







Lost in Transcription:

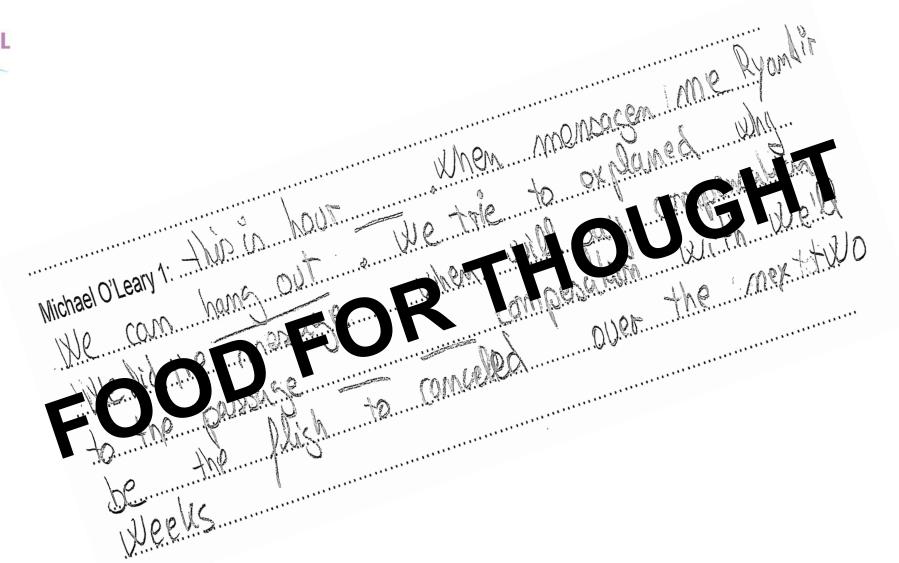
Insights from students' mishearings

plausible/alternative hearings

Outline

- 1. Food for Thought
- 2. Dictation, Transcription & Data
- 3. Analysis & Discussion
- 4. Conclusion & Further Food for Thought









Listening: deafness and mush



What did the speaker say?

You're listening to today

Mush: 'A technical term for the messy areas of the sound substance where it is difficult to determine where words begin and end, or indeed whether they have occurred at all'. Cauldwell (2018)

The Two Ronnies: Pismronunciation

- I'm squeaking
- the loyal society
- worms
- I was erected charming
- put you in the puncture
- our mumbles
- peach and every plum
- dicky fealty
- everyday loaf





The Two Ronnies: Pismronunciation

https://www.youtube.com/watch?v=aJ0nFQgRApY





https://www.youtube.com/watch?v=aJ0nFQgRApY

Good evening. I'm squeaking to you tonight, once again, as the chairman of the loyal society for the prevention of pismronunciation, a society formed for people who can't say their worms correctly. I myself often use the wrong worms and that is why I was erected charming of the society.

Firstly, let me try and put you in the puncture regarding our mumblers. Peach and every plum of them have dicky fealty in conversing with the people they meet in everyday loaf.

The Two Ronnies: Pismronunciation







Words 1: known and unknown



1 vein ...for... brain Jenny ...for... journey

confusing phonemes

2 diving ...for... driving

'missing' a phoneme

3 cinema ...for... seminar

transposing sounds/syllables

4 quantity ...for... quantify which in ...for... reaching

locating possible word candidates



Words 2: Content and function

forty years of songs

four years a song

forty year songs

for years of songs



Words 3: Polarity

Individually ants can do some things

Individually ants can't do some things



Phrases 1: lexical segmentation

said

- 1. Gets on well
- 2. A lot smaller than
- 3. That, in short, is what
- 4. We're not short of
- 5. From the UK and Norway

'heard'

- 1. Get some well
- 2. Lots more than
- 3. That, insure it's was
- 4. When not sort of
- 5. From the UK and North Wales



Phrases 2: Chunks

...what the whole (thing's about)

what the whole (not what the hell)



Phrases 3: Idioms

When I was at university // I used to be a <u>night owl</u> // I would do all my homework // until 3 or 4 in the morning // I only needed // 3 or 4 hour sleep a night // in those days

night hour night hours next hour nice student nice house









Analysis

Presenter 2: At	e moment	in Europes	lot	the
people Man	nine their	holiday s	can't	because
the pil	let of the	continental	ям	d. their
self of	olidays	that insure	ct's	was wrong
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planming	on holid	ey s		

At the moment in Europe, lots of people planning to go on holiday can't because pilots at one of the continent's largest budget airlines are themselves going on holiday. That, in short, is what's gone wrong for RyanAir. The chief executive of the company, Michael O'Leary, said up to 50 flights a day are being cancelled because of management errors in planning pilot's holidays.

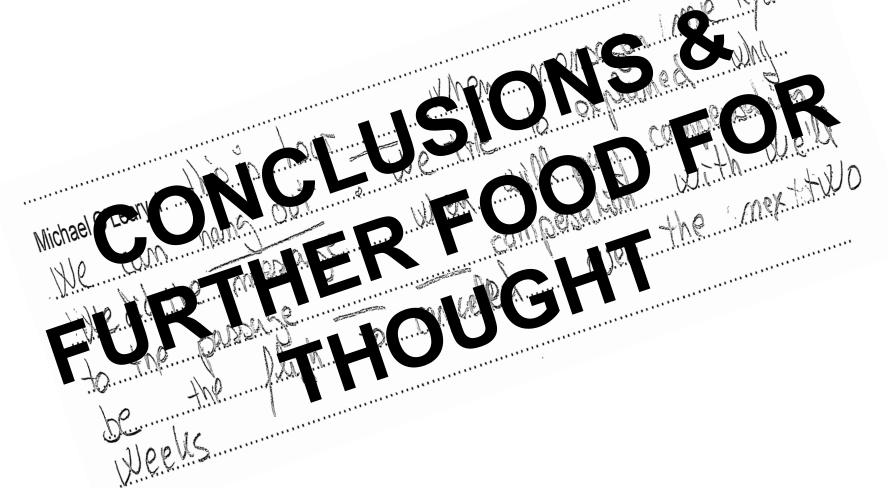


Analysis

Presenter 2: . A.t	the momen	nt in Eu	ropea	ot the	1990 1990
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At the moment in Europe, ¹<u>lots of people planning</u> ²<u>to go on</u> holiday can't because pilots ³<u>at one</u> of the ⁴<u>continent's</u> <u>largest budget airlines are themselves going on</u> holiday. That, ⁵<u>in short, is what's gone</u> wrong for RyanAir. The chief executive of ⁶<u>the</u> company, Michael O'Leary, said ⁷<u>up to</u> 5⁸<u>O</u> fligh ⁹<u>ts a day are being cancelled because of ¹⁰<u>management errors in planning</u> ¹¹<u>pilot's</u> holidays.</u>









Once listening is open for inspection, we can ...

- 1. Identify students' problem areas (general and particular)
- 2. Devise meaningful and relevant activities (for systematic pre and post-listening attention)
- 3. Raise awareness to various strategies / show students they have a choice of the strategies they can employ
- 4. Evidence that difficulty often resides in the text, not with the individuals themselves (and generate motivation). 'Now I understand why I don't understand'
- 5. Sow the seeds for metacognition processes ie. plan monitor reflect and evaluate (starting with reflection)
- 6. Help students become independent learners and be better equipped to listen successfully to material of their own choice



Useful reading / references



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