

Word Recognition in Isolated and Continuous Speech: Effects on Listening Comprehension

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Abstract

Listening comprehension is one of the more compromised language skills among students. This may imply poor intake of class lectures and academic performance. This study aimed to characterize junior high school students' auditory word recognition (AWR) skills as they are exposed to both isolated and continuous speech. Lexical factors surrounding their AWR failures were also identified. It also explored the link between the students' AWR performance and listening comprehension. Gender analysis was used to compare the sexes' accounts of lexical factors associated with their AWR failure. Likewise, it analyzed a potential gender gap in the students' AWR performance and listening comprehension. The study adopted a quantitative descriptive research design, combining both descriptive and inferential methods in data analysis. The participants are thirty JHS students (Grade 10) enrolled in an English language course during the SY 2023-2024. The use of purposive sampling ensured a balanced sex ratio and equity in representing different levels of academic performance. Findings revealed that the students scored significantly higher in AWR via isolated speech than with continuous speech. Based on the sex-disaggregated AWR assessment, the sexes shared common patterns as to the lexical characteristics associated to their AWR failures in isolated speech, such as word length, syllabication, and phonemic structure. Male students have higher incidences of AWR failures. Their AWR failures in continuous speech are characterized by word omissions, misplaced modifiers, and erroneous word order. Both sexes share relatively similar patterns and frequency of committing these errors. The students achieved fair to very high levels in their listening comprehension performance. There is a significant gender gap in AWR performance (continuous speech) and levels of listening comprehension performance, with the female students significantly scoring higher. Moreover, a significant and positive relationship was found between the students' AWR performance in continuous speech and their listening comprehension.

Keywords: English language learning; Auditory Word Recognition; Listening Comprehension; Lexical Characteristics; Isolated and Continuous Speech; Gender Analysis; Quantitative Descriptive Research; Junior High School; Pangasinan Philippines