

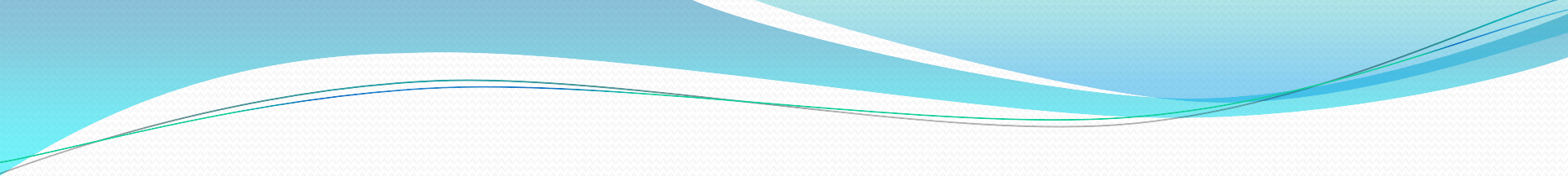
SYRIAN ARAB REFUGEE STUDENTS' LISTENING COMPREHENSION PROBLEMS IN TURKISH TEACHING AS A FOREIGN LANGUAGE

Dr. Serdar DERMAN

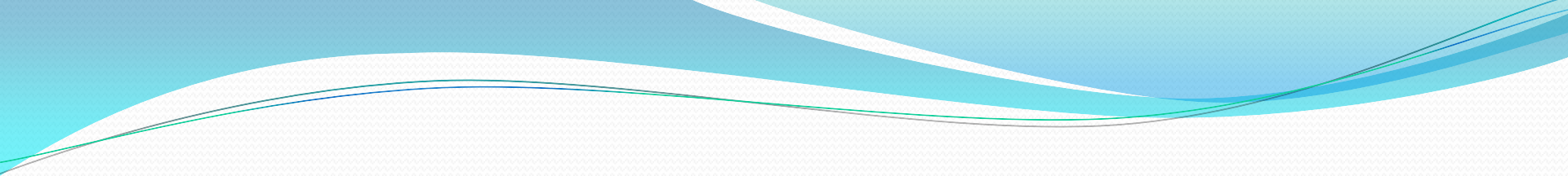
**Necmettin Erbakan University, Ahmet Keleşoğlu
Education Faculty, Department of Turkish Language
Teaching, Konya/Turkey
serdarderman@gmail.com**

Introduction

Much attention in listening comprehension research has been paid to L2 learners' self-reports of their awareness of the difficulties encountered in listening. Oftentimes, reflections of these difficulties constitute a part of learners' metacognitive knowledge about their listening processes (e.g., Goh, 1997, 2000; Vandergrift et al., 2006; Wenden, 1991).



It has been argued that metacognitive knowledge could have positive influences on L2 development (Wenden, 1998; Zhang, 2010), and it is particularly so as regards L2 listening (e.g., Bolitho et al., 2003; Goh, 2000; Vandergrift et al., 2006; Victori & Lockhart, 1995; Wilson, 2003). Such introspective reports can also be useful for both researchers and teachers to understand part of the cognitive constraints in L2 learners' listening comprehension (Cross, 2009; Goh, 1997, 2000; Sun & Li, 2008; Wang, 2008).



The substructure of many skills of speaking such as emphasis, pronunciation, intonation can be created by listening ability. In language learning, learning takes place on the basis of listening skills, especially at the introductory proficiency level. The purpose of the present study is to determine the Syrian Arab refugee students' listening comprehension problems facing in Turkish learning as a foreign language.



Design

The present study is a quantitative descriptive study.

Sample and Educational Background

The sample of the research is composed of 206 students who learn Turkish in Gaziantep University Turkish Language Teaching Center (TÖMER) with different language proficiency levels.

Table 1. The Demographic Features of Participants

Variables	frequency(f)	percent
Gender		
Male	100	48.5
Female	106	51.5
total	206	100
How long have been in Turkey		
0-3 months	3	1.5
3-6 months	9	4.4
6-9 months	12	5.8
9-12 months	5	2.4
more than a year	177	85.9

Educational Background

Primary school graduate	2	1
High school graduate	173	84
Bachelor's degree	24	11.7
Postgraduate degree	7	3.4

Accommodation

living with my family at home	135	65.5
living with my family in a refugee camp	8	3.9
sharing a flat with my friends	35	17.00
living with my relatives at home	4	1.9
staying in a dormitory	24	11.7

Marital status

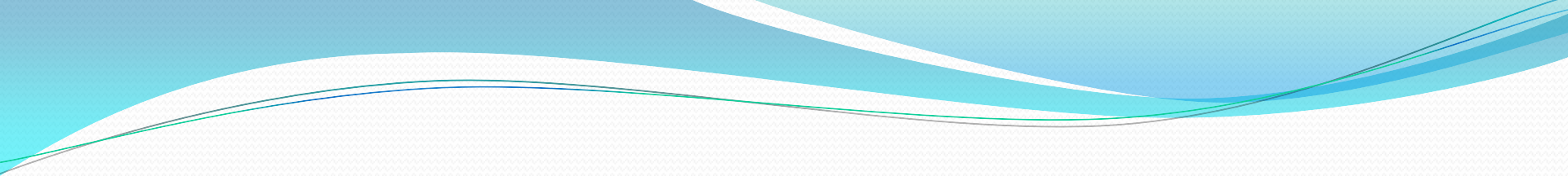
Single	187	90.8
Married	19	9.2

How do you earn a living

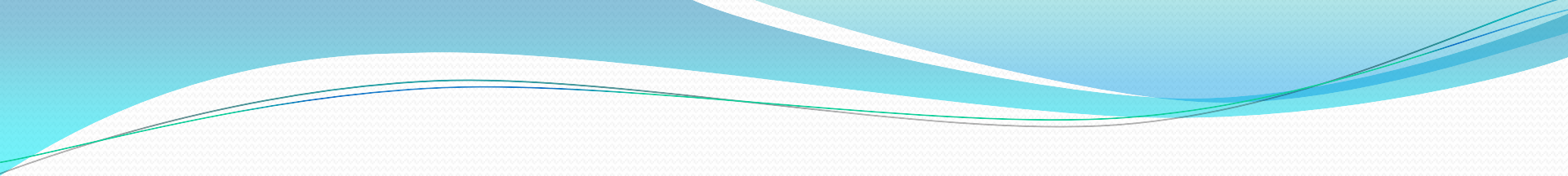
working	15	7.3
getting scholarship	108	52.4
my family pay for my expenditures	83	40.3

Level status

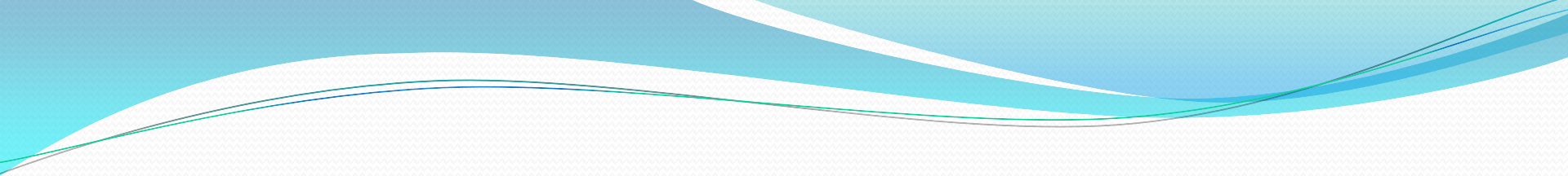
A1	36	17.5
A2	14	6.8
B1	17	8.3
B2	129	62.6
C1	10	4.9



As it has seen in Table 1, 100 of participants are male and 106 of them are female. According to the variable of “How long have been in Turkey”; the most of the participants (177) are living in Turkey more than a year..



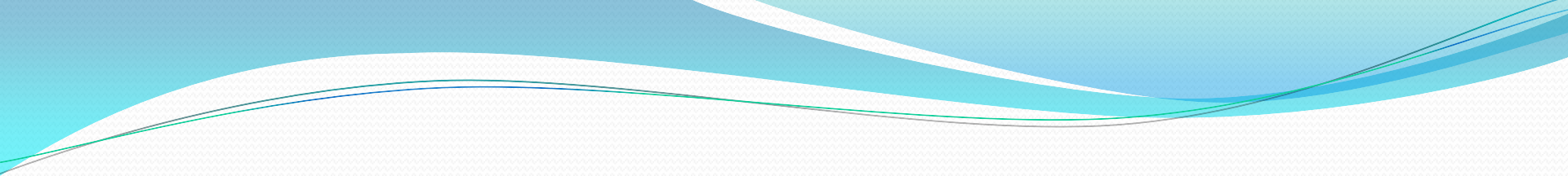
As to “Educational background” variable, the participants are mostly (173) graduated from high school. Related to their accommodation status, they are mainly (135-%65.5) living at home with their family



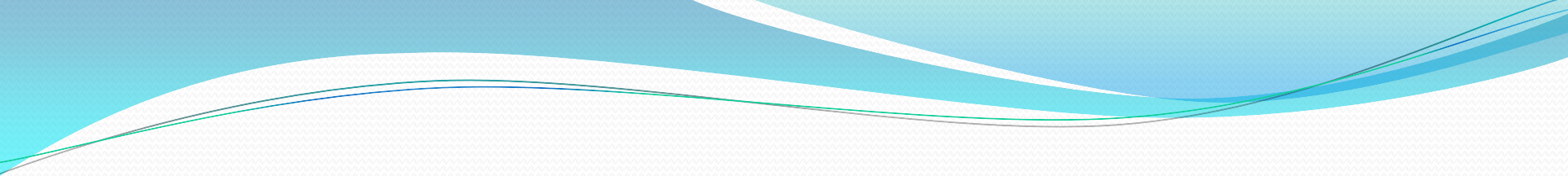
187 of them are single and 19 of them are married. 108 of them earn a living by getting scholarship; their family pays for their expenditures for 83 of them. 36 of them are in A1, 14 of them are in A2, 17 of them are in B1, 129 of them are in B2, 10 of them are in C1 level status.

Data Collection and Analysis

The "Listening Comprehension Problem Scale (LCPS)" developed by Zhang and Zhang (2011) was used as a data collection tool in the present study. Zhang and Zhang's (2011) Cronbach's alpha value for the 15-item scale is .862.



In present study, 21 items of Zhang and Zhang' s (2011) likert type, four factor (meaning, attention and memory, words, sounds) questionnaire translated to Arabic language by an expert in the field of ELT and then a different Arabic expert in the field of ELT translated it from Arabic to English.



For the present study, I calculated the Cronbach's alpha value as .902.

The obtained data were transferred to computer and analyzed with descriptive statistics techniques.



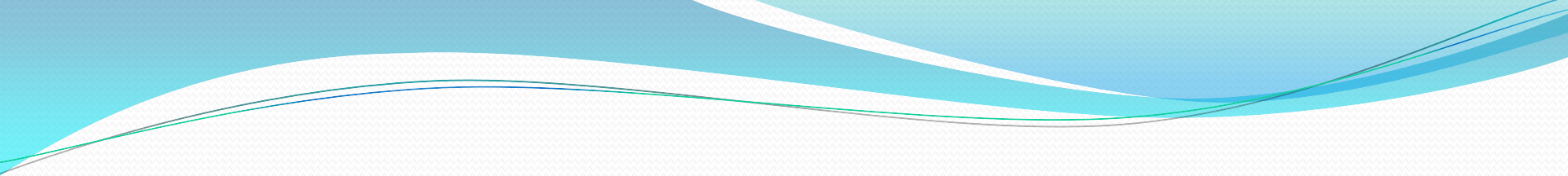
Results and Discussion

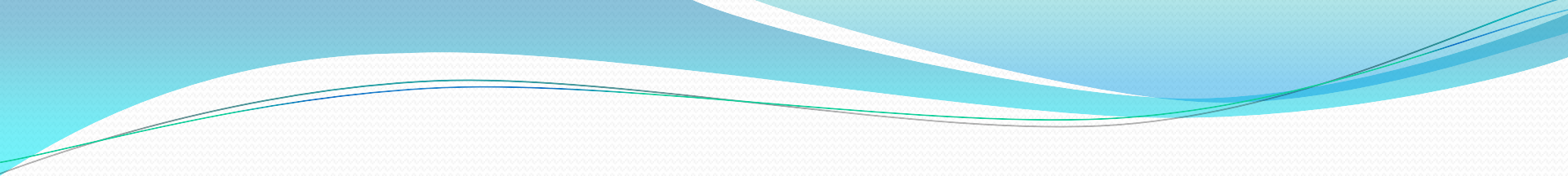
Table 2. The Frequency Value of the Items in Questionnaire

Items in questionnaire	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always true of me
AM1. I feel nervous.	67	42	57	29	11
AM2. I am unable to concentrate.	59	61	54	24	8
W3. I do not recognize the learned words.	93	52	43	13	5
S4. I do not respond to words quickly enough.	56	50	67	21	12
S5. I have difficulty in recognizing words due to own incorrect pronunciations.	92	41	40	19	14
M6. There are too many new words.	24	26	71	37	48
S7. I have difficulty in recognizing sounds due to fast speaking.	32	26	70	39	39

S8. I have difficulty in recognizing sounds due to linking, assimilation, omission in speech.	39	20	70	48	29
S9. I have difficulty in recognizing sounds due to speakers' accent and intonation.	31	33	53	50	39
M10. I cannot recognize the words with similar sounds.	51	49	71	20	15
M11. I tend to neglect the next part when thinking about the meaning of the utterances just heard.	53	30	59	39	25
W12. I do not understand abstract concepts.	64	46	61	26	9
AM13. I do not understand long sentences.	37	47	72	35	15
AM14. I cannot chunk streams of speech.	48	53	69	25	11

AM15. I forget quickly what is heard.	46	54	55	29	22
W16. I do not understand the word that has more than one meaning.	69	49	58	21	9
W17. I do not understand the next part of the text because of problems I encounter earlier in it.	75	38	63	19	11
W18. I miss out the beginning of texts.	94	32	52	16	12
M19. I do not understand the intended message of some parts of a text.	33	27	81	46	19
M20. I feel confused about the key ideas in the message.	41	44	64	35	22
M21. I do not understand the intended message of an entire text.	83	43	52	20	8

- 
- As it is seen in the table 2, 71 of students responded the **“Somewhat true of me”** and 48 of them responded **“Always true of me”** for the item of “There are too many new words.” in the meaning factor. Most of them did not have difficulty in the item of “I cannot recognize the words with similar sounds”.



Most of them responded as they did not have difficulty for the item “I tend to neglect the next part when thinking about the meaning of the utterances just heard” 81 of all responded the item of “I do not understand the intended message of some parts of a text” as “Somewhat true of me”. While they mostly did not have difficulty in understanding the intended message of an entire text, they, sometimes, have difficulty in understanding the intended message of some parts of a text.

Related to Attention and Memory factor, 67 of students responded “Never true of me” for the item of “I feel nervous”; 61 of students responded “Usually not true of me” for the item of “I am unable to concentrate”; 72 of students responded “Somewhat true of me” for the item of “I do not understand long sentences.”; 69 of students responded “Somewhat true of me” for the item of “I cannot chunk streams of speech” and 55 of students responded “Somewhat true of me” for the item of “I forget quickly what is heard”.

Related to Words factor; 93 of students responded “Never true of me” for the item of “I do not recognize the learned words”; 64 of students responded “Never true of me” for the item of “I do not understand abstract concepts”; 69 of students responded “Never true of me” for the item of “I do not understand the word that has more than one meaning”; 75 of students responded “Never true of me” for the item of “I do not understand the next part of the text because of problems I encounter earlier in it” and 94 of students responded “Never true of me” for the item of “I miss out the beginning of texts”.

As it is seen in Table 2, student's responses to do items are surprisingly high. I can contemplate on this issue; I can associate these findings with the frequency value of level status variable. The majority of students (126 of 206) are in level B2. It's probably that proficiency perception of B2 level students might be higher than those in low-level (A1, A2, B1)



And additionally. I think it's a limitation for them since they are not use to respond this kind of questionnaire.