

Michael O'Leary 1: This is how
 We did the message when messages are Ryan
 to the flight to cancel over the next two
 be the flight to cancel over the next two
 weeks

Lost in Transcription

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ENGLISH LANGUAGE TEACHING

Abstract

Students' transcriptions of listening texts are a rich source of information, revealing the listening processes each individual has used to understand what has been said. In this workshop, we'll look at various examples of 'mishearings' and identify possible causes. Finally, we'll exchange ideas on how such insights could help us develop students' listening skills.

<http://hancockmcdonald.com/talks>

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Insights from students' mishearings

Outline

- 1. Teaching Listening: Recent developments**
- 2. Getting the data**
- 3. Analysing the data**
- 4. The wider picture**
- 5. Using the data: Some classroom activities**
- 6. Finding out more**

1. Teaching Listening: Recent developments

Michael O'Leary 1: This is hour — when messages come Ryan's
We can hang out — We try to explain who
We do the message when we pay compensation
the message to compensation with well
the push to canceled over the next two
Weeks

Developing Listening Skills: Background

1. Field, J., (2008): *Listening in the Language Classroom* (Teaching / testing listening; Decoding / meaning building processes)
2. Technology: developments (internet, mp3, audacity, youtube)
3. HancockMcDonald (2014): Authentic Listening Resource Pack
4. Expert practitioners: Olya Sergeeva / Shaun Sweeney (blogs, youtube demos)
5. Cauldwell, R., (2018) *A syllabus for listening: Decoding*
6. Sheila Thorn (2019): moving beyond traditional listening comprehension approach - the push for authenticity

2. Getting the data

Michael O'Leary 1: This is how
We can hang out. When messages come Ryan
We did the message. We tried to explain why
to the passage. When will our compensation
be the push to canceled over the next two
weeks.

Developing Listening Skills: An approach?





1. Select / Prepare a short text for dictation
2. Students write their texts on paper or devices
3. Identify and analyse areas needing attention
4. Return texts along with transcript
5. Elicit / talk through differences
6. Do practice activities which focus on problem areas
7. Refer back to these features when opportune - help students remember and grow

Chunking your text

When I was at university
I used to be a night owl.
I would do all my
coursework until 3 or 4
in the morning. I only
needed 4 hours sleep a
night in those days.

Chunking your text

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Weeks over the next two

3. Analysing the data

Identify and analyse areas needing attention

1. Work with a colleague / in a small group
2. Identify differences between the audio script and students' transcripts
3. Share you ideas / comments
4. Summarise areas needing attention (later)

Mishearings (1): was *at* university

in a university

in university

in the university

went to university

Mishearings (2): a *night owl*.

a *nice house*

— — *hour*

a night *hour*

a *next hour*

a *righter*

night *hours*

Mishearings (3): I *would* do ...

I *was* do ...

 do

What I do

I *will* do ...

I *were* do ...

Mishearings (4): all my *coursework*

all my *housework*

all my *own housework*

all my *classwork*

all my *casework*

Mishearings (5): I only *needed* 4

I only *sleep*

I ... *sleeping*

I *always need*

I only *need*

I *need* to

Mishearings summary – possible areas for attention

1. Prepositions / articles
2. Unknown chunk / phrase
3. Auxiliary *would*
4. Lexical item (compound)
5. Past participle (ed)

Michael O'Leary 1: This is how we can hang out. When messages like Ryanair did the message. We tried to explain why we did the message. We will give you a compensation with well to the passage over the next two be the flight to canceled over the next two weeks.

4. The wider picture

Content and function words

*** forty years of songs ***

St 1. songs -> song of -> a = four years a song

St 2. years -> year of -> Ø = forty year songs

St 3. forty - > for = for years of songs

Known and unknown words



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



Lexical segmentation

spoken

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

'heard'

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

More examples

- Recognising sounds (consonants, vowels – short / sort; we'll be / will be)
- Not identifying word boundaries (in short > insure)
- Confusing similar-sounding structures / words (we'll be / will be; seminar/cinema)
- Not hearing unstressed function words (I want to go > I won't go)
- Not hearing the end of words (-s, -ed, en, etc)
- Not hearing *n 't*

Cumulative effects can be ...

- Not being able to access known words (SWR)
- Not being able to understand specific information
- Not being able to understand detail
- Not being able to understand the main idea
- Not even being able to get the gist

The whole is greater than the sum of its parts

5. Using the data:
Some classroom
activities

Michael's diary 1:
We can hang out with Ryan & why
We did the same as Ryan & why
to the passage with well
be the first compensation over the next two
weeks

Minimal pair chunk bingo

if you fly into	if you're flying to	one other most	one of the most
they're even	there are even	in the harder	in the heart of
first honour	first on our	is where the	is weather
it's a better	it's about a	I'm in the	here I'm in

Discrimination task

A	B
First honour list	First on our list
This is weather	This is where the
It's a bit of	It's a better
There even	There are even
In the heart of London	In the harder London
One other	One of the

‘and then they’ ... Richard Cauldwell Listening Cherries 2

1. Say the words slowly and clearly, with slight pauses between them
2. Join the words together, drop the ‘d’ of ‘and’
3. Speed up slightly, drop the ‘th’ of ‘then’
4. Speed up some more and drop the ‘th’ of ‘they’
5. Speed up even further, speak more quietly and drop the ‘a’ of ‘and’
6. At a fast speed, mumble the three syllables, dropping the ‘e’ of ‘en’

AND THEN THEY

AN THEN THEY

AN EN THEY

AN EN EY

N EN EY

N N EY

Developing Listening Skills: An approach?

Initial procedure = select / prepare a short text for dictation; students write their texts on paper or devices; identify and analyse areas needing attention; return texts along with transcript

The place where teaching / learning happens:

- 5. Elicit / talk through differences**
- 6. Do practice activities which focus on problem areas**
- 7. Refer back to these features in subsequent lessons – jog students' memories, help them make connections and move towards automaticity**

Some closing comments

Using dictation/transcription activities, little and often, and discussion of the results:

1. helps nudge students in the **direction of automaticity** by establishing nodes and developing networks;
2. lifts the veil of silence on the teaching of listening and **brings it into the classroom so it is open to inspection**;
3. allows students to compare their understanding with the audio-script and discover reasons for listening difficulty (discussion, awareness raising, reflection, including pointing out that the difficulty often resides in the text) – the **‘Now I understand why I don’t understand’** effect;
4. **informs the creation of useful and meaningful classroom activities** - students seem to love these activities, perceive their value in the development of their listening skills, and **enjoy them!**

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6. Finding out more

Tools / resources / ideas

- Audacity. Retrieved from <https://www.audacityteam.org/>
- R.Cauldwell's blog: <https://www.speechinaction.org/listening-cherry>
- Sheila Thorn: **CPD Teaching Listening** www.trinitycollege.com
- Olya Sergeeva's blog: decoding in practice video, youtube resources <https://eltgeek.wordpress.com>; www.tubequizard.com ; <https://youglish.com/search>
- Shaun Sweeny's blog: <https://teacherdevelopmentlab.wordpress.com/2017/04/18/grasping-the-nettle/>
- English Micro-Listening Lessons <https://www.youtube.com/watch?v=fAW1-bu5lW0>

Further reading / references

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Michael O'Leary: This is how we're going to explain it. We can hang out with our compensation with well be the passage to the next two weeks.

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Thankyou!

