



# LOS TIN TRANSCRIPTION

*Annie McDonald*



# **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**


# LOS TIN TRANSCRIPTION

*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 LIV**er 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*
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# 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 night owl, I would 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 until 3 – 4 in the morning. I ..... sleeping

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

**4** When I was at university I used to be a night owl. What I do all my coursework until 3 or 4 in the morning. I always need to sleep 4 hours every night.

**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**  
    **which in ...for... reaching**      **candidates**

# 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](http://www.trinitycollege.com)

Olya Sergeeva's blog: decoding in practice video, youtube resources  
<https://eltgeek.wordpress.com>; [www.tubequizard.com](http://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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- Cutler, A. (2012). *Native Listening*, London, The MIT Press.
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- Sheila Thorn: The Listening Business <http://www.thelisteningbusiness.com/>
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. State of Art Article. *Language Teaching*, 46. (3), 191-210.
- Wilson, M. (2003). *Discovery listening – improving perceptual processing*, ELTJournal, Vol 57/4





# FOUN DIN TRANSCRIPTION

*Annie McDonald*

A hand reaching up from a field of yellow flowers.

THANK YOU!