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LOS TIN TRANSCRIPTION

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Lost in Transcription:

**Insights from students' mis-hearings /
plausible hearings for developing listening skills**

<http://hancockmcdonald.com/talks>

- 1. Recent developments**
- 2. Getting the data**
- 3. Analysing the data**
- 4. The wider picture**
- 5. Where teaching and learning takes place**
- 6. Finding out more**

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1 Recent developments



Developing Listening Skills: Background

TESTING

- 
- **Theoretical publications (1):** Field, J., (2008): *Listening in the Language Classroom* (teaching vs testing; decoding / meaning-building processes)
 - **Technological developments:** internet, mp3, audacity, youtube videos, audacity / wave
 - **Teaching resources:** HancockMcDonald (2014): *Authentic Listening Resource Pack*
 - **Teacher training resources:** expert practitioners – Olya Sergeeva / Shaun Sweeney (websites, blogs, YouTube ...)
 - **Theoretical publications (2):** Cauldwell, R., (2018) *A syllabus for listening: Decoding*

TEACHING

Key words  understanding ?

R. Cauldwell

Blah blah blah **MAN**
blah blah blah **CHEST**
uh blah blah blah off
SIDE LIVer blah blah uh
blah blah off **SIDE** blah
.....

There was this **man** who came
for a **chest** – wall uh operation
and we used nitrous **oxide** and
then we had a **liver p**rocedure
when we also used nitrous
oxide.

We need to focus on developing decoding skills too!

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- 1 Recent developments*
- 2 Getting the data*



Stage 1: A dictation activity

- Select / Prepare a short text for dictation
- Divide the text into speech units or chunks
- Dictate, repeating each section once or twice
(tell students in advance)
- Students write texts on paper or devices and
give / send them to you

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.

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.

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Stage 2: Analysis

- **Identify and analyse areas needing attention**
- Return texts along with transcript
- Elicit / talk through differences
- Do practice activities which focus on problem areas
- Refer back to these features when opportune

Over to you : Identifying and analysing learners' problems / needs

1. Work with a colleague / in a small group
2. Choose 3 or 4 students' transcriptions at random
3. Identify differences between the audio script and students' scripts
4. Think about why the problems might have occurred

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.

1 When I was in a university, I used to be a nice house, I was do all my housework until 3 or 4 in the morning, I only sleep

2 When I was in University, I used to be ... hour. I ... do all my own housework into 3 – 4 in the morning. I sleeping

3 When I was in the university, I used to be a night hour. I would do all my course work until 3 or 4 in the morning. I only needed our sleep at night in these days.

4 When I was a university are used to be a next hour. What I do my all coursework and two or three in the morning. I always need to sleep on the night every day.

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.

5 When I was in university, I used to be a ____. I will do all my coursework until 3 or 4 in the morning. I only need 4 hours to sleep in the night.

6 When I was in university, I used to be a night hour. I was to do all my course work on 3 or 4 in the morning. I only need 4 hours sleep in the night only.

7 When I was in a university, I used to be a night hour. I would do all my class work on three or four in the morning. I only need 4 hours sleep on the night. ...

8 When I was in University, I used to be a night hour. I were do all my coursework until 3 or 4 in the morning. I only need 4 hours to sleep in those days.

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.

9 When I was in university I used to be a night owl. I will do all my classwork on to 3 or 4 on the morning. I need to sleep and right

10 When I was ... university I used to be night hours. I were do all my course work until 3 or 4 in the morning. I only need 3 or 5 da ... to sleep

11 When I was a university, I used to be a night hour. I will do all my case work until 3 or 4 in the morning. I only needed sleep

12 When I went to university, I used to be a I will do all my course work until 2 or 4 in the morning. I only going to sleep

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.

in a university (1,7)

in university (2, 5, 6, 7, 8, 9)

in the university (3)

a university (4, 11)

went to university (12)

(text 10 = blank)

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.

a *nice house* (1)

— — *hour* (2)

a night *hour* (3,6,7,8,11)

a *next hour* (4)

a *righter* (9)

night *hours* (10)

(Texts 5 and 12 = blank)

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.

I **was** do ... (1)

 do (2)

What I do (4)

I **will** do ... (5, 9, 11, 12)

I **were** do ... (8, 10)

I **was to** do ... (6)

(texts 3 and 7 correct)

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.**

all my *housework* (1)

all my *own housework* (2)

all my *classwork* (7,9)

all my *casework* (11)

(texts 3,4,5,6,8,10,12 correct)

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.**

I only *sleep* (1)

I ... *sleeping* (2)

I *always need* (4)

I only *need* (5,6,7,8,10)

I *need* to (9)

(texts 3 and 11 correct)

Summary – possible areas for attention

- Prepositions
- Unknown chunk / phrase
- auxiliary *would*
- Lexical item (compound)
- Past tense syllable /id/

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Content and **function** words

***** forty years of songs *****

❖ **four years a song**

❖ **forty year songs**

❖ **for years of songs**

Alternative hearings

- **vein ...for... brain** **confusing phonemes**
- **Jenny ...for... journey**
- **diving ...for... driving** **‘missing’ a phoneme**
- **cinema ...for... seminar** **transposing sounds / syllables**
- **quantity ...for... quantify** **locating possible word candidates**
which in ...for... reaching

Plausible hearings and lexical segmentation

spoken

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

'heard'

- 1. Get some well**
- 2. That, insure it's was**
- 3. Lots more than**
- 4. When not sort of**

Cumulative effects of decoding slips 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
- Not being able to build up nodes and networks – and possibly delay any listening progress

The whole is greater than the sum of its parts

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Stage 3: Teaching

- Return annotated texts along with transcripts
- Elicit / talk through differences
- Do practice decoding activities which focus on problem areas (for example: blankfils, A/B options, hands up when you hear, how many times do you hear ... etc
- Refer back to these features in subsequent lessons
 - help students establish nodes and build networks in their mental lexicon and nudge them towards automaticity

Some closing comments

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

- lifts the veil of silence, **bringing listening into the classroom so it's open to inspection;**
- 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;
- informs **the creation of useful and meaningful classroom activities** - students perceive the value of these activities in the development of their listening skills, and **enjoy them!**

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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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FOUN DIN TRANSCRIPTION

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A hand reaching up from a field of golden flowers.

THANK YOU!