanding the spoken language. So, Schmitt (2010), mentions “top-down processing is important, bottom-up processing is indispensable” (p. 84). Thus, teachers play an important role in listening goals achievement in the initial stages of learning a foreign language mainly. Despite its importance, bottom-up activities are not used in the classrooms, and it can be a reason for most of the listening difficulties that foreign language learners experience (Siegel & Siegel, 2015). Learners need to develop bottom-up skills to identify information items and respond appropriately.

Many linguists concur with the bottom-up process as the pioneer in foreign language comprehension. However, the other cognitive process, top-down, is highlighted by other researchers as the foremost process in listening activities. As an illustration, Buck claims that language comprehension does not always follow an order. He said that a word can be understood applying different types of knowledge before decoding its sound (2001). In other words, both processes can interact to comprehend the language, and the use of one of them depends on the learner’s abilities. In some cases, it will be useful the bottom-up process, others go easy with top-down processing, or they can work simultaneously to ease the language understanding.

A distinctive characteristic of the bottom-up process is decoding. It is the careful analysis of what is heard regarding characteristics that include perceiving sounds, recognizing words, and syntactic structures accurately (Hamada, 2017). Thus, learners need to rehearse simple duties such as counting words, identifying lexical differences, syntactic predicting, among others. Additionally, listeners should recognize the referents of pronouns in an utterance, the time reference of an utterance, distinguish between positive and negative statements, the order in which words occurred in an utterance, identify sequence markers, identify keywords that take place in a spoken text (Richards J. , 2008). In short, effective listening involves the accurate development of the mental process bottom-up.

Figure 4. Listening for specific information subskill



Note: This figure was adapted from M. Rost, 2011, *Teaching and Researching Listening.*

The decoding process requires extensive practice by listeners to perform decoding activities automatically. The difference between beginner and expert listeners is manifested in the ability to perform tasks involving decoding processes, as shown

above. Indeed, it is highlighted that the regular practice of this type of activity advantages listeners in some respects. Firstly, listeners feel the confidence to perform correct tasks. Next, they could arrive at the message rapidly because it is not necessary to recall groups of sounds after some seconds of the listening resource. Along with this, the consistent practice allows listeners to be engaged with this type of listening without effort since the matching process requires slight mental attention (Field, 2009). Consequently, automaticity in decoding processes is the goal that listeners should achieve through permanent training exercises.

The bottom-up process embraces some activities, such as the recognition of words, which is based on the perception of sounds and words from speech. In listening activities, listeners do not have spaces to limit the words unlike in reading text. For example, determining meaningful units from the sound stream is demanding for listeners. Also, in the case of unknown words, it is difficult for them to recognize them in concatenated speech. For this reason, pauses inclusion around the spoken language can be used to provide time to recognize words and consequently succeed in listening tasks (Long & Doughty, 2009). In sum, word recognition can be an easy activity considering listening instructions and alternative methods that regards time as a determining factor in listening success.

Word recognition is an activity that comprises some factors that require attention by learners. Firstly, the context of the words within the oral text is very helpful in recognizing words. Another important factor is density, which is related to the identification of words according to their beginning. In particular, some words require more time in their identification because many candidates share the same consonant cluster at the beginning such as *ba*; in contrast, words that start with *scr* can be easy to find because fewer candidate words starting with those letters. Another factor is related to the activation of words that are the frequency that learners use these words and the network that can be created around these words (Vandergrift & Goh, 2012). In short, word recognition is an activity thar requires effort and persistent practice and assistance from teachers.

It is important to highlight that word recognition is a task developed along the whole learning process of a foreign language. Despite that, it is an activity that still results hard for many listeners because it is associated with the speaking rate. Accordingly, if the rate of speech is fast, word recognition should occur fast as well. To assist in the achievement of word recognition exercises, some strategies have been created that embrace recognizing sounds, sequential order, and lexical stress (Hinkel, 2005). Other activities included in the word recognition category are identifying word boundaries, and activation of lexical knowledge, among others. In a word, recognizing word tasks should be practiced frequently to be prepared for complex activities.

It is noted that, achieving word recognition involves following a process, and some guidelines such as considering the location of the onset of the following word or predicting several following words are useful. In particular, word onset sounds, lexical accent or acoustic structure analysis are valuable in word recognition. It is important to mention that listeners often engage in word recognition activities when practicing listening for specific information. Thus, they have to look for specific facts related to words or numbers. Other exercises are word recognition to distinguish positive or negative statements or recognition of temporal references. As shown above, listeners are exposed regularly to such bottom-up activities, and their corresponding training can improve this skill.

Table 1. Decoding processes

Phoneme level	**Identifying consonants and vowels**
	Adjusting to speakers' voices
Syllable level	Recognizing syllable structure
	Matching weak syllables and function words
	Working out where words begin and end in connected speech
Word level	Matching sequences of sounds to words
	Identifying words which are not in their standard forms
	Dealing with unknown words
Syntax level	Recognizing where clauses and phrases end
	Anticipating syntactic patterns
	Checking hypotheses
Intonation level	Making use of sentence stress
	Recognizing chunks of language
	Reviewing decoding at intonation group level

Note: This table was taken from J. Field, 2009, *Listening in the Language Classroom.*

Listening is still hard to achieve for learners of a foreign language. Despite its importance, it has not been studied and managed. Thus, Erick Palmer mentions Ana Bass (2005) to allude that "Listening is the most used but least taught communication skill." All things considered before, it is compulsory that teachers assist listeners with listening difficulties identification (Palmer, 2014). Among the common listening problems for listeners, the speech rate, lack of vocabulary, and difficulties in recognizing words deserve a reflective study and handling. At the same time, it is crucial the application of different alternates to obtain effective listening results (Yilmaz &

Yavuz, 2015). Definitely, mastering a foreign language is related closely to become proficient in the listening skill.

In performing the listening skill, learners must consider some aspects that influence its proficiency. Wilson (2008) mentions that the problems associated with the message, the delivery, the listener, and the environment have to be deal individually to provide alternate strategies to go over them. First, the environment and the listener are manageable variables since they depend on the listeners. In contrast, the message and the delivery are in charge of the speakers. To illustrate, word recognition which encompasses an important listening problem is related to the language characteristics of the message. Also, the speed speech of the nonreciprocal delivery is a determining factor in obtaining proficiency in listening activities. In brief, each listening problem should be studied and solve in a particular way to give different answers.

Fast-speed speech is probably the most prevailing cause of listening problems. Most of the listeners complain about the difficulties to comprehend the spoken language due to the speed of the speakers at the moment to expose the language. Renandya and Puji (2016), mention that listeners have problems understanding a foreign language due to the fast speed of speech rather than language or content difficulties. In order to support the overcoming of this difficulty, it is suggested that the speech rate of the spoken texts should be slowed down. Moreover, learners might adjust the speech rate with their necessities in the case of personal training (Burns & Siegel, 2018). Concerning the lack of control of the speaker's speed of speech during the exposition of the language spoken, it is necessary the provision alternate strategies to support listeners.

Important research indicates the relationship between comprehension and the number words said by minute (wpm). According to Rost, whose listening work has studied Hinkel (2005) mentions that, English normal speech goes from 100 to 240 wpm, and Vandegrift and Goh (2012) yield that texts with a speech rate of more than 200 wpm negatively affects the comprehension of foreign language. Up to the present time, some

approaches have been caried out to answer the speed speech problematic of listeners. Although slowing down the speech rate was considered as a choice to improve comprehension, some research has showed inconsistent results after the application of this approach. On the contrary, the addition of pauses to audio material have brought about better comprehension results.

Table 2. Average speech rates for British English

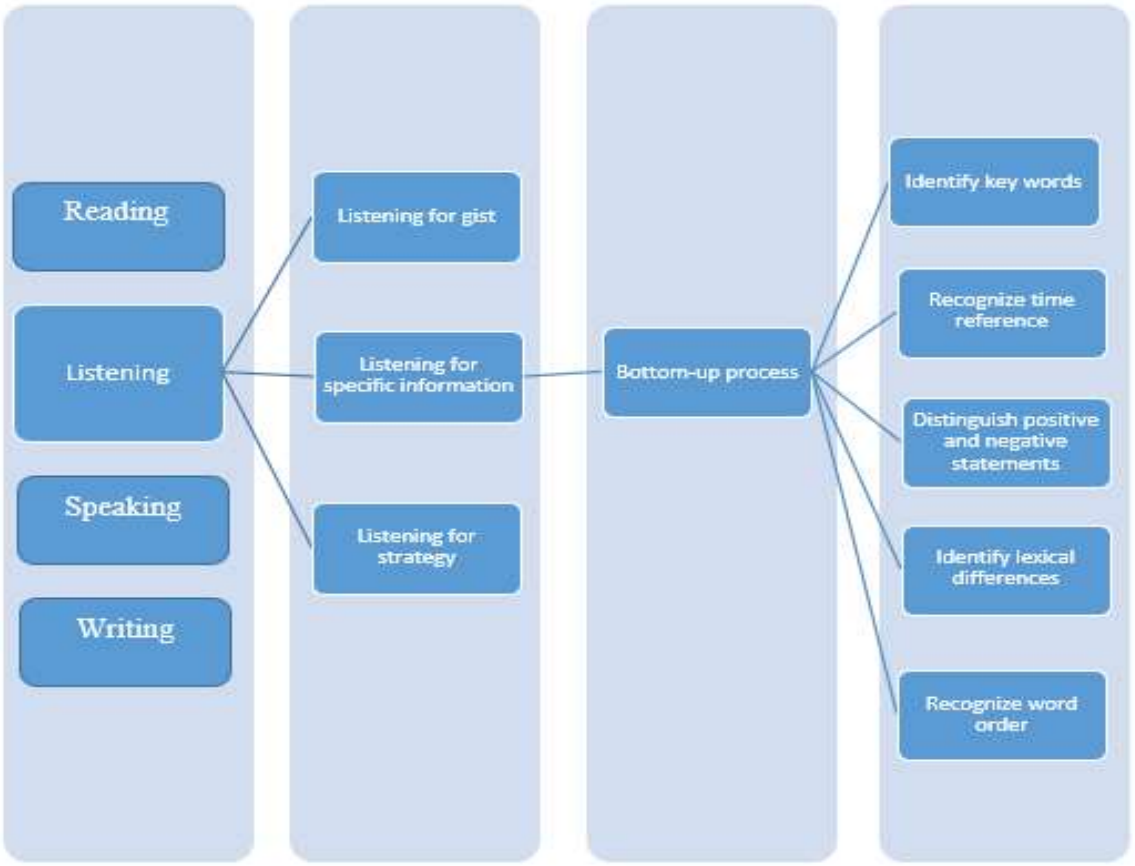
Text Type	**words/ minute**	**syllables/ minute**	**syllables/ second**	**syllables/ word**
Radio monologues	160	250	4.17	1.6
Conversations	210	260	4.33	1.3
Interviews	190	250	4.17	1.3
Lectures to NNS	140	190	3.17	1.4

Note: This table was taken from G. Buck, 2001, *Assessing Listening.*

According to the information from the table, lectures are the slowest text type, and they can be helpful for listeners in supporting comprehension. At the same time, conversations and interviews are the fastest texts that require more effort on part of the listeners (Buck, 2001).

Speed of processing of learners is an important aspect that infers the achievement of listening activities. Thus, when the spoken language is presented, it is not processed completely as the attentional capacity is limited. Rost (2011) cites Florit et al., 2010 and Cowan, 2005 to remark that listeners of all ages and backgrounds attempt limitations to short-term memory after about sixty to ninety seconds of listening. Furthermore, the mental activities that listeners perform after this time limit, are not clear, and practices such as guided instruction and feedback are hard due to the long listening activities. Moreover, Usó and Martínez (2006), remarked Rost's research in terms of learners' capacity to hold unknown elements in short - term memory. As shown above, fast speech speed is a listening problem that most listeners experience

Figure 5. Listening for specific information



Note: This figure was done based on information by Herrera, L. 2021.

Given the points mentioned above, learning English is imperative in a globalized world where its domain is clear, and its learning demands challenging strategies to facilitate and speed up the learning process. In this sense, listening is a language skill that deserves special attention and study because it allows the development of other skills, especially speaking. In particular, the mastery of the micro-skill, listening for specific information is essential in the initial levels of language learning since its regular practice allows the performance of complex listening activities. In brief, listening should be taught and supported dynamically by teachers considering motivating and different strategies and techniques such as the inclusion of pauses, which is the proposal of the current work.

CHAPTER II: METHODOLOGY

2.1. Research design and research approach

The research design of this thesis is quasi-experimental since it lacks randomization of subjects. Also, intact groups participated in this quasi-experiment considering the current modality of education. Considering the perspective of the research application, this study is situated as applied research since its purpose was to provide strategies to improve listening skills based on the utilization of the current knowledge (Pruzan, 2016). According to Kumar (2011), theoretically, a research study can be classified as correlational, explanatory, and exploratory, although in practice, most studies are a combination of the three, that is the case of this work. Likewise, the current research established the relationship among the proposed variables and studied the area where the combination of those variables can help in improving the listening ability.

The research typology considers a third point of view in terms of the process to obtain results. Broadly, there are two approaches, “the structured approach to inquiry is usually classified as quantitative research and unstructured as qualitative research” (Kumar, 2011, pág. 32). The current work was developed using a qualitative approach to understand and clarify the posted problem as the starting point of this study. It was in terms of understanding the learners’ feelings, perceptions, and experiences with respect to the performance of listening activities and the main listening problems they have. To illustrate, this study applied an observation card to identify the most remarkable learners’ listening problems.

In the light of quantifying the variation of the problem, analyzing the obtained data, or gearing to ascertain the magnitude of the variation, this study required the application of quantitative research. Henceforth, this approach helped in presenting results, supporting them with accuracy and exactness. In particular, pre-and post-tests from the Cambridge Preliminary English Test allowed collecting data about the listening proficiency of learners. Also, the use of statistics measures helped in quantifying the

magnitude of the relationship and understanding the effect of one variable above the other. In particular, the T – student test was used to analyze the results of the pre-test and post-test results.

2.2. Population and sample

The present work was carried out at Juan Abel Echeverría educative unit. It is located in Latacunga, in the center of the city. It has around 1500 students assigned in different classes from kindergarten until the third year of bachelor. Almost the hundred percent of students are migrants that come from rural zones of Cotopaxi Province, so they speak Kichua and Spanish. Students take English classes from the second year of basic education until the last year of high school. Some of them take three classes per week and others five classes per week according to the national curriculum guidelines. Supported by the claim that this research is quasi-experimental, this study required one group of subjects to apply the inclusion of pauses to improve students' listening skills. The subjects chosen for this quasi-experimental study were twelve teenagers from 12 to 14 years old, attending the ninth year of basic education at Juan Abel Echeverría High School. The selection of students for this research was done based on their connection availability. To illustrate, out of a total of 107 students from three classrooms, 35 students could access the virtual classroom and only 12 students could attend listening classes regularly.

Because of the procedure followed in the selection of the sample, the design is non-probabilistic; furthermore, it is judgmental or purposive sampling because the researcher's judgment was considered primarily to choose the sample (Kumar, 2011). At this point, it is necessary to mention that most of the students do not have computer devices or internet and the unique option to be in touch with students is through WhatsApp messages from cellphones that in most cases are shared with three or more people.

Table 3. Population

Year of Education	Boys	Girls	Total
9th A	1		1
9th B	4	3	7
9th C	2	2	4
TOTAL	7	5	12

Note: This table was created based on collected data by Herrera, L. 2021.

2.3. Data collection

Conceived this research objective as longitudinal, the current work studied the changes that the subjects who participated in this work experienced over continuous periods. These designs consisted of selecting different measures of the variable for each study subject, which can be a person or a group of people that make up a unit.

An important stage of the present research work is data collection. This study was conducted considering primary and secondary sources. Accordingly, some instruments were employed to gather the data needed. To draw a picture of the problematic situation when listening activities are performed and regarding the primary sources, an observation sheet and pre-and post-tests were designed to explore the students' reality.

To get as close to the truth as possible, the observation form (Appendix 1) was applied. Taking into consideration that observation refers to the process of making careful and accurate measurements (Marczyk, DeMatteo, & Festinger, 2005), this study took a sample of 12 students to be observed. They were observed during the execution of listening exercises for eight weeks. Although it was not possible to have on-site classroom, through the screen, detailed notes were taken about students' behavior. Thus, this observation form was focused on two components; looking for identifying students' feelings when they find unfamiliar words, new grammar structures, long texts, or no pauses in their exposition (Al- khresheh, 2020). It also led to observing students'

attitudes when their listening activities were guided and helped by new strategies provided by the instructor.

Table 4. Listening observation form

#	Did the students	never	hardly ever	Some times	always
1	feel demotivation when the listening texts have difficult grammatical structures.	1	2	3	4
2	use posture, gestures, and other nonverbal movements to show boredom because it is difficult to understand the listening text when the speaker does not pause long enough.	1	2	3	4
3	use posture, gestures, and other nonverbal movements to show demotivation when it is difficult to understand listening texts in which there are too many unfamiliar words.	1	2	3	4
4	use posture, gestures, and other nonverbal movements to show frustration or concern when speakers speak too fast to understand well	1	2	3	4
5	understand some new sentences when the teacher speaks slowly, repeat the question, use pictures or gestures, help him/her understand.	1	2	3	4
6	use posture, gestures, and other nonverbal movements to show openness, interest and enthusiastic during the listening tasks.	1	2	3	4
7	ask for help when they cannot handle any listening difficulty.	1	2	3	4
8	ask for clarification or examples when appropriate	1	2	3	4
9	make notes on main points	1	2	3	4

Note: This figure was modified from M. Al-khresheh, 2020, *The Impact of Cultural Background on Listening Comprehension of Saudi EFL Students.*

Drawing attention to the students' proficiency in the listening for specific information subskill, another primary source was considered for this study, a pre-test, and a post-test. The listening material was obtained from the Cambridge Preliminary English Test and the topics were chosen regarding the students' preferences and the difficulty level of the material. Fostering the purpose of this study, improving the listening for specific information skills, bottom-up tasks were designed to accomplish this goal. So, the test had 15 questions, 14 of them contained tasks that included word recognition, sound perception, affirmative and negative statements recognition, word order in an utterance, and time reference identification. Question 15 was created to check comprehension through a task performance.

Since students have to take virtual classes because of the pandemic, the pre-test and the post-test were applied using the zoom platform. Students needed 40 minutes to fill out the test and the listening material was exposed two times during the tests. Important to realize is that most students of the Juan Abel Echeverría educative unit cannot afford to have regular classes and it was required to take the post-test on different dates.

Regarding the secondary sources, it was valuable the information obtained from books, published journals, and articles for the articulation of this work. Books contributed largely with scientific material; one of the outstanding authors who supported the current work was Michael Rost. On the other hand, published journals and articles provided up-to-date data and guidance to the development of this work. A good researcher in the listening field was Abbas Pourhosein, who contributed with remarkable studies in terms of listening skill. All these instruments required the application of scientific reading to analyze and interpret the data obtained and provide with accuracy and fundaments to this study.

The information collected was analyzed and processed to present it appropriately. Data process was developed following some steps described below.

Editing and Codification.

The first activity consisted in editing the gathering information. It means that data was checked to avoid inconsistencies and correct any mistakes. After that, the information was coding. It is the assigning of numerical values to the answers considering the information nature.

Categorization and Tabulation

In this step, the information was classified considering the identification of themes. The tabulation of the answers required effort and attention.

Data analysis

Analyzing information was done using the statistic program SST, and it validated the results with accuracy and precision. Moreover, the analysis was carried out bearing in mind the way of collecting data and the way of presenting findings. Thus, the answers were quantified and presented with their significance and prevalence.

Data Interpretation

This step considered the findings presentation. It was done based on ethical principles such as neutrality and honesty. Juan Abel Echeverría Educative Unit is a high school situated in Latacunga, a highland city in the Cotopaxi Province. It is considered as a technical institution since it offers technical training to young people. In other words, students take subjects not only of the common core but also technical training, for which the curriculum adds more class hours to the student's schedule. Moreover, this institution strengthens the incorporation of students into the labor market at the end of high school and/or give continuity to their technical and technological training in higher education.

Unfortunately, this school apart from its scarce physical infrastructure is not sufficiently equipped. As an illustration, there is just one classroom supplied with about 25 computers and the existing audio devices are not enough for the number of students in this Educative unit. Therefore, most of the time, using technology for teaching purposes is limited to teachers' tools. Thus, some teachers have looked for alternate ways to teach the listening ability. In contrast, other teachers have preferred not to teach this important ability. In the case of the English subject, the lack of technological aids has made language teaching a little challenging.

Table 5. Operationalization of variables

Variables	Dimensions	Indicators	Items
Pauses are spaces of time (temporal stops) given during a spoken discourse which are applied as an active strategy in class to foster the comprehension of the spoken language allowing the listener to recall, clarify and reflect about what was heard.	Active strategy	• Teacher's active participation • Visual aids • EDpuzzle Technological tool	
	Processes	• Guided instruction • Feedback • Listening comprehension tasks • Predicting • Ask for clarification of instructions	
Dependent variable: Listening for specific information Listening for specific information involves primarily bottom-up processing to comprehend specific details. It is an interactive process that looks for listening selectively in order to construct meaning based on the gathered information.	Bottom-up listening tasks	• Identify key words • Recognize the time reference • Distinguish between positive and negative statements • Recognize the order in which words occurred in an utterance • Identify lexical differences	8, 9, 10 3, 4, 5 6, 7 1, 2, 11 12, 13
	Construction of meaning	• Appropriate responses • Task based text	14 15

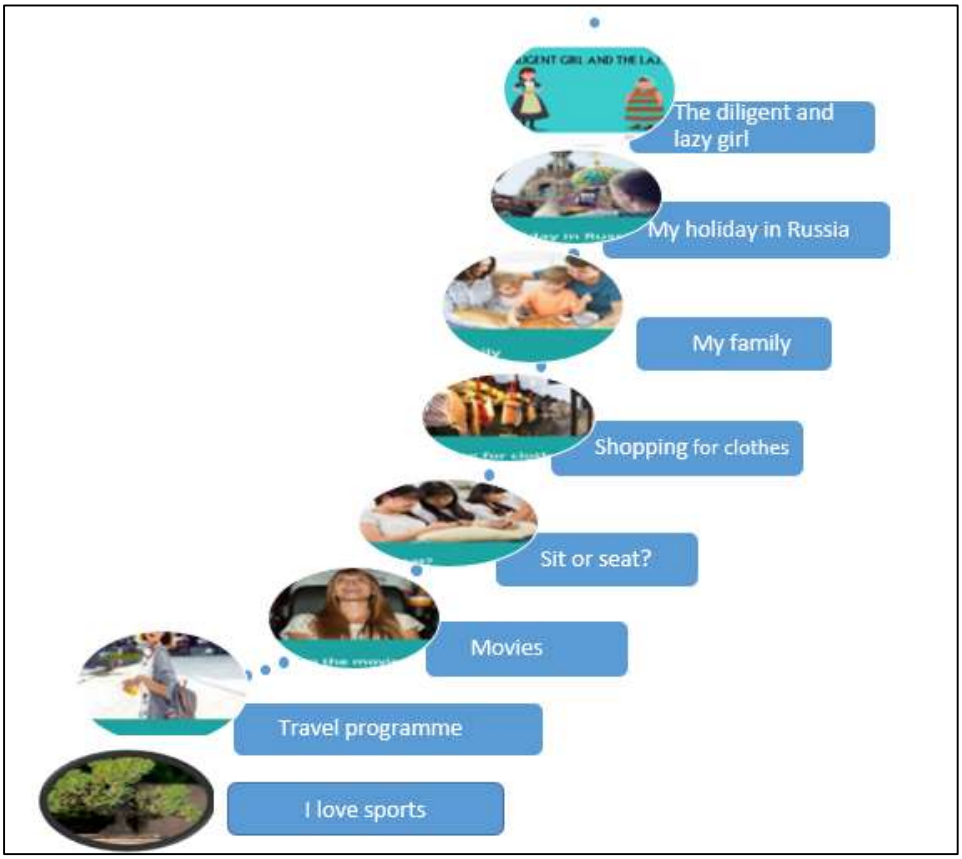
Note: This table was based on the variables considered in the current study by Herrera, L. 2021.

The inclusion of pauses looks for supporting learners in accomplishing listening goals considering one of their most difficult problems, fast speed speech. This strategy is centered on the addition of short pauses during listening exercises to give listeners the chance to reflect on what they heard. Moreover, this method seeks for creating spaces to allow learners to communicate in English. Some activities can be performed during this time such as asking for clarifications, making feedback, or guiding instruction. In addition, this study was focused on the improvement of the subskill listening for specific information which is considered the basics for the development of complex listening exercises.

The proposed strategy was applied for eight weeks online, with periods of forty minutes weekly. The inclusion of pauses as a strategy was applied to a sample of twelve students between 12 and 14 years old who are in the ninth year of basic education in Juan Abel Echeverría educative unit. This group was taught using listening material taken from the Cambridge Assessment English course. Since their English knowledge is poor, the listening resources were selected according to their level. It means that the level chosen was basic considering a listening time from 5 to 10 minutes. These activities included conversations among two or three people, presentations, and listening exercises about sound perception.

The topics were diverse and appealing to students, so they were about sports, family, travel, movies, travel, holiday, and others. Also, the topics were presented in context and considering familiar words for students.

Figure 2. Listening topics



Note: This figure was created based on data by Herrera, L. 2021.

According to Usó and Martínez (2006), the listening stages are important in the application of listening exercises. These stages are pre-listening, during listening, and post-listening and each one with its characteristics and activities. In the first stage, pre-listening, brainstorming activities were presented to engage students in the listening activity. The topics of the listening exercises determined the type of activity used in this stage. For instance, a common activity was the presentation of key or difficult words using pictures. Other activities required warm-up questions to immerse students into the topic.

During listening is the stage when the inclusion of pauses was applied. It means that short pauses were introduced during the exposition of the spoken language. At the beginning of this stage, students listened to the audio material until it was stopped for a certain period. The activities provided by Cambridge permitted to have short pauses automatically and they help to accomplish the aim of the proposed strategy. The short pauses permit the teacher to guide students in the completion of exercises or solving doubts concerning to misunderstanding listening sections or words. Also, during pauses, some students could make predictions and express their opinions about what they were listening to. In brief, pauses allowed students to interact among themselves and with their teacher analyzing the listening tasks and the difficulties they found during the activities.

As well, learners used pauses to perform exercises about listening for specific information for 8 weeks. Throughout this period, the activities were focused on helping students to practice bottom-up exercises since they are imperative in the comprehension of the spoken language. When listeners exercise this kind of activity, they focus their attention on the basic elements of language to arrive at the comprehension of what they hear. For instance, word recognition is one of the most common bottom-up activities that was trained in listening for specific information. Students had to recognize specific words which include numbers, dates, names, family members, and recognizing specific sounds in words.

Once the exposure of the listening material was done, some activities were proposed to construct meaning based on what was listened to. Solak (2016), mentions that checking and summarizing are useful post-listening activities. Thus, communicative activities such as open questions were used to know points of view and opinions from students.

Technology provides a good tool that can be very useful in the application of pauses. EDpuzzle is a supporting tool that makes the application of pauses easy. It helps both, instructors, and students to develop listening activities in a different and eye-catching way. In particular, listening activities can be enjoyable if they go with videos. Thus, EDpuzzle is a platform that cuts the listening resources into chunks of data. Also, it provides some activities to be performed during the pauses. Activities such as multiple-choice questions, open-ended questions, notes, and voiceover can be performed to improve the subskill listening for specific information.

Because listening is an outstanding skill in learning a foreign language, its study and handling are essential to improve the learners' English proficiency. Thus, the present study looked for providing an amendment to the fast speech speed of the spoken texts, which is considered one of the most common listening problems that learners face. Indeed, the pauses promoted interaction among peers and the instructor as it is a type of responsive method. In particular, some actions could be done during pauses in terms of improving understanding of the spoken text. These activities included asking for clarification, giving feedback, making predictions, and task-based learning.

Equally important, the inclusion of pauses could be favorable in the training of bottom-up activities, the main characteristic of listening for specific information. On the other hand, this research work demonstrated that EDpuzzle, a digital tool, could facilitate the application of pauses. In fact, it offered an alternative for the improvement of listening activities because not only do videos motivate learners but also, they supported the implementation of the method.

Regarding the importance of supporting learners in the comprehension of the target language in a comfortable environment, the classes were developed to promote comprehensible communication. Thus, the researcher presents a summary of the themes presented during the application of the method and an example of the lesson plan that was used during this study.

Table 7. Outline of the lesson plans

No. Plan	Topic	Aim	Time	Materials	Teacher´s role	Students' role
1	I love sports	To introduce prepositions of time and place. Students will be able to recognize prepositions of time and place from a text related to sports.	40'	Students' digital devices Cambridge course listening material	Guide facilitator	Learner centered
2	My family	To look for specific information. Students will be able to take notes about numbers and other specific information.	40'	Students' digital devices Cambridge course listening material	Guide facilitator	Learner centered
3	Going to the movies	To look for specific information. Students will be able to identify specific facts from a conversation.	40'	Students' digital devices Cambridge course listening material	Guide facilitator	Learner centered
4	Travel programme	To look for specific information. Students will be able to identify time expressions and specific information.	40'	Students' digital devices Cambridge course listening material	Guide facilitator	Learner centered
5	My holiday in Russia	To look for simple factual information. Students will be able to practice word recognition throughout a text a	40'	Students' digital devices Cambridge course listening material	Guide facilitator	Learner centered
6	Shopping for clothes	To confirm or negate statements. Students will be able to distinguish between	40'	Students' digital devices	Guide facilitator	Learner centered

		affirmative and negative utterances.		Cambridge course listening material		
7	Sit or seat?	To identify vowel sounds. Students will be able to differentiate the sounds /I/ and /i:/	40’	Students’ digital devices Cambridge course listening material	Guide facilitator	Learner centered
8	The diligent girl and the lazy girl	To look for specific information. Students will be able to identify words related to numbers.	40’	Students’ digital devices EDpuzzle platform.	Guide facilitator	Learner centered

Note: This table shows the lesson plans applied in the listening classes by Herrera, L. 2021.

Table 8. Lesson plan model

General information	
Time Limitation:	60 minutes
Students' Level:	Low - Intermediate (A1)
Number of Students:	12
Week:	one
Topic:	Going to the movies
Objective: At the end of the class, students will be able to give straightforward description about students' best ever-musical experience.	

Stage	**Activity**	**Time**
Pre-listening	Brainstorming. -Do you like movies?	5'
During listening	Listen to a conversation between two friends Tom and Laura talking about going to see a film. Main activity. - Students perform some activities related to listening for specific information such as: word recognition, positive and negative statements recognition, Guide Practiced. - Teacher guides students during the listening questions. Students ask for clarification.	25'
Post- listening	Students present one sentence about what is heard.	10'

Note: This table shows a model of lesson plan by Herrera, L. 2021.

Introduction. - The classes were online using the platform zoom. At the very beginning of the class the topic of the session was introduced using some questions about movies such as: Do you like movies? What is your favorite movie?

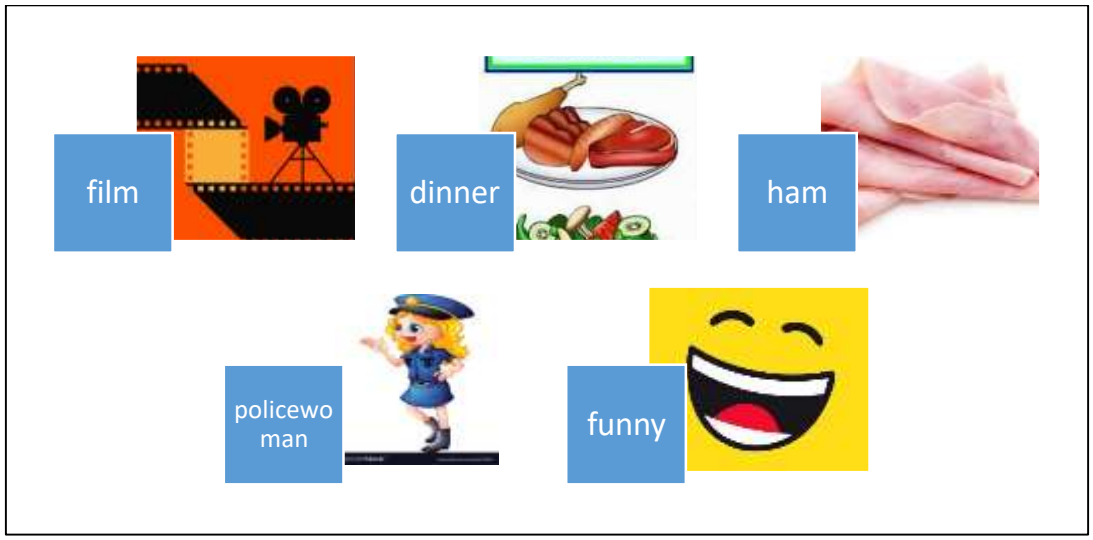
Figure 7. Listening class theme



Note: This figure was retrieved from https://bit.ly/3pvZ5IT

After that, some key words were extrated from the listening material and were presented to students considering the use of pictures, an option that is appreciated by learners.

Figure 3. Vocabulary

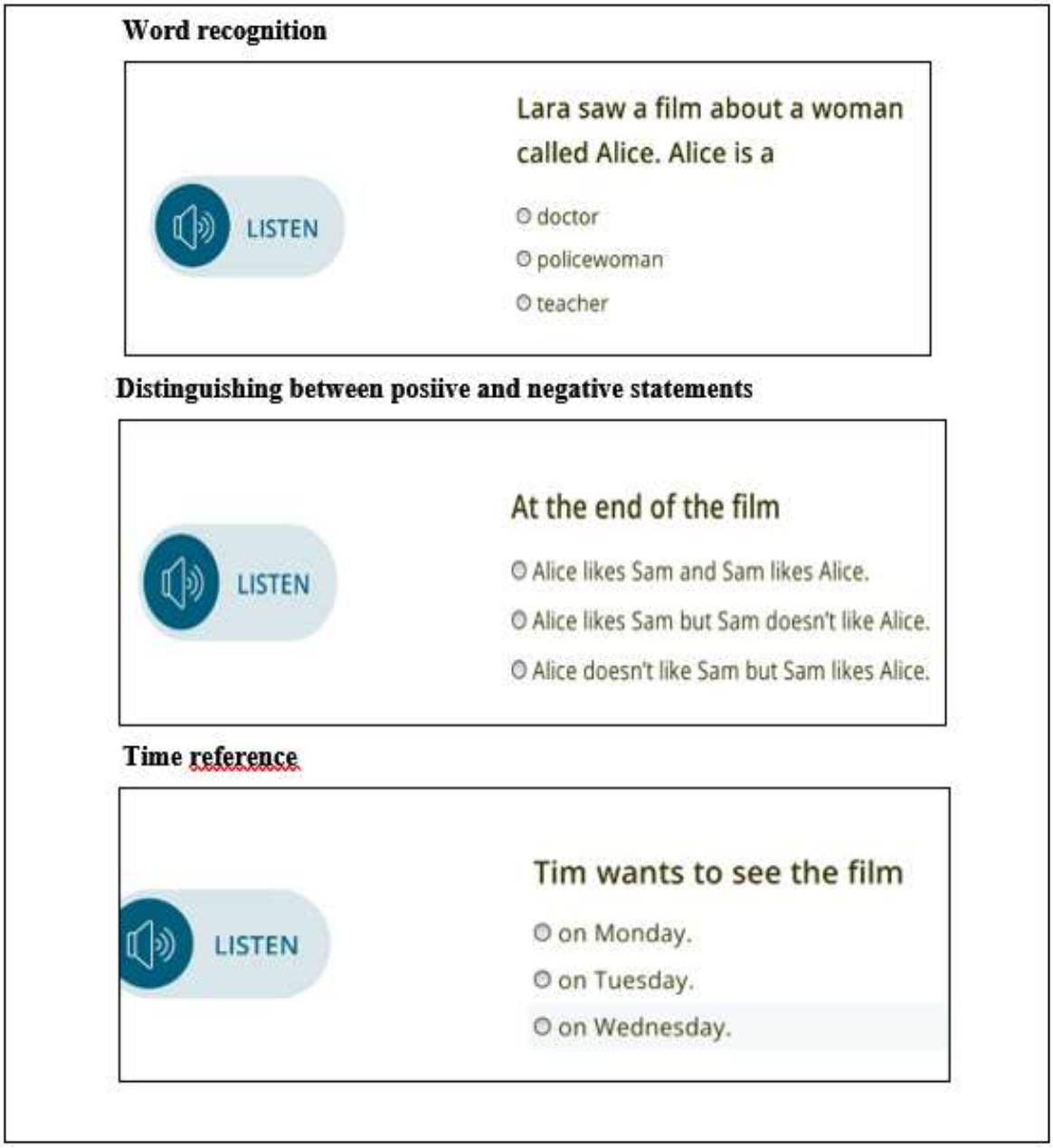


Note: This figure was created based on data by Herrera, L. 2021.

Main Activity.- The students listened to the audio about a conversation between two friends completely which was about two minutes long. After that, the first question was presented and the students listened only to the section about the question. A pause was introduced to support students in the comprehension of the spoken text. Some students take advantage of pauses to ask for clarification about some unknow words or structures. Learners rehearsaled activities related to listening for specific information tasks that included recognition of explicit words and time reference, distinguishing between positive and negative statements, recognizing the order in which words occurred in an utterance, identifying sequence markers.

Figure 4.

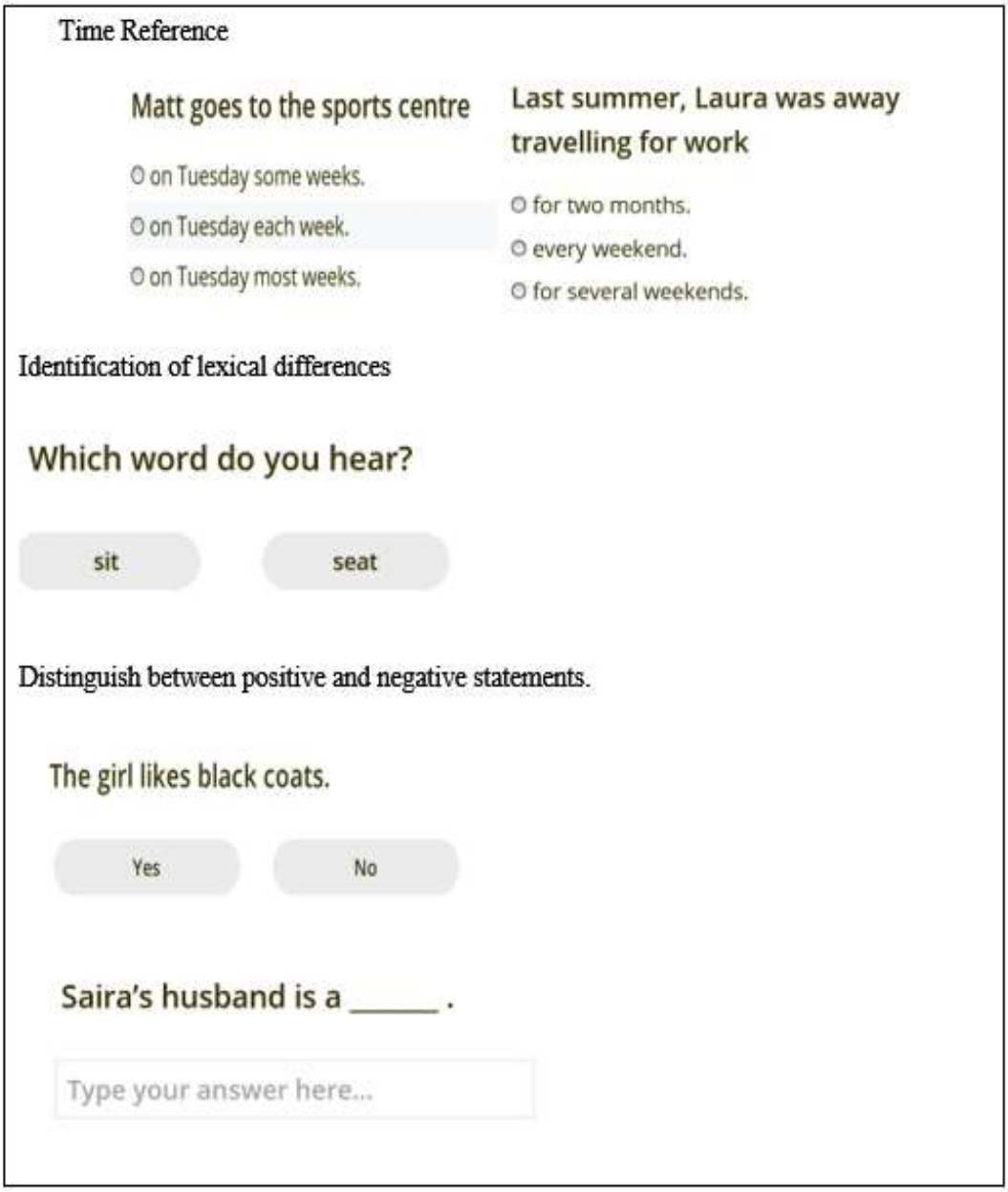
Listening for specific information tasks



Note: This figure was retrieved from https://bit.ly/3pvZ5IT

Figure 5.

Other listening for specific information tasks



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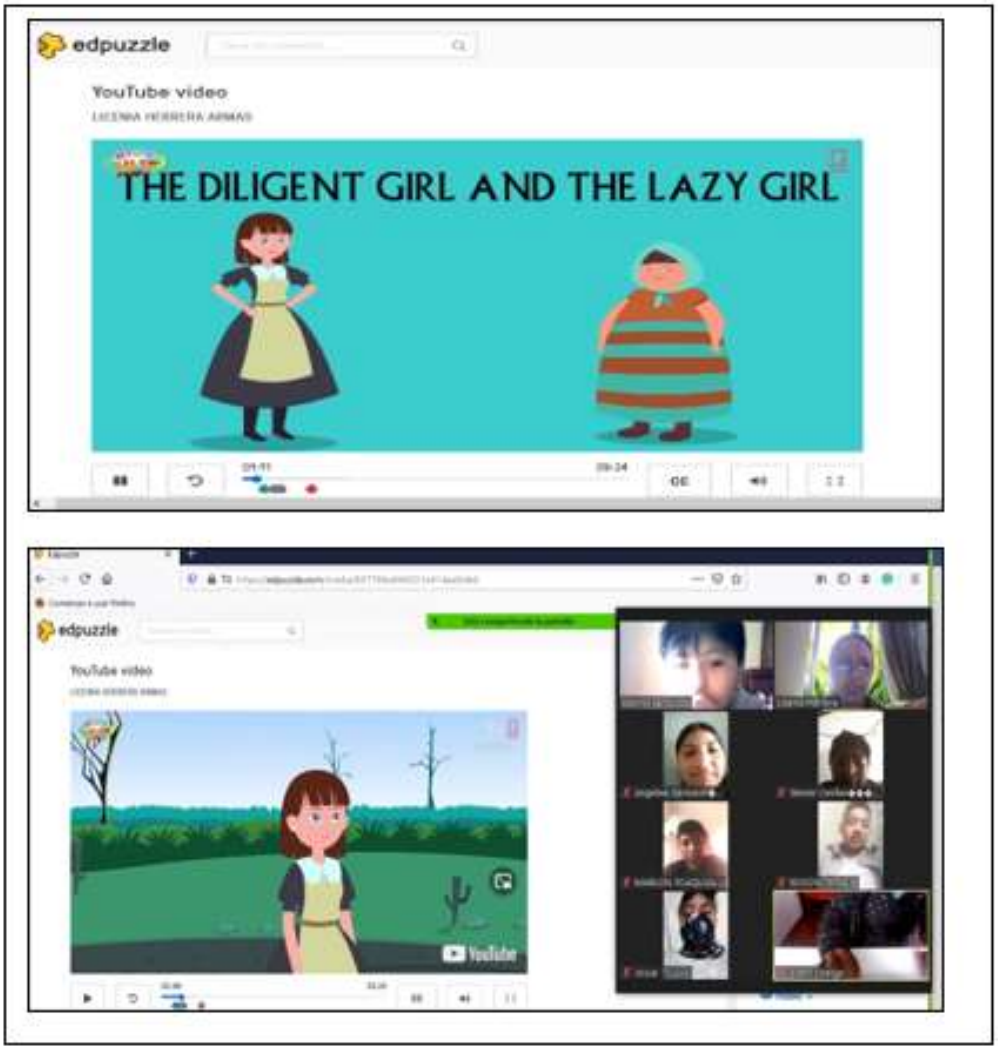
Guide Practiced. - During the pause, the teacher made feedback about what was heard and checked the correct option. This question and the following questions allowed learners to exercise the listening for specific information subskill. Thus, activities such as word recognition, positive and negative sentence identification, sound perception, and examples of bottom-up processes were developed by students in this listening practice.

Closure. – Once students finished the listening section, they are asked about the topics with questions to check their answers or opinions about the topics that were exposed in the previous sections of the exercise.

Listening practice using EDpuzzle

The inclusion of pauses was done using technology and EDpuzzle is an application that offers a different and funny possibility to assist in the proficiency of listening. The use of this application requires the careful selection of listening material. Regarding the teenagers' likes, this activity was based on a story named "The diligent girl and the lazy girl"

Figure 6.
EDpuzzle

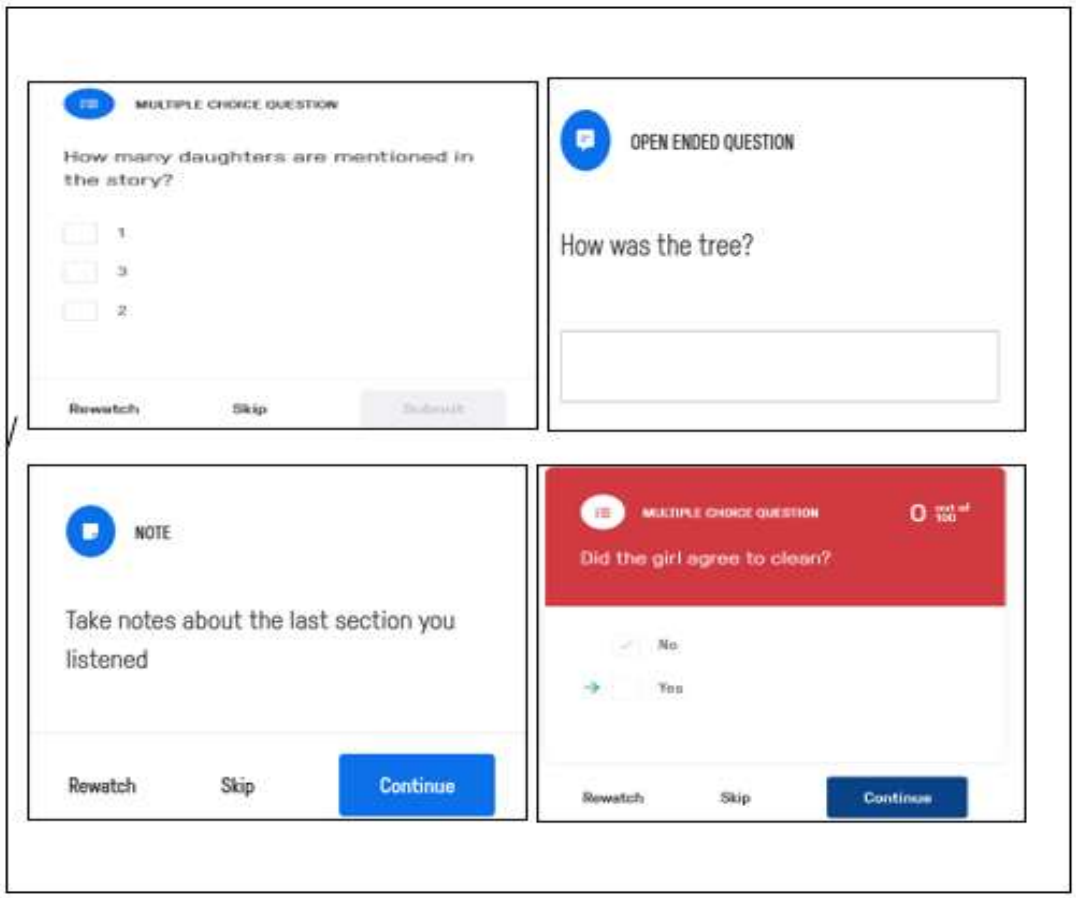


Note: This figure was taken from EDpuzzle https://bit.ly/3uZpMHi

The video was edited and presented in sections; some activities were proposed to do during the pauses. To exercise the listening for specific information subskill, learners were prepared with multiple choice questions, open-ended questions or take notes.

Figure 7.

EDpuzzle exercises



Note: This figure was taken from EDpuzzle https://bit.ly/3uZpMHi

EDpuzzle aids in the inclusion of pauses during listening tasks and provides with time to reproduce what learners might keep in mind about what they heard lately. Indeed, learners can perform activities such as making predictions, ask for clarification or feedback. Also, EDpuzzle offers other possibilities that include *rewatch*, which enables learners in listening over and over to the section corresponding to the questions. Also, the questions can be checked and be evaluated, or they can be skipped.

CHAPTER III: ANALYSIS OF THE RESULTS

This chapter aims to present the analysis of the results of the proposals and the conclusions that have been drawn upon the corresponding analysis of the data gathered using of texts, tables, graphs, and statistics measures. Moreover, it shows the implications of the findings in the teaching of listening for specific information, which is stated in the purpose of this research. It is important to highlight that the type of research has determined the methods used for communicating information. In particular, the quantitative and qualitative approaches that were employed in the current work, deserved appropriate methods to present data to make easy its comprehension.

The starting point of this work was the listening observation form. It showed the students' behavior concerning to the listening activities. Subsequently, a pre-test was applied to know the listening performance of the students. The researcher developed listening activities over 8 weeks, a class every week. During this time, students exercised listening activities to improve the subskill listening for specific information. After 8 weeks, a post-test was applied to find out if the activities based on the inclusion of pauses had helped subjects improve their listening performance.

3.1. Observation

Observation is the best approach to know the behavior of students during the performing of listening activities. Thus, this instrument allowed to see how the students react in listening tasks. Moreover, the observation form could show the real-life learning process that students experience during the exposition to the spoken language. Due to the virtual modality of the classes, the observation has been focused on the individual behavior of the students. However, the teaching experience has allowed to point out some common behaviors of the students when listening to texts in a foreign language during on-site classes. This listening observation form has given significant elements

to consider in the improvement of the listening teaching since the researcher could be aware of the main listening difficulties that students face.

Figure 8.

Observation results



Note: This figure was taken from https://www.menti.com/qvib8tbm7t

Through the direct observation of learners' behavior, important data could be gathered. Regarding the qualitative aspect of this instrument, a good option to quantify and present the results was Mentimeter. In fact, data that included learners' feelings and attitudes were grouped, counted, and put in the app using a multiple-choice question. The figure above shows the learners' feelings categorized according to the number of occurrences. Accordingly, most of the students got bored when performing listening activities. Others feel frustration during task performances because of unfamiliar or new words, structures, or accents. Another typical attitude of listeners is related to the silent behavior since they were taught to take listening lessons in that way. For instance, students do not ask any questions or ask for help even though they do not understand anything.

Learners according to the observation results are not motivated nor encouraged during the performing of listening activities. First of all, traditional English classes do not regard

listening activities as a key in language learning and learners perceive this ability as unimportant. For instance, the time committed to listening practices is reduced and a few listening activities are carried out over reading by part of the teacher. On the other hand, listening lost importance for learners when they find the audio material too fast to understand it or there is something unknown for them. They feel discouraged to understand what they hear, and they show a silent behavior other than asking for help. Finally, it could be grasped the changes in learners' attitudes when they are assisted during the listening tasks by the teacher or their peers through clarification of questions or making feedback.

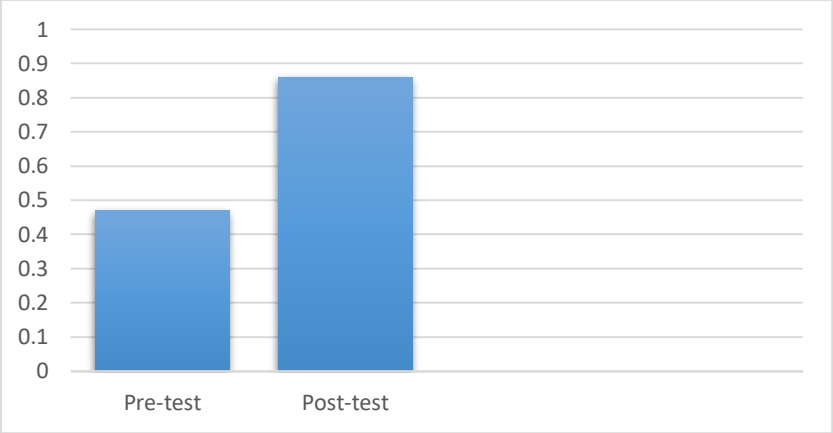
3.2. Listening pre and post-tests

The pre-test and post-test were designed based on the listening material provided by the Cambridge Preliminary English Test. Together with, the tests' items were particularized through the inclusion of bottom-up activities, the main characteristics of the listening for specific information subskill. For instance, word recognition in terms of time, days, and numbers, affirmative and negative statements recognition, and word order in an utterance were considered in the tests. The pre-test was applied in the light of establishing the students' weaknesses and strengths concerning the listening for specific information subskill. As well as the post-test looked for measuring the effectiveness of the inclusion of pauses.

The following section shows a comparative study of the results obtained from both tests. The analysis was given considering the fifteen questions of the pre and post-tests into six categories such as word and time recognition, positive and negative statements identifying, word order, lexical differences, and task-based text.

Figure 9.

Word recognition

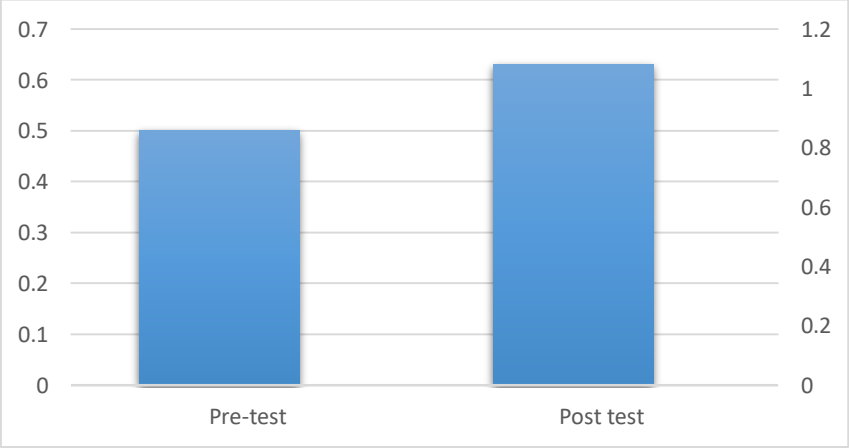


Note: This figure was created based on data by Herrera, L. 2021.

The table shows the results obtained in the word recognition questions in both the pre and post-tests. Thus, learners in the pre-test obtained a mean of 0,47 and in the post-test a mean of 0,86. As it can be seen there is a significant improvement in the performing of tasks related to word recognition in the post-test after the application of the proposed method. In particular, learners could recognize specific words in terms of the vocabulary relevant to the topic.

Figure 10.

Time reference

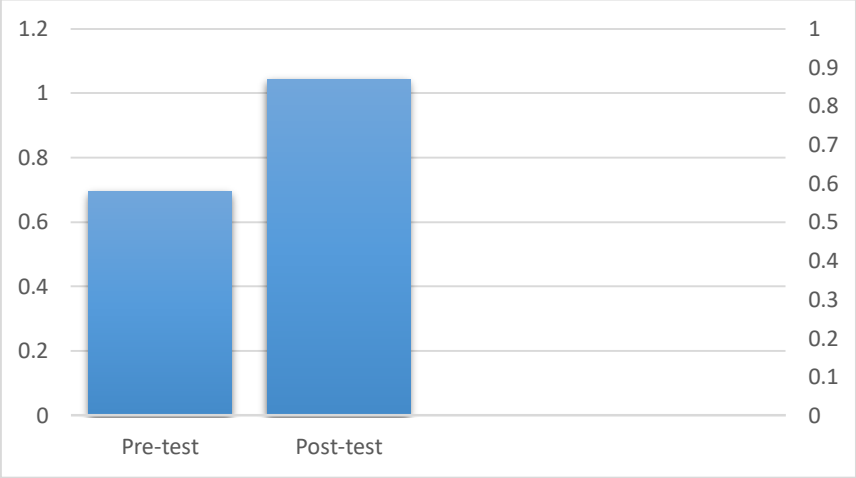


Note: This figure was created based on data by Herrera, L. 2021.

This table illustrates the proficiency of learners in time reference recognition questions. The items which were about the days of the week and times of the day and were included in the pre and post-tests. Listeners obtained 0,5 as mean in the pre-test; meanwhile, they obtained a mean of 0,63 in the post-test. Although the difference is slight, only an increase at about 13%, learners get better results after the practices using the pauses. It is manifest that learners have difficulties in recognizing time references in a spoken text.

Figure 11.

Recognition of positive and negative statements

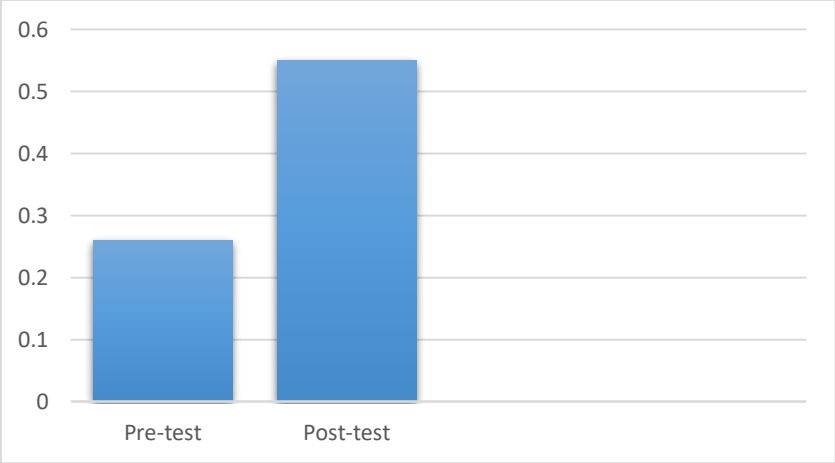


Note: This figure was created based on data by Herrera, L.2021.

Learners in the identification of negative and positive statements have showed the following results. In the pre-test, they attained a mean of 0,58; while in the post-test they had a mean of 0,87. The performance on this type of activity shown that students improved by 29%, so the paused method could help learners with this goal.

Figure 12.

Recognition of word order

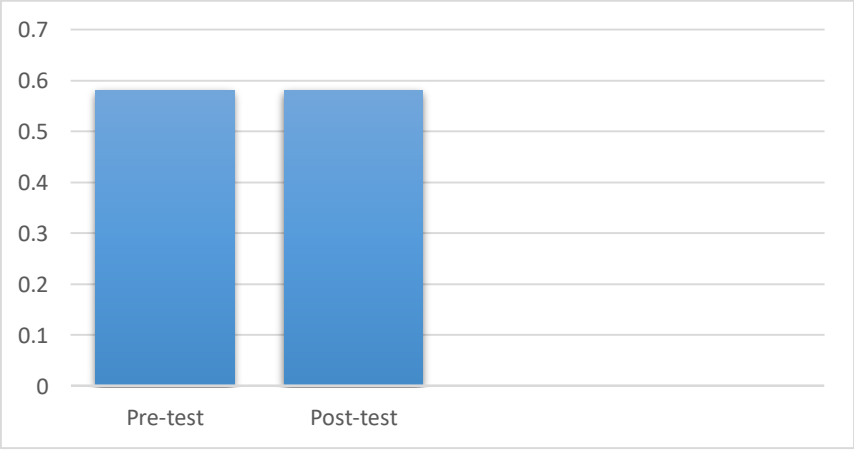


Note: This figure was created based on data by Herrera, L. 2021.

The results in terms of the recognition of word order items are presented in the table above and were selected from the pre and post-test. As it is displayed, learners obtain a mean of 0,26 in the pre-test and the post-test 0,55. The difference which is 29%, points out an advance in the post-test after the period in which students were rehearsal with the planned method.

Figure 13.

Identification of lexical differences

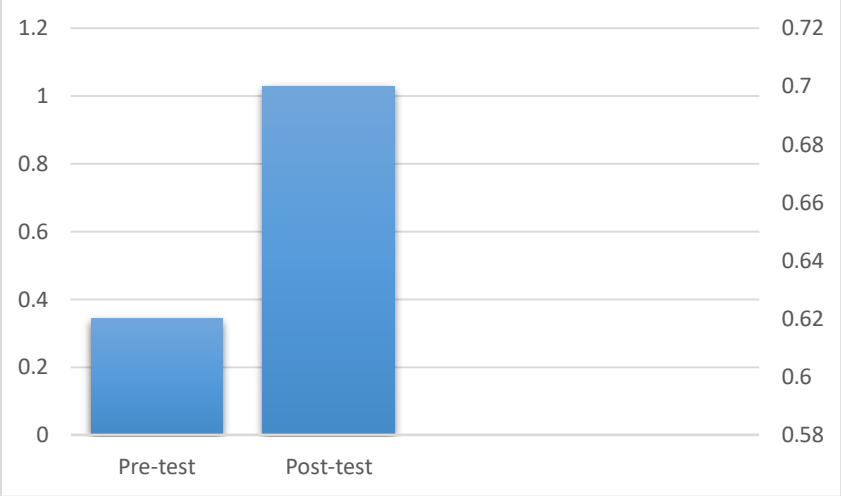


Note: This figure was created based on data by Herrera, L. 2021.

From the results gained after the application of the tests applied at the beginning and end of the current study and in terms of identification of lexical differences, there are not any difference. Learners could not progress in the results, so 0,58 was kept after the period of practice.

Figure 14.

Task based text



Note: This figure was created based on data by Herrera, L. 2021.

The table shows the results achieved in the pre-and post-tests in the items related to the task-based text. As can be seen, learners arrive to 0,62 as a mean in the first test, and on the post-test, they reached 0,7. It is evident the slight improvement in 0,8 %, which can be an indicator of the positive impact of the application of the pauses.

Rendering to the general data obtained, students showed an improvement in the post-test results in word and time recognition, positive and negative statements, and word order. Moreover, in the word recognition questions, students improved in 0,39%, while in the positive and negative statements, and word order tasks, students improved in 0,29%. Improvement in the task-based text questions was very slight, broadly 0,8, and with respect to the lexical difference tasks, there was no change. As can be seen, students had greater difficulty identifying word order that they could improve in the post-

test. In contrast, students did not experience progress in identifying lexical differences. In a word, the post-test results have been higher than the pre-test ones.

Table 6.

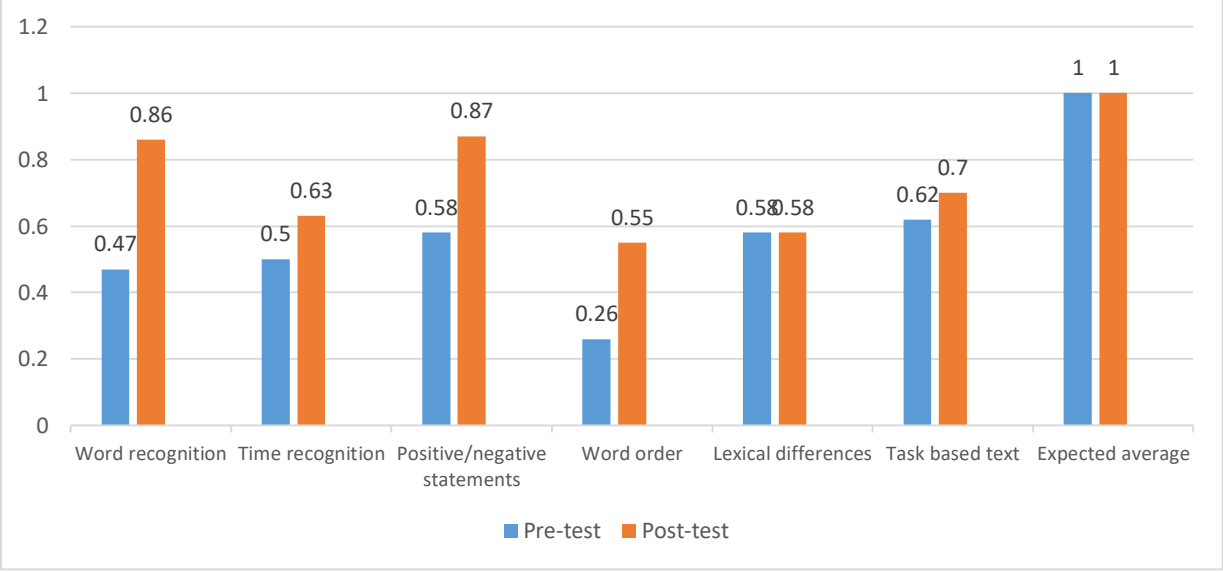
Pre- and post- tests results

CRITERIA	PRE-TEST	POST-TEST
Word recognition	0,47	0,86
Time reference recognition	0,50	0,63
Positive and negative statements	0,58	0,87
Recognition of word order in an utterance	0,26	0,55
Identification of lexical differences	0,58	0,58
Task based text	0,62	0,70
Expected average	1	1

Note: This table shows the tests results by Herrera, L. 2021.

Figure 15.

Results by variables



Note: This figure was created based on data by Herrera, L. 2021.

Deductive statistics offers the helpful test, Student's t, which was used in the analysis of the test results. In fact, this test compares two small sets of quantitative data when samples are collected independently of one another. Thus, this tool helped in

determining if there is a significant difference between the results of both pre and post-tests.

Table 7.

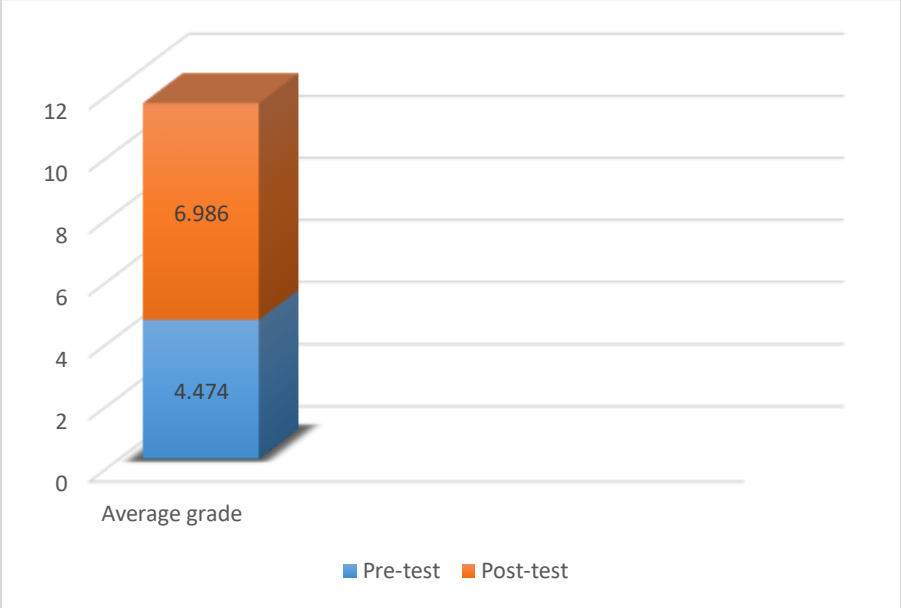
Pre- and post-test quantitative data

Students	x_i	y_i	$x_i-\bar{x}$	$(x_i-\bar{x})^2$	$y_i-\bar{y}$	$(y_i-\bar{y})^2$
1	6.33	6.33	1.859	3.456	-0.653	0.426
2	2.17	6.33	-2.308	5.325	-0.653	0.426
3	4.00	7.67	-0.474	0.225	0.681	0.463
4	7.67	6.33	3.192	10.191	-0.653	0.426
5	4.33	5.67	-0.141	0.020	-1.319	1.741
6	3.67	5.67	-0.808	0.652	-1.319	1.741
7	7.33	5.00	2.859	8.174	-1.986	3.945
8	1.67	6.00	-2.808	7.883	-0.986	0.972
9	6.33	8.83	1.859	3.456	1.847	3.412
10	5.50	9.67	1.026	1.052	2.681	7.185
11	4.83	8.67	0.359	0.129	1.681	2.824
12	4.33	7.67	-0.141	0.020	0.681	0.463
∑	**58.167**	**83.833**		**40.583**		**24.025**

Note: This table was created based on data by Herrera, L. 2021.

Figure 16.

General results



Note: This figure was created based on collected data by Herrera, L. 2021.

$$\bar{x} = \frac{\sum y_i}{n} = \frac{58.167}{12} = 4.474 \qquad \bar{y} = \frac{\sum x_i}{n} = \frac{83.833}{12} = 6.986$$

In line with the main premise of the mean, which is provided with an average of the variables, the pre-test's grades were calculated by summing the scores obtained by students and divided by the 12 students who took the pre-test. In detail, the pre-test has a mean of 4,474 and the post-test mean is 6.986. The differences between both means suggest an improvement in the post-test results after applying the method suggested by the current research in order to improve the listening for specific information subskill.

$$S^2 = \frac{\sum(x_i - \bar{x})^2 + \sum(y_i - \bar{y})^2}{n_1 + n_2 - 2} = 2.936$$

$$S\bar{x} - \bar{y} = \sqrt{\frac{S^2}{n_1} + \frac{S^2}{n_2}} = \sqrt{\frac{2.936}{12} + \frac{2.936}{12}} = 0.699$$

Another significant measure in a research study is the variance, which lets to know the greater or lesser dispersion of the data with respect to the mean. In this case, a common formula was used to obtain the variance of each sample means, so this

estimation was result of some residuals calculations. Markedly, the variance, 2,936, shows the variability in the grades obtained by students. Similarly, the value of the standard deviation, which is 0.699, was required for calculating the student's T.

$$t = \frac{\bar{x} - \bar{y}}{S\bar{x} - \bar{y}} = \frac{6.986 - 4.474}{0.699} = 3.59$$

Figure 17.

Hypothesis Verification



Note: This figure was created based on data by Herrera, L. 2021.

It has been noted that the Student T result, 3.59, was used to establish the acceptance or rejection of the proposal according to freedom and significance levels. The T-student value with 22 degrees of freedom is 1.717, and the calculated value is 3.59; therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. The current indicators determined that the proposed method allowed learners to achieve better grades in the post-test.

CONCLUSIONS

The current section shows the main conclusions that have been drawn upon the application of selected methodology with its equivalent instruments, and the deep study of the main premises of the proposal variables. Moreover, this chapter boosts implications of the findings due to their relevance and pertinence to the teaching activity.

- The corresponding analysis upon the different instruments applied in this study denote that pauses granted support in the comprehension of spoken texts since the inclusion of pauses let teachers support learners during the listening tasks and mostly when they face difficulties in understanding. In detail, the fast speed of speech has been a listening difficulty for the comprehension of spoken texts.

- The inclusion of pauses has improved the performance of tasks related to the listening for specific information subskill in students of the ninth grade of basic education of the Educative unit Juan Abel Echeverría., it was effective in improving the subskill of listening to specific information according to the difference in the results of the tests applied for this study. This strategy is useful for listeners, especially beginners, who found in pauses the space for the rehearsal of activities that allow them to understand specific information of the listening material.

- Technology is a useful tool in the application of pauses and videos are good means to provide accessible input for learners. Thus, EDpuzzle eases the inclusion of pauses in listening resources and the development of tasks to assure listeners' comprehension.

- The inclusion of pauses during listening activities for specific information has encouraged the learning of English since the comprehension of the spoken language through the inclusion of pauses makes learners motivated to continue learning a

foreign language. This is because they feel accompanied and guided when they found the speed of speech too fast to understand.

- **RECOMMENDATIONS**

- The learning experience of learners should be better, and teachers are responsible largely for it, thus it is suggested the inclusion of supporting strategies that guide and conduct the listening activities considering the learners listening difficulties and the long-term motivation that should go with the learning activities. Under this context, the use of effective methods centered on the learner and technology tools can be good alternatives to be used in the performing of listening tasks.

- Because the listening skill has a significant influence in learning a foreign language and its accomplishment assists learners in the proficiency of the other language skills, teachers must assume a new position for the teaching of this ability and include further and significant listening exercises during their teaching activity.

- It is suggested the execution of deep studies about the inclusion of pauses as a strategy to solve very common learners' listening problems such as the fast speed speech. Thus, it is recommended that the next research consider a large group of learners for the study.

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ANNEXES

Annex 1

Pre-and post-test

1.- You are going to hear a woman talking to a group of people about painting.

Order the following words as you hear them.

paint	*hobby*	*talk*	*pictures*

1.-……. 2.-…….3.-……4.-……

2.- Recognize the order in which words occurred in the listening section.

a) week, school, classes

b) school, classes, week

c) classes, week, school

3.- Choose the correct answer. When did she use to paint?

a) in the mornings

b) in the afternoons

c) in the evenings

4.- What days does Sara work on her paintings?

Teacher explains: (You are going to listen the days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Identify and select the days that you listen)

a) Friday, Thursday and Monday

b) Friday, Saturday and Sunday

c) Tuesday, Wednesday and Friday

5.- How many days does Sarah work now?

a) five days

b) four days

c) six days

6.- Select the correct phrase according what you hear.

She has her pictures in local exhibitions at least once a year

a) Yes

b) No

7.- Do you think that Sara was interested in art at primary school?

a.- Yes, she was

b.- No she wasn´t

8.-What kinds of paint did Sarah mention in the text?

a) water colors b) wood c) acrylic paint







9.- According to the listening, Sara at secondary school had the opportunity to work with a new material. What was it?

a.- water b.- paintings c.- chalk

10.- What did Sarah paint in Morocco?

a) desert scenes

b) artists

c) water

11.- What is the first country that Sarah's mention in the corresponding listening section?

a) Greece

b) Spain

c) Morocco

12.- Select the correct phrase that you will listen.

a) I love working in the Scottish mountains.
b) I love walking in the Scottish mountains.

13.- What did Sarah ask someone?

a) Turn on the lights
b) Turn off the lights

14.- According to Sara' experiences, she loved walking in the Scottish mountains.

What can be the country related to Scottish.

a) Greece
b) Spain
c) Scotland

15.- Now, write one sentence about painting as a hobby. Use at least 2 words you heard during the listening exercises.

……

Annex 2

Pre-listening activity

Vocabulary



pictures-paintings

Paint

Materials



acrylic paint



water color



wood



chalk



Turn on the lights



turn off the lights

Times of the day



MORE WORDS

Year = 1999 2020

Month = January March December

Week = 7 days

Days = Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Countries

Morocco

Greece

Scotland

Annex 3

Listening material for pre- and post-test

PART 2 *Now turn to Part 2, questions 8–13.*

You will hear a woman called Sarah talking to a group of people about her painting. For each question, put a tick in the correct box. You now have 45 seconds to look at the questions for Part 2.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Woman: Well, good evening everyone. I've come along to talk to you about my painting. It was just a hobby but it's really more than that now. I used to paint in the evenings after work, but now I work four days a week instead of five. That means I spend Friday, Saturday and Sunday on my painting. I have pictures in local exhibitions at least once a month.

I'd love to give up my job and spend all my time painting, but I work with computers and I earn more that way! I do make some money from selling my pictures, enough to pay for all my paint, brushes and paper and a few art lessons. I'd love to go to art college full-time for three years, but I've got all the rent on my flat to pay and a car to run.

I first became interested in art when I was at primary school. I used to go out with some paper and a few pencils during break time and draw anything I saw: houses, gardens, people. Then at secondary school we had art classes twice a week, and I learnt how to use chalk and then different kinds of paint: water colours, oils and so on.

Those classes were really useful for me, and ever since then I've had lessons of some kind. I've attended evening classes and been on what they call painting 'holidays', where you go out into the countryside and paint during the day and then sit and discuss your work with a teacher and the other artists after dinner. Those holidays are great; you learn so much talking to other people studying with you.

I've enjoyed painting in lots of different countries. I've been to Morocco and painted desert scenes with beautiful sunrises. I've been to Greece and Spain and painted pictures of the local people working in the fields near their homes. My favourite place is still Scotland. I love walking in the Scottish mountains, and there are so many different birds to see, especially in spring.

Well, I'm going to finish now by showing you a video of the places I've visited. After that there'll be a chance to relax with a cup of coffee and then there'll be time for some questions. Oh, and I've got some information about my next art exhibition for you. It's going to be at the Queen's Gallery. Now, if someone would turn off the lights ...

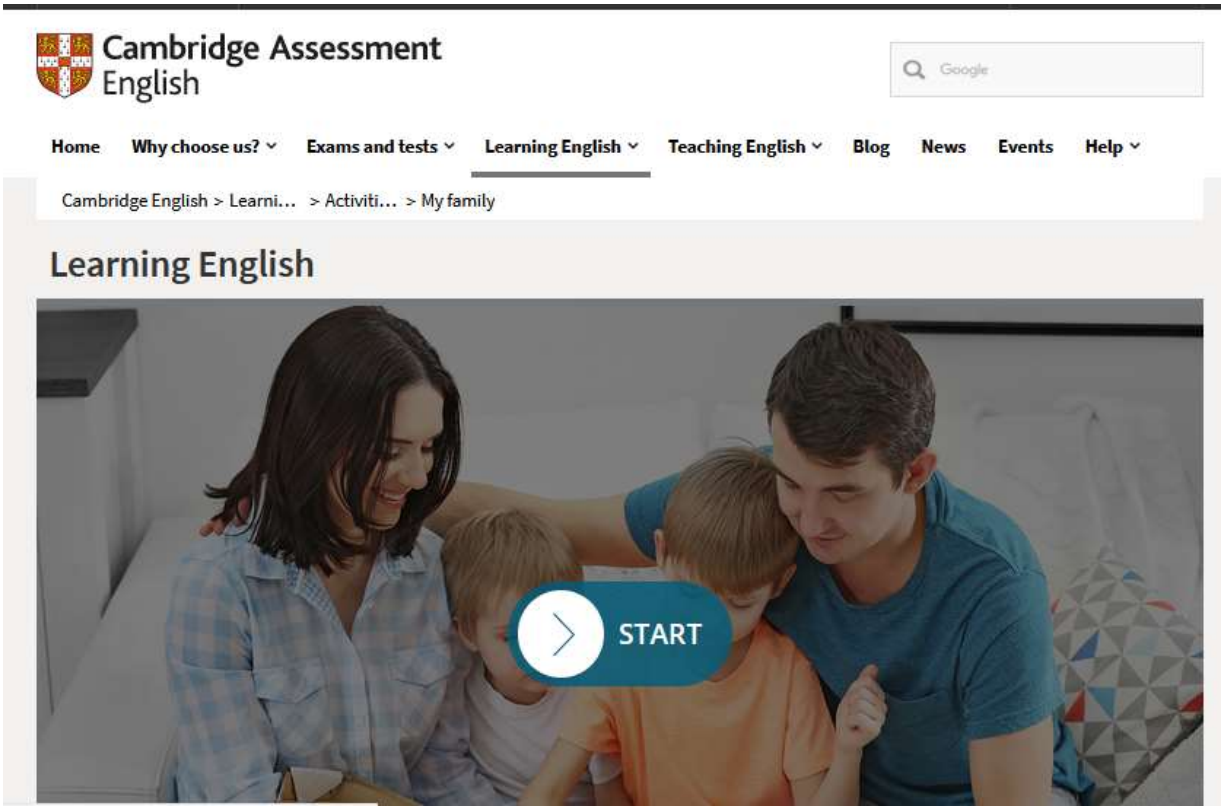
[pause]

Now listen again.

[The recording is repeated.]

Annex 4

4.1 Family



My family

This activity practises listening for basic factual information.

My family

LISTEN

Listen to Saira talking about her family.

Listen again. Write one word in the gap.

LISTEN

Saira's husband is a _____ .

Type your answer here...

Listen again. Write one word in the gap.

LISTEN

Saira has ____ daughters and one son.

Type your answer here...

Listen again. Write one word in the gap.

LISTEN

Her oldest child is ____ years old.

Type your answer here...

Listen again. Write one word in the gap.

LISTEN

Her oldest daughter has _____ eyes.

Type your answer here...

Listen again. Write one word in the gap.



Her son likes playing _____ .

Type your answer here...

Listen again. Write one word in the gap.

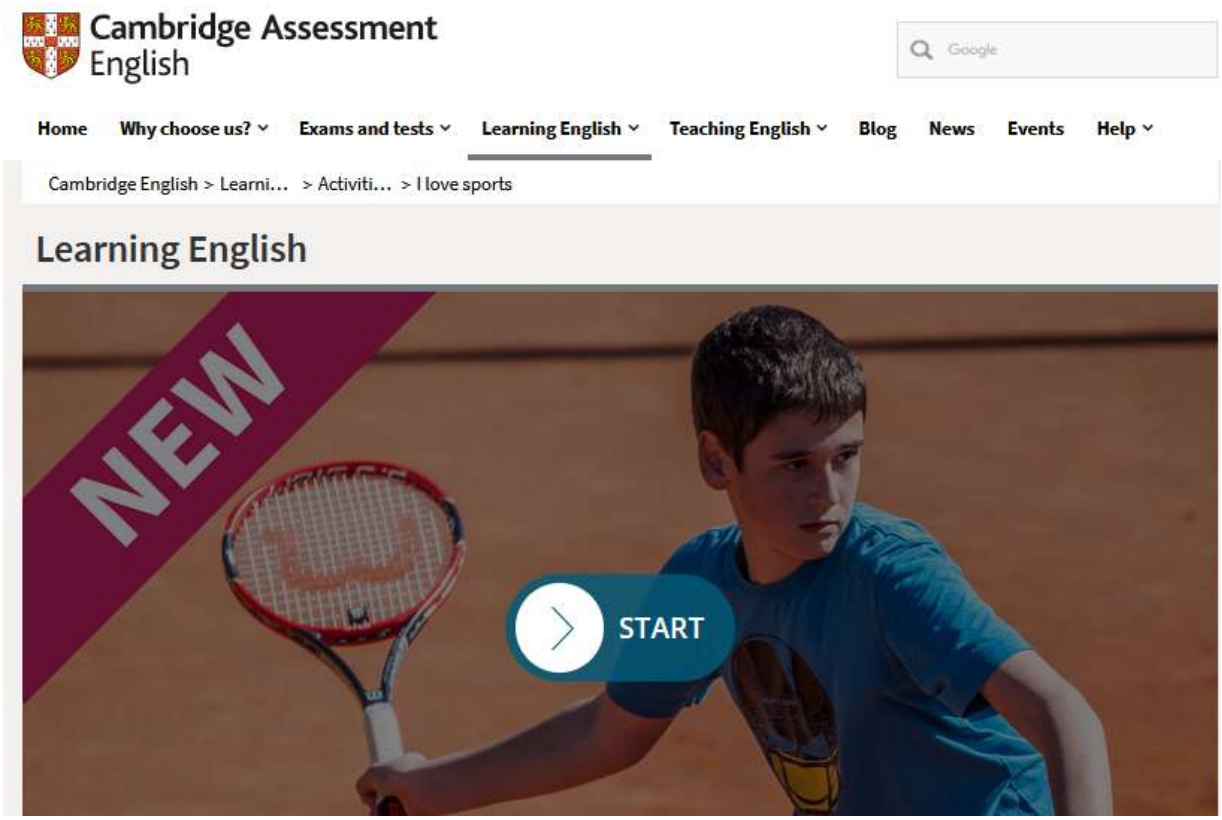


Saira is buying a _____ for her daughter.

Audio script

My name's Saira. I'm married. My husband is a doctor and I'm a teacher. We've got three children. Two girls and one boy. The girls are called Amber and Iman and my son is called Hassan.
Iman is the oldest. She's fifteen. Then Hassan is next. He's twelve. And Amber is five years old.
All my children have dark hair like me, but my oldest daughter has blue eyes like my husband. I have brown eyes.
My son's favourite sport is football. My daughter Amber likes playing with dolls. Iman likes playing basketball.
Amber wants to have a cat. But we can't have big pets in our flat. I'm buying a fish because they're small and easy.

4.2 Sports



I love sports

This activity practises vocabulary connected with sport, and prepositions of time and place.

LISTEN

Listen to Matt talking about sport. Answer the questions after.

Listen again. Choose the correct way to complete the sentence.

LISTEN

Matt enjoys basketball because

- ○ it's good for him.
- ○ he likes the other players.
- ○ the game is exciting.

LISTEN

Matt's favourite sport is

- ○ tennis.
- ○ basketball.
- ○ swimming.

LISTEN

The sports centre Matt goes to is

- ○ opposite the library.
- ○ near the library.
- ○ in front of the library.

LISTEN

Matt goes to the sports centre

- ○ on Tuesday some weeks.
- ○ on Tuesday each week.
- ○ on Tuesday most weeks.



Matt's tennis lesson starts

- ○ after 7.30 p.m.
- ○ at about 5.30 p.m.
- ○ at 6.00 p.m.



Matt really wants to learn how to

- ○ ride.
- ○ sail.
- ○ climb.

Transcript

I love playing sport. I'm learning basketball now and that's great because I know all the players - they're really nice.
I also play tennis with my friend - I'm really good at that - it's the sport I like best. And I can swim well - that's a lot of fun too - but I don't have much time to do it now.
There's a great sports centre in the city. I can catch a bus there. It stops across from the library and the sports centre is behind that, before you get to the University.
I have lessons at the city sports centre every Tuesday evening - I arrive early for my tennis lesson - it starts at 6 but I get to the sports centre just after 5.30. After that I practise basketball and I go home after 7.30.
My brother loves mountains. He says I should go climbing with him one day. We also talked about riding horses but I really want to try sailing and then I can buy a boat!

4.3. Travel programme

Travel programme

This activity practises listening for simple factual information.



Listen to a TV star called Laura who travels a lot for her job.





Listen again. Choose the correct answer.



Last summer, Laura was away travelling for work

- ○ for two months.
- ○ every weekend.
- ○ for several weekends.





What happened to Laura at the South Pole?

- ○ She hurt her fingers.
- ○ Her glasses broke.
- ○ She wrote some stories.







Why was Laura's trip to Australia bad?

- Someone stole her computer.
- She lost her passport.
- Her suitcase went missing.





When Laura was in Turkey

- she travelled by boat.
- she did some sightseeing.
- she went fishing.





On holiday Laura usually likes to

- write.
- read.
- keep busy.





What is Laura doing next?

- ○ She is getting married.
- ○ She is going to an island.
- ○ She is going to climb a mountain.

Transcript ×

Interviewer: So, you make television programmes about travel. How often are you away from home?
Laura: A lot. Last summer, I was away almost every Saturday and Sunday for about two months.

Interviewer: Which is the coldest place you've ever travelled to?
Laura: The South Pole. Before I went, I heard lots of bad stories about people losing their fingers and toes. That didn't happen but my glasses did break!

Interviewer: And what was your worst trip?
Laura: Oh, Australia. When we got back to our hotel, the door was open and my laptop was missing! They didn't take my passport or my suitcase. Which

was lucky!

Interviewer: And your favourite trip?
Laura: Turkey - we drove to the sea. We saw beautiful fish, and we visited mosques and other old buildings.

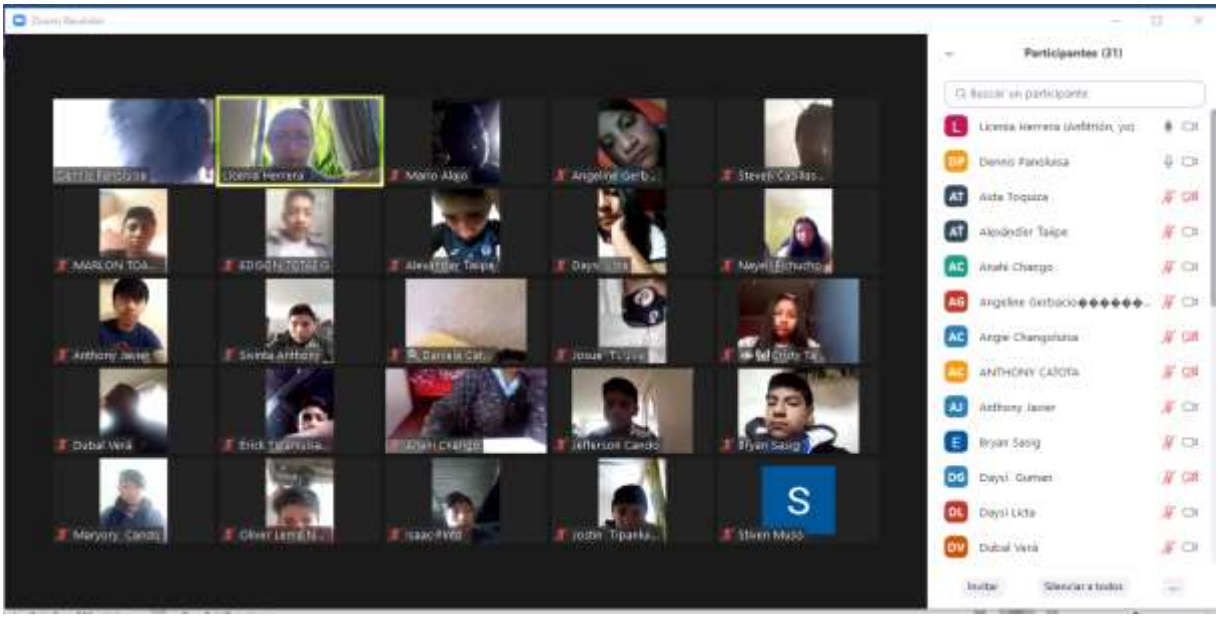
Interviewer: What is a normal holiday for you when you are not working?
Laura: Hmmm, usually I prefer to sit by the pool with a book. It is great not to be busy!

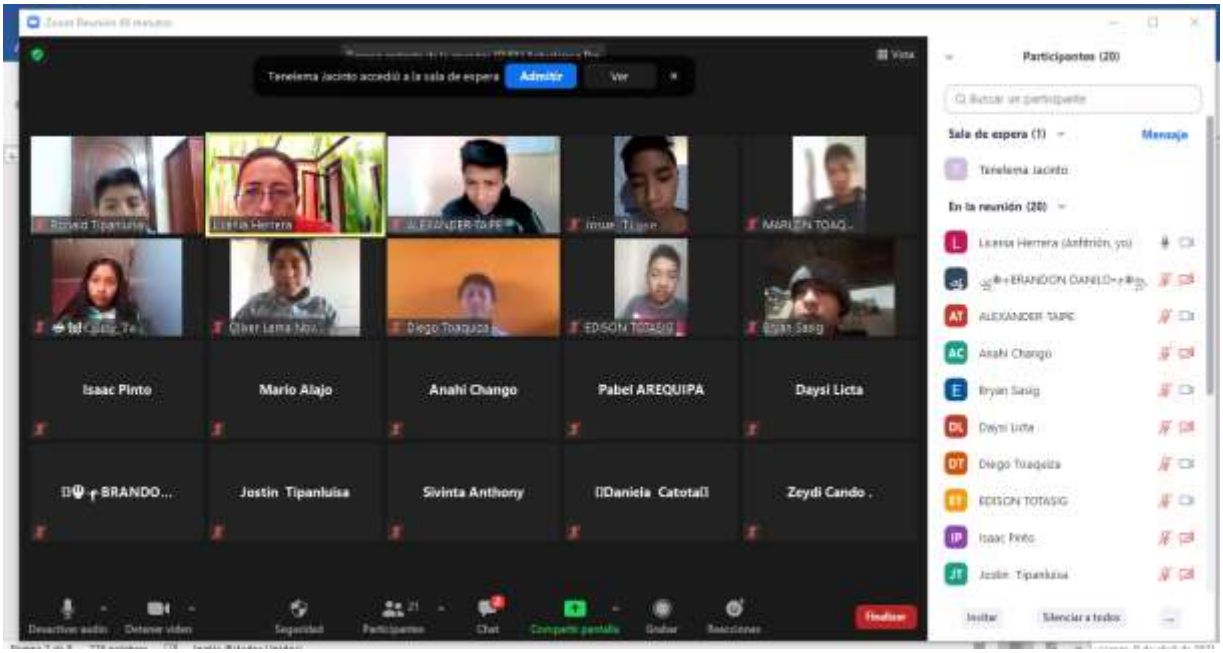
Interviewer: Where are you going next?
Laura: I'm going to Barbados. My friend's getting married there, so I'm going to visit some of the other islands in the area, too. I'd also love to go to the

Annex 5

Virtual classes evidences






Tenelema Jacinto accedió a la sala de espera
Admitir
Ver
Participantes (20)
Sala de espera (1)
Mensaje
Tenelema Jacinto
En la reunión (20)
Lizeria Herrera (Anfitrión, yo)
ALEXANDER TAPIC
Anahi Chango
Bryan Sasig
Daysi Licta
Diego Toaquiza
EDISON TOTASIG
Isaac Pinto
Jostin Tipanluisa
Invitar
Silenciar a todos
Isaac Pinto
Mario Alajo
Anahi Chango
Pabel AREQUIPA
Daysi Licta
Jostin Tipanluisa
Sivinta Anthony
Zeydi Cando .
Finalizar