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Lost in Transcription
Annie McDonald

Michael O'Leary 1.

Hancock McDonald
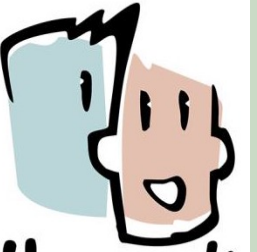ENGLISH LANGUAGE TEACHING

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

1. I'm squeaking
2. the loyal society
3. worms
4. I was erected charming
5. put you in the puncture
6. our mumbles
7. peach and every plum
8. dicky fealty
9. everyday loaf

The Two Ronnies: Pismronunciation

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

Good evening. I'm s**qu**eaking to you tonight, once again, as the chairman of the **l**oyal society for the prevention of **pismro**nunciation, a society formed for people who can't say their wor**m**s correctly. I myself often use the wrong wor**m**s and that is why I was e**r**ected ch**ar**m**ing** of the society.

Firstly, let me try and put you in the p**un**cture regarding our m**u**mb**l**ers. **P**each and every **p**lum of them have di**cky fea**lty in conversing with the people they meet in everyday l**oa**f.

The Two Ronnies: Pismronunciation

DICTATION, TRANSCRIPTION & DATA

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	'heard'
1. Gets on well	1. Get some well
2. A lot smaller than	2. Lots more than
3. That, in short, is what	3. That, insure, it's was
4. We're not short of	4. When not sort of
5. From the UK and Norway	5. From the UK and North Wales

Phrases 2: Chunks

…what the whole (thing's about)

Phrases 3: Idioms

When I was at university // I used to be a **night owl** // 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 & DISCUSSION
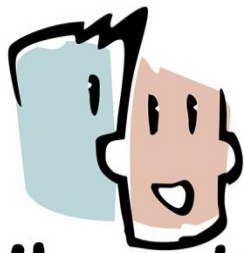
Analysis

Presenter 2: At the moment in Europea lot the people planning their holidays can't because the pilot of the continental and their self of holidays. that insure it's was wrong for Ryanair the chief Executive of Company Michael O'Leary said at 50 flights at days have been cancelled because of managent planning on holidays.

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

At the moment in Europe, **1**lots of people planning **2**to go on holiday can't because pilots **3**at one of the **4**continent's largest budget airlines are themselves going on holiday. That, **5**in short, is what's gone wrong for RyanAir. The chief executive of **6**the company, Michael O'Leary, said **7**up to 5**8**0 fligh**9**ts a day are being cancelled because of **10**management errors in planning **11**pilot's holidays.

At the moment in Europea, **1** lot the people planning **2** their holidays can't because the pilots **3**of the **4** continental ..... and their self of holidays. That, **5**in shore, is was wrong for RyanAir. The chief executive of **6** company, Michael O'Leary, said **7** at 5**8** fligh**9** at days have been cancelled because of **10** management ... planning **11** on holidays.

CONCLUSIONS & FURTHER FOOD FOR THOUGHT

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

Some strategies for Spoken Word Recognition

Use syllables they recognise to help them identify possible beginnings and endings of word

Mine the audio and then zoom in: Advise students that …

- if they decode / recognise a syllable with a s/z or /ɪs/ sound – it might be a plural form of a verb

- if they decode / recognise a syllable with a t/d/ or /ɪd/ sound – it might be a past tense verb ending

- if they decode / recognise a syllable sounding like -ogy, -aphy, -ity – it might be a noun ending

- if they decode / recognise a syllable sounding like - un/dɪs/mɪs or /able/ (ie. affixes) – it might be the beginning or ending of a word

Useful reading / references

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