

Libyan EFL Students' Listening Comprehension Problems in Listening to Connected Speech

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Abstract:

Listening skill is one of the challenging skills in a foreign language learning context where exposure to native connected speech is restricted. EFL learners encounter various listening comprehension issues which affect their mastering of the targeted language. Therefore, this study investigates the listening comprehension issues in listening to connected speech among a group of Libyan EFL learners. It examined the learners' perception on the problems they encounter during listening to connected speech, with the goal of improving their perceptual and listening comprehension skills in the future. Data was collected from a total of 62 Libyan intermediate level learners using a Listening Comprehension Processing Problems Questionnaire. The difficulty levels experienced by the participants while listening to connected discourse ranged from moderate to high. These challenges occurred in all the three categories of listening comprehension; utilisation, perception, and parsing. Additionally, a strong positive and significant correlation was detected between the three categories of listening processing problems. The study also has pedagogical implications. These findings could be used by teachers, researchers, syllabus designers, and material developers to address the challenges associated with listening comprehension among EFL learners, and how including connected speech in the learning and teaching materials became an excessive necessity.

Keywords: EFL language teaching, EFL language learning, Connected speech, Listening comprehension problems, Listening skills

1. Introduction:

Connected speech is a natural human phenomenon. It is related to human beings as users of language, regardless of what the language is. For example, words when pronounced individually will be different than when they are pronounced collectively. If a string of words are pronounced as separate entities, they will sound unnatural—as if the words were uttered by a machine—whereas if the words pronounced together as a connected speech, they will seem more natural and will have a more direct relation to human beings (Roach, 2010). As a defining feature of human speech, connected speech processes (CSPs), perhaps more so than other features of pronunciation, are closely linked to intelligibility in listening comprehension (Alameen, 2014).

Listening is the most problematic skill for foreign language learners. This can be attributed to many factors; the nature of listening skill itself, the absence of perceptual saliency in connected speech, and lacking of exposure to native speakers' speech. Regarding listening perception and comprehension, Kohler (1966) stated that speech perception can either be purely auditory, in the case of pitch and loudness, or it can be the listener's re-interpretation, in which upon perceiving an auditory signal he reconstructs the articulatory movements he would have performed as a speaker—for the latter, perception is then auditory-articulatory. Therefore, perceptual saliency makes speech more comprehensible and understood by learners (Henrichsen, 1984). Connected speech, on the other hand, is a cause of reduced saliency in which the speech may come across as less comprehensible. Reduced saliency caused by connected speech can have a great impact on learning English in general, and on the learners' perception of speech and listening comprehension in particular. Consequently, it is assumed that a decrease in perceptual saliency will affect listeners who have less exposure to connected speech to a greater degree than those who have more knowledge about CSPs (Henrichsen, 1984; Ito, 2001).

Anderson (2000) proposed a model of language comprehension by dividing comprehension into three phases. The first phase involves perceptual processes by which the acoustic or written forms are encoded. The next phase, parsing, entails the transformation of words into a mental illustration of the collective meaning of the such words. In the third phase (utilisation), the mental illustration generated in the second phase is utilised by the comprehenders. The three phases of listening comprehension are inter-related despite being partly ordered in time.

Moreover, issues associated with listening comprehension might occur in any of phases (Anderson, 2005; Goh, 2000; Vandergrift, 2003). This cognitive framework of language comprehension has been adopted by many researchers (for example, Goh, 2000; Zhang, 2008; Nowrouzi, et.al, 2015) in order to identify and examine the listening difficulties that confront ESL learners.

Studies looking for the reasons beyond listening problems among EFL/ESL learners are not abundant. Hasan (2000) reported that “ not recognising words, missing parts of the text, problems arising from rapid speech rate and unclear pronunciation” were the challenging aspects of listening difficulties. Meanwhile, Goh (2000) investigated the listening comprehension issues among Chinese ESL learners and identified 10 listening problems upon analysing three forms of self-reported data. The main listening problem was listening diaries, followed by oral reports from interviews conducted among small groups, and instant retrospective verbalisation. Anderson (1995) proposed a cognitive framework for cognitive framework of language comprehension in which half of the listening issues were associated with the perception stage of listening, while three and two other problems were related with parsing and utilisation, respectively.

A previous study involving EFL learners from Iran employed the Listening LCPQ to evaluate the problems associated with listening comprehension (Nowrouzi, Sim Tam, Zareian, and Nimehchisalem, 2015). Resultantly, the learners demonstrated moderate to high difficulty levels all three components of the listening comprehension model developed by Anderson (1995). Furthermore, most of the problems reported among the Iranian learners were during the perception phase.

Libyan learners of English among other EFL Arab learners encounter various listening comprehension issues. Hence, this research was designed to investigate listening comprehension problems among Libyan EFL learners. The core aspect explored in this study was the issues faced by learners’ during the phases of listening comprehension while listening to connected speech. Also, this study aims to investigate whether there is a relationship between the three components of listening comprehension problems. In order to achieve these objectives, the following research questions were presented:

1. What is the level of Libyan EFL learners' listening comprehension problems during the perceptual stage while listening to connected speech?
2. What is the level of Libyan EFL learners' listening comprehension problems during the parsing stage while listening to connected speech?
3. What is the level of Libyan EFL learners' listening comprehension problems during the utilisation stage while listening to connected speech?
4. Is there a relationship between the three components of listening comprehension problems: perception, parsing, and utilisation in learners' listening to connected speech?

1.1. Significance of the Study

Based on the results of the study, some implications for language teachers, researchers, syllabus designers, and material developers are presented. Learners' needs were taken into consideration during discussing the the problems learners encounter during listening to native connected speech. These implications reflected one fact which is the necessity and the excessive need for teaching and learning materials that include the connected speech as part of the syllabus for all language classes.

2. Conceptual Framework

2.1. The Three Phases of Learners' Listening Comprehension Problems

Foreign language learners have many problems during their listening to native speakers speech. This could be attributed to the nature of speech which is pronounced connectively when utterances are produced continuously in casual speech. Researchers have classified the problems learners encounter during their listening to the foreign language into three categories. Earlier researchers viewed listening comprehension issues as encompassing all the challenges that might arise during the perception, parsing and utilisation phases (Anderson, 1995; Goh, 2000, Vandergrift, 2003).

2.2. Perception

A major problem for speech recognition is segmentation of the objects to be recognised. The identification of the phonemes constituting a spoken word elicits a segmentation problem.

This problem arises due to the discrete nature of phonemes regarding the manner in which letters appear on a printed page, whereas speech is continuous. In other words, segmentation problem during the perception phase is synonymous to identifying a written or unprinted message in which one letter runs into another. In addition, the ways in which various speakers produce the same phonemes differ as found in the case of writing (Anderson, 2000).

Another speech perception issue described by Anderson (2000) entails an event referred to as coarticulation (overlapping of different phonemes). This event reflects additional challenges in segmenting phonemes. In other words, the the context of the other phonemes determines the actual sound generated for a phoneme. Rost (2005) argued that the most significant issues experienced by listeners of second language are observed in recognising words. According to the researcher, "the recognition of word boundaries might be affected due to inconsistent and unreliable cues in connected speech and the listener might need to understood an extensive range of conventions". Likewise, Field (2003, p. 329) suggested diverse challenges in recognising words including "reduction, elision, assimilation, cliticisation, and resyllabification".

Apart form listeners' inability to differentiate the words and sound in a course of speech, the challenges in comprehending stress, intonation and different accents also contribute to perception problems (Ur, 1984). While listening to "idioms, slangs, and reduced forms, difficulties may also be encountered by second or foreign language learners, especially those that are predominantly exposed to formal language (Brown, 2001, p. 253).

2.3. Parsing

Language is structured based on a set of rules inform an individual regarding the transition from a specific string of words to an interpretation of it's meaning. Numerous rules encoding the diverse linguistic patterns in a language are acquired during learning to comprehend a language. These linguistic patterns are usually connected to the meaning interpretations (Anderson, 2000).

Therefore, the problems that learners may encounter during the parsing phase include syntactic and semantic problems.

The failure in developing a mental illustration from words heard, completely forgetting what was heard, and not comprehending the succeeding parts of input due to initial issues are some of the syntactic problems (Goh, 2000).

Distracting learners with the connotation of specific words that might be redundant is a well-known source of semantic problems. Hence, learners miss the subsequent parts of the message due to the combination of superficial processing and problems relating to short-term memory such as limited processing capacity (Goh, 1999).

2.4. Utilisation

Upon parsing and mapping a sentence into a symbol of its meaning, the listener is expected to perform an action. The speaker expects the listener to make a response by answering a question or obeying a command or even do something for statements rather than just registering the sentence (Anderson, 2000).

The challenges encountered by L2 learners during the utilisation phase are predominantly associated with pragmatics as the meaning is context-specific. In the words of Thomas (1995) and as cited by Taguchi (2008) "An individual's ability to relay meaning socially and appropriately, either implicit or explicit, and based on a specific context is known as pragmatic competence". According to Taguchi (2008), individuals can only achieve pragmatic competency when they are linguistically competent and possess the ability to utilise linguistic resources appropriately and evaluate contextual information as per the context. The failure of listeners to realise the intended meaning of words while focusing only on comprehending the meaning of such words lead to pragmatic problems. Meanwhile, the inability to comprehend the transition of ideas in a linked speech elicits discursal problems. For instance, learners experience discursal problems when they are unable to recognise the general organisation of the ideas in a text.

There is a relationship between the practical use of language and the last stage of the cognitive process.

“It entails the capability to control or regulate the multifaceted interaction of language, language users, and the context in which the language is employed” (Kasper, 1992; Mey, 1993; as cited in Taguchi, 2008, p. 424).

In connected speech, language refers to how sounds are connected and other ‘suprasegmental features’. Connected speech is affected mainly by the language user’s personal way of speaking. Roach (2010) mentioned the unreliability of features of connected speech which are affected by the speaker’s way of speaking. Connected speech is also affected by the context of language. Connected speech features can be very common and widely spread in some contexts but not in others. They are common in casual informal speech between friends and members of family, but they will be more restricted in formal occasions. Thus, the learners will have to use their linguistic competence, which include using their knowledge about the phonemic features of connected speech, to interpret meaning and using it appropriately according to the context.

3. Method

Data collection was performed using a survey method in order to execute the research objectives.

3.1. Participants

A total of 62 Libyan intermediate level EFLs participated in this study. The participants were in the third year of university education and specialized in English. They were selected from Sabratha university, Libya. Most of them are female (90%) with average age between 19 to 21.

3.2. Instrument

A questionnaire was used as an instrument for collecting data. It was adapted the Listening Comprehension Processing Problems Questionnaire (LCPQ) (Nowrouzi, et. al 2014). The listening problems were explored by adopting Anderson’s (1995) language comprehension model, which comprised of three phases or stages. Previous studies which used Anderson’s (1995) model of language comprehension for evaluating English learners’ listening problems using different methods of data collection indicate adequateness and appropriateness of the Anderson’s cognitive processing model as a reflective measurement model. For this study, the validity and reliability of the instrument was checked by a panel of experts (n = 3).

Also, the questionnaire was translated into Arabic to ensure that the learners can fully understand the questionnaire items. Students received the questionnaire in English with Arabic translation underneath each sentence. The translation was checked by an Arabic linguist who is also a native speaker of Arabic for accuracy and clarity.

A total of 38 items were included in the final instrument, and they were presented using a five-point Likert scale in which 1 reflects “never” while 5 indicates “always”. Problems relating to the perception phase were addressed by the first 18 items. For instance, an item focused on the difficulty in recognising every word of incoming connected speech. Meanwhile, parsing problems were measured by items 19 to 29. A typical example of an item in this section of the instrument was “the difficulty in deducing the meaning of a long-connected speech text. Lastly, the problems associated with the utilisation phase were assessed in the last eight items (item 31-38). An example is the failure to have an overall understanding of the connected speech upon first listening. Cronbach alpha for the questionnaire was 0.924, which shows that it has an acceptable internal reliability.

Apart from the aforementioned problems observed during the three phases, age, gender, aptitude, beliefs regarding oneself as a learner (e.g., self-efficacy and self-concepts relating to the causes and possible solutions to specific listening issues), and learning styles are other factors that might impact learners' listening ability of an L2 (Vandergrift et al., 2006). These kinds of demographic information have been used in the instruments of other studies (Goh, 1997, 2000; Zhang, 2001; Zhang & Goh, 2006; Vandergrift, 2006) and were also taken into account in the present study.

3.3. Data Collection

The questionnaire was conducted to 62 learners in order to examine their listening comprehension problems. At the beginning, before distributing the questionnaire to the students, a listening test was conducted in order to get their responses based on a real listening test. The teachers briefed the students about the aims and purpose of the study. The LCPQ was presented to students that were willing to take part in the research, and they were informed to fill it up.

3.4. Data Analysis

All the retrieved data were subjected to SPSS version 16 for analysis. All the data were summarised using descriptive statistics including mean, standard deviation, frequency and percentage. The 33rd percentile was employed as the cut-off point for moderate and low levels of listening problems. Meanwhile, the cut-off between high and moderate levels of listening issues was based on the 67th percentile. Thus, listener's' listening problems were classified as "low" when a mean score of 1.65 is obtained, "moderate" for mean scores ranging from 1.66 to 3.35, and "high" for mean scores of 3.36 and above.

4. Results

Results from this study are presented based on the three phases of listening comprehension issues: perception, parsing, and utilisation. Each of this category of problems are discussed relative to the present research objectives.

The findings of questionnaire on listening problems, as presented in Table 1, show that the overall mean is affected by each item mean. Hence, of the 38 listening processing problems, the learners reflected moderate difficulty levels regarding listening to English texts, which were concurrently very close to high difficulty levels (Table 1).

Table (1)

The EFL Learners' Level of Listening Problems

Problem	Total Mean	Std. deviation	Level
Perception	3.1429	.73711	moderate
Parsing	3.2485	.82181	moderate
Utilisation	3.2115	.85777	moderate
All Problems	3.2010	.75339	moderate

Perception Problems

The item 1 to item 18 are presented in Table 2, indicating the descriptive analysis (mean and standard deviation) of the levels of perception problems faced by the students. These problems are presented in the table according to their level of difficulty (from higher to lower).

Table (2)

Mean Value of Perception Problems Items Ordered From High Level to Lower

Item	Mean	SD	Level
18-I feel nervous and worried when I do not understand the connected speech.	3.94	1.279	high
3-I have difficulty in recognising sounds due to fast speaking.	3.56	1.034	high
12-There are too many new words and expressions in the connected speech	3.55	1.097	high
4-It is challenging for me to identify the connected speech when the speaker's pause is relatively short or not long enough	3.50	.971	high
5-Speech-related problems such as assimilation, linking, omission, and reduction are among the reasons why it is difficult for me to recognise sounds.	3.45	1.250	high
14-While thinking on how to comprehend the meaning of most recent utterances, I tend to neglect the next statement or sentence.	3.37	1.258	high
1-It is difficult for me to recognise each word of an incoming connected speech .	3.27	.944	moderate
17-My focus is lost, especially when the speech comprises various parts of connected speech.	3.23	1.108	moderate
8-I cannot recognise the words with similar sounds (Mistaking one Word for another).	3.18	1.222	moderate

7-The way the words are pronounced makes it challenging for me to recognise the words.	3.10	1.339	moderate
9-Despite knowing some words during writing, I experience difficulty in telling where a word ends and the onset of another when listening to a chain of connected speech .	3.02	1.208	moderate
16-I lose my concentration when I find difficulty to recognise when a word finishes and when another word begins in the connected speech.	2.95	1.384	moderate
13-I am unable to recognise so many sounds and words.	2.95	1.179	moderate
6-The speakers' intonation and accent also contributes to my challenges in recognising connected sounds.	2.92	1.201	moderate
11-My response to words that I know is relatively slow when listening to a stream of connected speech.	2.81	1.239	moderate
2-It is difficult for me to recognise the signals indicating the speaker's movement from from one word to another.	2.73	1.333	moderate
10-I Miss the beginning of the text in the connected speech	2.68	1.265	moderate
15-I do not pay attention to speaker's connected speech .	2.37	1.271	moderate

The table presented the items of perception problems and ordered them from high to lower. Thus, from the above table we can see that the learners have encountered high or moderate levels of difficulty in listening to connected speech during perception phase: a challenge in identifying sounds because of speaking rapidly, difficulty in recognising the words having similar sounds (Confusing one Word for another), challenge in recognising sounds due to assimilation, linking, reduction, and omission in speech, difficulty in recognising the signals, meaning the inability to understand that the speaker is transiting from one word to another, and not paying attention.

Parsing Problems

The 11 parsing problems (items 19-29) in the questionnaire are presented in the table according to their difficulty levels (from higher to lower). The students' descriptive statistics and levels of parsing problems are presented in Table 3.

Table (3)

Mean Value of Parsing Problems Items Ordered from High Level to Lower

Item	Mean	SD	Level
26-I find it difficult to understand the connected speech when the topic is unfamiliar	3.79	1.217	high
23-It is difficult for me to keep track with the sequence of a connected speech, especially when the sentence is complex and long.	3.69	1.295	high
22-Listening to a long connected speech makes me feel fatigued and distracted.	3.65	1.073	high
27- I find it challenging to comprehend several new information in a short time when listening to a connected speech	3.63	1.163	high
21-I find it difficult to interpret the meaning of a long connected speech text.	3.32	1.225	moderate
28-It is difficult to comprehend the next part of the connected speech due to the earlier issues I encountered with the sentence.	3.31	1.177	moderate
25- I find it challenging to comprehend a word with multiple meaning.	2.98	1.194	moderate
19 -I forget quickly connected words or phrases just heard.	2.97	1.145	moderate
29- Once I have issue in comprehending the connected speech, I stop listening to it.	2.82	1.531	moderate

24- I cannot chunk streams of speech.	2.79	1.189	moderate
20-I do not understand the meaning of sentences in the connected speech	2.77	1.137	moderate

Table 3 depicts that for parsing sentences in connected speech, learners recorded moderate to high levels of listening difficulties. These problems are presented from high to lower include sentential level problems: difficulty in following the sequence of connected speech when the sentences are too long, difficulty in understanding the meaning of sentences in connected speech. Inability to chunk streams of speech, and too much information to process.

Utilisation Problems

The nine utilisation problems (items 30-38) in the questionnaire are presented in the table according to their level of difficulty (from higher to lower). These items are related to understanding the intended message of the connected speech, getting all the details in speech, and understanding the connected speech texts that include jargons and idioms.

Table (4)

Mean Value of Utilisation Problems Items Ordered from High Level to Lower

Item	Mean	SD	Level
30- I find it challenging to comprehend texts in a connected speech having numerous unfamiliar expressions including idioms and jargons.	3.60	1.123	high
32-Right from the initial listening, I experience difficulty to have an overall understanding of the connected speech.	3.47	1.183	high
36- I find it challenging to grasp all the details and facts in the connected speech	3.32	1.128	moderate

35-The key idea in the message confuses me.	3.19	1.212	moderate
34 - It is challenging for me to comprehend the order of ideas in a connected speech	3.18	1.079	moderate
37- It is challenging for me to grasp the connection between supporting ideas	3.16	1.059	moderate
38-I find it difficult to understand the meaning of the connected speech without seeing the speaker’s body language.	3.12	1.316	moderate
31-It is difficult for me to understand the intended or underlying message of the complete text of a connected speech .	2.94	1.279	moderate
33-It is challenging for me to address colloquial speech and slang.	2.92	1.178	moderate

Table (4) presented the learners’ problems with utilisation phase of listening comprehension ordered from high to lower. They encounter high levels of difficulty in understanding connected speech texts that have many jargons and idioms and in getting the general understanding of connected speech from the first listening. Nonetheless, learners experience a moderate level of issues in getting the underlying or intended message, the order of ideas, and comprehending the connotation of the connected speech without visualising the body language of the speaker.

Finally, in order to answer research question no. 4, correlation analysis of data was used:

Table (5)

Correlations Using Pearson Coefficient

		Perception Problems	Parsing Problems	Utilisation Problems
Perception Problems	Pearson	1	.789	.800
Correlation			.000	.000
Sig.(2-tailed)			.62	.62
	N			

Parsing Problems	Pearson	.789	1	.841
Correlation		.000		.000
Sig.(2-tailed)		62	62	62
	N			
Utilisation Problems	Pearson	.800	.842	1
Correlation		.000	.000	
Sig.(2-tailed)		62	62	62
	N			

The above table (5) showed the correlation analysis of data, using Pearson correlation coefficient. It shows very strong positive significant relationship between the three components of listening comprehension processing problems.

5. Discussion

The current findings are nearly identical to those of previous studies. Nowrouzi et al. (2015) reported the presence of perception, parsing and utilisation listening problems among their studied participants. Likewise, Goh (2000) documented that perception phase accounted for half of listening comprehension problems exhibited by their participants, followed by parsing and utilisation phases accounting for three and two other listening comprehension issues, respectively.

Moreover, the participants in Hassan (2000) study encountered difficulties in perception and parsing. He reported that high speech rate was the most difficult problem learners encountered. Similarly, the results of this study showed that learners have high level of difficulty “*in recognising sounds due to fast speaking*”. This could be attributed to the nature of native speakers’ speech who tend to produce utterances connectively and with high-speed rate. Their casual spontaneous speech causes problems to learners who assumed that words should be pronounced as they appear on the page. They believe that the words should be separated by blank spaces. However, this is not the way that native speakers converse (Wong, 1987).

Further, another issue relating to perception problems is the high difficulty level experienced by the learners in this study being the “*sound-recognition difficulties arising from problems in assimilation, linking, reduction, and omission in speech*”.

Features of connected speech such as assimilation, linking, elision, and vowel reduction cause difficulty for foreign language learners (Field, 2003).

In terms of parsing problems, learners exhibited high level of difficulty in following the sequence of connected speech when sentences are too long and complex. These problems could be attributed to the learners’ inability to chunk the structure of sentences, and to divide (a sentence) into grammatical parts and identify the parts and their relations to each other.

The learners participating in this research demonstrated high levels of difficulty in terms of utilisation problems, especially “*in comprehending texts in connected speech as there were several unfamiliar expressions comprising idioms and jargons*”, and “*in reaching an overall comprehension of the connected speech right from the first time the learner listens to the speech*.” These problems could be attributed to lacking the cultural knowledge beyond the language, and they can be resolved by making learners more familiar with the contextual information. "Being linguistically competent and possessing the ability to use linguistic resources judiciously and evaluate contextual information are prerequisites for an individual to be pragmatically competent" (Taguchi, 2008, p. 425).

6. Conclusion

The listening comprehension problems questionnaire was conducted to collect data regarding listening comprehension problems from Libyan EFL learners of English. The three phases of listening (perception, parsing, and utilisation) were employed in classifying the listening comprehension problems. Perception problems showed apparent difficulties, such as; inability to recognise sounds due to high-speed rate of speech, lacking enough pauses, and the presence of some connected speech features. The results of the study exhibited listening problems in all three categories of listening comprehension. Also, the results of this study showed that there is a strong positive significant relationship between the three components of listening processing problems. Therefore, teachers should focus equally on resolving the listening problems regarding

perception, parsing, and utilisation. The study has pedagogical implications. Material developers, syllabus designers, and FL teachers could make great usefulness of the implications provided by the results of this study, in order to get ride of the listening comprehension problems of EFL learners.

7. References

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Appendix

LISTENING COMPREHENSION PROCESSING PROBLEMS QUESTIONNAIRE

استبيان مشكلات معالجة الإدراك والاستماع

This questionnaire contains 2 main sections. Please read the questions carefully before answering.

يحتوي هذا الاستبيان على قسمين رئيسيين. يرجى قراءة الأسئلة بعناية قبل الإجابة.

Section 1: Background Information

القسم 1: معلومات أساسية

Instruction: *Please tick your choice of answer in the box or space provided.*

التعليمات: يرجى تحديد اختيارك للإجابة في المربع أو المساحة المتوفرة.

1. Gender

الجنس -

Male

ذكر

Female

أنثى

2. Age

العمر

Less than 19 - أقل من 19

19

20

21 and above - فما فوق 21

3. Qualification

المؤهل العملي

Secondary school

الثانوية العامة

Bachelor's degree

درجة البكالوريوس

Master's degree

درجة الماجستير

4. Specialization

التخصص

Language

لغات

Engineering

علوم هندسية

Medicine

علوم طبية

Others, please specify

.....

أخرى حددها

5. Your goal for taking English courses

هدفك من حضور دورات اللغة الانجليزية

Improve your English

لتحسين مهاراتي اللغوية

Pursue graduate studies

لاستكمال دراستي العليا

To get a job promotion

للحصول على ترقية في العمل

Secure a new job

للبحث عن عمل جديد

Others, please specify أخرى حددها من فضلك

Section 2: General Information

القسم الثاني: معلومات عامة

Instruction: *Connected speech is the casual natural speech we hear in our everyday life. This section intends to find out about your listening problems related to connected speech in English. Please read the following statements carefully and tick the appropriate response which best describes the degree of frequency you experience for each problem.*

التعليمات: الكلام المتصل هو الكلام الطبيعي غير الرسمي الذي نسمعه في حياتنا اليومية. يهدف هذا القسم إلى التعرف على مشكلات الاستماع المتعلقة بالكلام المتصل باللغة الإنجليزية. يرجى قراءة العبارات التالية بعناية وتحديد الإجابة المناسبة التي تصف على أفضل وجه درجة التكرار التي تواجهها لكل مشكلة.

Perception Problemsمشاكل ادراكية ومعرفية	Degree of Frequencyدرجة التكرار				
Statementالعبارة	Never اطلاقاً	Rarely نادراً	Sometimes أحياناً	Usually عادةً	Always دائماً
1. I find it difficult to recognize every single word of an incoming connected speech. أجد صعوبة في إدراك كل كلمة أسمعها في الكلام المرتبط.					
2. I find it difficult to recognize the signals which indicate that the speaker is moving from one word to another. أجد صعوبة في إدراك المؤشرات التي تشير إلى أن المتحدث انتقل من كلمة إلى أخرى.					
3. I have difficulty in recognizing sounds due to the person speaking fast. أجد صعوبة في إدراك الأصوات نتيجة إلى طريقة المتحدث السريعة في الكلام					

<p>4. I find it difficult to recognize a connected speech when the speaker does not pause long enough.</p> <p>أجد صعوبة في إدراك الكلام المرتبط عندما لا يتوقف لا المتحدث عن الكلام بالشكل الكافي</p>					
<p>5. I have difficulty in recognizing sounds due to linking, assimilation, reduction, and omission in a speech.</p> <p>أجد صعوبة في إدراك الأصوات نتيجة الى ارتباط أو تداخل أو تقنين أو حذف الأصوات في الحديث</p>					
<p>6. I have difficulty in recognizing connected sounds due to speakers' accent and intonation.</p> <p>أجد صعوبة في إدراك الأصوات المرتبطة نتيجة لهجة ونغمة صوت المتحدث.</p>					
<p>7. I find it difficult to recognize words I know because of the way they are pronounced.</p> <p>أجد صعوبة في إدراك كلمات أعرفها بسبب طريقة نطقها</p>					
<p>8. I cannot recognize words with similar sounds (mistaking one word for another).</p> <p>لا أستطيع تمييز الكلمات ذات الأصوات المتشابهة (أخطأ في استعمال واحدة بدل الأخرى)</p>					
<p>9. There are words that I would normally know in writing, but when I hear them in a stream of connected speech, I find it difficult to tell where one word finishes and another begins.</p> <p>هنالك بعض الكلمات التي أعرفها في سياقها الكتابي، لكنني حين أسمعها عبر مجرى الكلام المرتبط أجد صعوبة في معرفة أين تنتهي كلمة وأين تبدأ الأخرى</p>					

10. I miss the beginning part of a connected speech. أضيع الجزء الاستهلاكي أو بداية الحديث المرتبط					
11. I do not respond quickly enough to words that I know in a stream of connected speech. لا أستجيب بسرعة كافية لكلمات أعرها عبر مجرى الكلام المرتبط.					
12. There are too many new words and expressions in a connected speech. هناك العديد من الكلمات والتعابير الجديدة في الكلام المرتبط.					
13. I am unable to recognize so many sounds and words in a connected speech. لست قادرا على إدراك العديد من الأصوات والكلمات في الكلام المرتبط					
14. I tend to neglect the next part when thinking about the meaning of utterances I have just heard. أميل الى تجاهل الجزء التالي من الحديث عندما أفكر في معنى الكلام الذي سمعته للتو					
15. I do not pay attention to a speaker's connected speech. لا ألقى بالا للكلام المرتبط للمتحدث					
16. I lose my concentration when I find difficulty in recognizing when a word finishes and when another word begins in a connected speech. أفقد تركيزي عندما أجد صعوبة في إدراك متى انتهت كلمة وبدأت الأخرى في الكلام المرتبط.					
17. I lose my concentration when a speech contains different aspects of connected speech.					

أفقد تركيزي عندما يحتوي الحديث على عدة أنواع أو عناصر من الكلام المرتبط.					
18. I feel nervous and worried when I do not understand a connected speech. أشعر بالعصبية والقلق عندما لا أفهم الكلام المرتبط.					
Parsing Problems مشاكل تفسيرية	Degree of Frequency درجة التكرار				
Statement العبارة	Never اطلاقا	Rarely نادرا	Sometimes أحيانا	Usually عادة	Always دائما
19. I forget quickly connected words or phrases I have just heard. أنسى الكلمات أو شبه الجملة (في شكلها المرتبط) عندما أكون قد أستمعت إليها في التو.					
20. I do not understand the meaning of sentences in a connected speech لا أفهم معنى الجمل في الكلام المرتبط					
21. I find it difficult to interpret the meaning of a long connected speech. أجد صعوبة في تفسير معنى الكلام المرتبط عندما يكون طويلا.					
22. I feel fatigue and distracted when I listen to a long connected speech. أشعر بالتعب وتشتت الذهن عندما أستمع الى كلام مرتبط وطويل.					
23. I find it difficult to follow the sequence of a connected speech when the sentences are too long and complex. أجد صعوبة في تتبع التسلسل في الكلام المرتبط عندما يحوي جمل طويلة ومعقدة					

24. I cannot chunk streams of speech. لا أستطيع تقسيم (تقطيع) مجريات الحديث.					
25. I do not understand words that have more than one meaning. لا أفهم الكلمات التي لها أكثر من معنى واحد.					
26. I find it difficult to understand connected speech when the topic is unfamiliar. أجد صعوبة في فهم الكلام المرتبط عندما يكون موضوع الحديث غير مألوف أو شائع بالنسبة لي					
27. I have difficulty in understanding a lot of new information in a short time while listening to connected speech. أجد صعوبة في فهم الكثير من المعلومات الجديدة في وقت قصير عند الاستماع الى الكلام المرتبط.					
28. I do not understand the next part of a connected speech because of problems I encounter earlier in that speech. لا أفهم الجزء التالي من الكلام المرتبط بسبب المشاكل التي أواجهها في بداية ذلك الحديث					
29. I stop listening when I have problems in understanding the connected speech. أتوقف عن الأستماع عندما يكون لدي مشاكل في فهم الكلام المرتبط.					
Utilization Problems مشاكل في الاستخدام	Degree of Frequency درجة التكرار				
Statement العبارة	Never اطلاقا	Rarely نادرا	Sometimes أحيانا	Usually عادة	Always دائما
30. I find it difficult to understand a connected					

<p>speech in which there are many unfamiliar expressions including jargons and idioms.</p> <p>أجد صعوبة في فهم الكلام المرتبط الذي يحتوي على العديد من التعبيرات غير المألوفة كالأمثال والمفردات التخصصية.</p>					
<p>31. I do not understand the intended message of an entire connected speech.</p> <p>لا أفهم مجمل الرسالة المقصودة من الكلام المرتبط عند الأستماع اليه.</p>					
<p>32. I find it difficult to get a general understanding of connected speech from the first listening.</p> <p>أجد صعوبة في الحصول على فهم عام للكلام المرتبط عند الأستماع اليه للمرة الأولى.</p>					
<p>33. I find it difficult to deal with colloquial speech and slangs.</p> <p>أجد صعوبة في التعامل مع التعبيرات العامية والحديث بالعامية</p>					
<p>34. I find it difficult to get the order of ideas in a connected speech</p> <p>أجد صعوبة في ايجاد نسق معين للأفكار عند الأستماع للكلام المرتبط.</p>					
<p>35. I feel confused about the key ideas in the message of a connected speech.</p> <p>أشعر بالتشويش حول الأفكار الرئيسية للرسالة التي يحويها الكلام المرتبط.</p>					
<p>36. I find it difficult to get all the details in a connected speech.</p> <p>أجد صعوبة في الحصول على كل التفاصيل التي يحويها الكلام المرتبط.</p>					

<p>37. I find it difficult to get the relationship between supporting ideas in a connected speech.</p> <p>أجد صعوبة في إيجاد العلاقة التي تربط الأفكار الداعمة في الكلام المرتبط</p>					
<p>38. I find it difficult to understand the meaning of a connected speech without seeing the speaker's body language.</p> <p>أجد صعوبة في فهم معنى الكلام المرتبط حين لا أرى لغة المتحدث الجسدية.</p>					

Thank you very much for your cooperation.

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