SALT Transcription Practice



Practice #1: C-unit Segmentation

Segment the following text into correct C-unit segmentation (*draw a line at the end of each C-unit*).

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | My brother went to a store and my mom and dad went to a different store and I went to my friend/z house. |
| 2 | When I went to my friend/z house, my brother and parent/s went to the store. |
| 3 | My brother went to the store and my mom and dad did too. |
| 4 | She look/ed in the refrigerator and look/ed in the freezer. |
| 5 | Her mom bought some flower/s then her dad did too. |
| 6 | And then the gnome said "Becoming a flower is/n't very easy so make sure that/’s what you really want". |
| 7 | He said, “You need to work harder on thing/s like protecting the ball more and sharing it”. |
| 8 | He was a very good dentist because his little drill made it so that the patient/s could/n't feel anything. |
| 9 | You should study hard so you get good grade/s. |
| 10 | So it/'s probably Speed\_Chess that I usually play. |
| 11 | And you just keep go/ing until one person win/3s by two point/s. |
| 12 | There/'s also a thing called stealing but we normally don't do this because some kid/s call it cheating. |
| 13 | Before the pitch or during the pitch a player can steal or go to the next base without anybody know/ing. |
| 14 | And it/'s not often I can stay out as late as ten but I really don't mind. |
| 15 | In tennis you go behind the baseline and serve and if you don't do it a second time then it/’s a point for your opponent. |
| 16 | If you want to get the highest point/s, you have to come in first, which is worth ten point/s. |
| 17 | And the clock is still gonna run after everybody get/3s done, just to make sure they got the time/s right. |
| 18 | He went to school today although he was sick. |

Practice #2: Bound Morphemes – Plurals and possessives

Use the correct bound morpheme conventions for the following utterances. *Circle the words that need bound morphemes marked and write the correct form(s) in the space after the utterance.*

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | My aunt gave me two presents for my birthday. |
| 2 | The man's pants were torn. |
| 3 | The puppies' food is over there. |
| 4 | The cookies are hers but the candy is mine. |
| 5 | My sister has the measles. |
| 6 | These knives are not yours. |
| 7 | The cats chase the mice. |

Practice #3: Bound Morphemes – Present progressive & Gerunds

Use the correct bound morpheme conventions for the following utterances. *Circle the words that need bound morphemes marked and write the correct form(s) in the space after the utterance.*

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | I went shopping. |
| 2 | I went to the shopping mall. |
| 3 | She was bleeding. |
| 4 | I am singing. |
| 5 | He kept on singing. |
| 6 | He is just a singing machine. |
| 7 | When were you going to tell me? |
| 8 | I am biking to school tomorrow. |
| 9 | I enjoy biking because biking is fun. |
| 10 | They are proud of doing so much to help. |

Practice #4: Bound Morphemes – Regular past tense

Use the correct bound morpheme conventions for the following utterances. *Circle the words that need bound morphemes marked and write the correct form(s) in the space after the utterance.*

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | I worked hard on my math assignment. |
| 2 | They left on vacation. |
| 3 | They seemed frustrated by the response. |
| 4 | The baby cried. |
| 5 | He realized that nobody cared what he was named. |
| 6 | They named him Fluffy. |
| 7 | They produced a great video about searching for gold. |
| 8 | The box, which is stacked in the corner, is filled with junk. |

Practice #5: Bound Morphemes – 3rd person singular (/3s) and Past participle (/en)

Use the correct bound morpheme conventions for the following utterances. *Circle the words that need bound morphemes marked and write the correct form(s) in the space after the utterance.*

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | He tries very hard on his homework. |
| 2 | They have taken the easy way out. |
| 3 | The dog has been seen in the park. |
| 4 | His jacket belongs in the closet. |
| 5 | The cat chases the mice. |
| 6 | What does that mean? |
| 7 | She has written me a letter. |
| 8 | They have given it away. |

Practice #6: Bound Morphemes – Contractions

Use the correct bound morpheme conventions for the following utterances. *Circle the words that need bound morphemes marked and write the correct form(s) in the space after the utterance.*

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | I shouldn't have to work so hard. |
| 2 | The boy can't find the frog. |
| 3 | The boy cannot find the frog. |
| 4 | There weren't any left. |
| 5 | We aren't there yet. |
| 6 | That ain't right. |
| 7 | She won't let us know until tomorrow. |
| 8 | She didn’t know better. |
| 9 | They’re over there. |
| 10 | But he’d never left before. |
| 11 | I’d rather not. |
| 12 | Who’ll take the rabbit? |
| 13 | Let’s study so we’ll be ready for the test. |
| 14 | Someone’s been sleeping in my bed. |

Practice #7: Mazes (filled pauses, repetitions, revisions)

Code the mazes in the following utterances.

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | C Um Fluffy/z Fluffy/z parent/s were very happy. |
| 2 | C He thought he could be um he thought he could be a cloud. |
| 3 | C Um and he poke he poke/ed hole i\* he poke/ed hole/s in his umbrella. |
| 4 | C Well mostly I play um :04 tether\* I play tetherball now. |
| 5 | C I d\* I d\* I did/n't have the chance w\* this year, in January, to go to a game. |
| 6 | C And uh Saint\_Louis kill/ed uh got kill/ed by Chicago uh uh twelve to three. |
| 7 | C Um well :02 there there are um these two porcupine/s. |
| 8 | C We were go/ing to the st\*> |
| 9 | C His hair was :03 stuff/ed with s\* with marshmallow/s. |
| 10 | C And then she ah found out it/'s not really great t\* to have their her own way. |
| 11 | C We went to the b\* basket\_ b\* b\* \_ball game. |
| 12 | C And he like was like all happy to be like go/ing too. |

Practice #8: Overlapping speech and Interjections

Transcribe the following segment.

*Hint: there is one child utterance and two examiner utterances.*

child and examiner are both speaking at the same time, then examiner abandons his/her utterance and the child continues

Child: **And then**

Examiner: **What hap\***

child pauses for a moment (*less than 2 seconds*) between the words “a” and “big”

Child: **he heard a**

Examiner: **Mhm**

Child: **big splash**

*Transcription:*

Practice #9: Pauses (unfilled)

Transcribe the following segment:

followed by a 4-second pause

Examiner: **What is this?**

followed by a 3-second pause

Child: **A truck.**

2-second pause between “red” and “truck”

Child: **A red truck.**

*Transcription:*

Practice #10: Omissions and Errors

Mark all omissions and errors that “sting your ear”. To code errors, use [EO] for errors of overgeneralization, [EW] for other word-level errors, and [EU] for utterance-level errors.

|  |  |
| --- | --- |
|  | **SAMPLE UTTERANCES** |
| 1 | C And he climb up that big wall to see the branch. |
| 2 | C "More the better to eat with you, my dear". |
| 3 | C And the dog almost stung by bee/s. |
| 4 | C And then my dad he went to the store. |
| 5 | C And then they went in this room where these Oompa\_Loompa/s was work/ing in. |
| 6 | C It/'s most because I told on them. |
| 7 | C He just goed around and around and telled the whole story to all the other kid/s. |
| 8 | C And then he hide by a rock and went on the rock. |
| 9 | C He did/n’t even know why her was named Sue. |
| 10 | C He did/n’t even know why her XX named Sue. |
| 11 | C When he look at himself at the mirror he think he was fluffy. |
| 12 | C And when he was hold/ing umbrella, thorn/s go through it. |
| 13 | C There were lot/s of geeses there. |
| 14 | C And he go/ing tomorrow. |
| 15 | C And then him and I was friend/s. |

Practice #11: Putting it all together – symbols and codes

To the right of each convention, fill in the letter that defines that transcription convention.

Each answer will be used once and only once.

|  |  |
| --- | --- |
| **CONVENTION** | **LETTER** |
| **:** or  **;** |  |
| **( )** |  |
| **(( ))** |  |
| **~** |  |
| **>** |  |
| **/** |  |
| **[EW:\_\_\_]** |  |
| **\_** |  |
| **-** |  |
| **+** |  |
| **$** |  |
| **X** |  |
| **\*** |  |
| **%** |  |
| **[EO:\_\_\_]** |  |
| **< >** |  |
| **^** |  |
| **. ! ? ^ > ~** |  |
| **|** |  |
| **=** |  |
| **XXX** |  |
| **[EU]** |  |
| **{ }** |  |
| **XX** |  |
| **[EP:\_\_\_]** |  |
| **[EW]** |  |

Practice #12: Putting it all together – sample transcript

A = Links words together

B = Speaker identification line label

C = Other error at the word level (not overgeneralization or pronoun error, or extraneous word)

D = Interrupted utterance

E = Header information line

F = Error at the utterance level

G = End of utterance punctuation

H = Overlapping speech

I = Transcriber comment line

J = Between-utterance pause line

K = Sound effect or idiosyncratic form

L = Maze: repetition, reformulation, filled pause, revision

M = Omission; whole or part word

N = Intonation prompt

O = Bound morpheme

P = Abandoned utterance

Q = Root identification

R = Overgeneralization Error

S = Unintelligible word

T = Unintelligible utterance

U = Timing line

V = Parenthetical remark

W = Transcriber comment within utterance

X = Pronoun error

Y = Extraneous word

Z = Unintelligible segment (more than a word, less than the entire utterance)

Mark bound morphemes, part words, mazes, omissions, and errors in the following transcript.

Add the missing ending punctuation where needed.

|  |  |
| --- | --- |
| **Entry #** | **Entry** |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31  32  33  34  35  36  37 | $ Child, Examiner  + Gender: F  + CA: 6;8  + Grade: 1  + Context: Nar  + Subgroup: FWAY  + [EO]: overgeneralization error  + [EP]: overgeneralization error  + [EW]: error at the word level  + [EU]: error at the utterance level  - 0:00    C Um he they looked in the jar in the morning.  C And the frog wasn't there.  ;02  C He called, “Frog, frog, where you frog”?  C And then they were looking the hole.  C And um and the dog looked in the bee’s hive.  C And the dog almost got stung by a bee by lots of flying bees.  C And um the boy looked in the uh tree.  C And th but then he looked out.  C And there was a owl :02 chasing him.  C And then he hided by a rock, and went on the rock.  C But what he thought was a tree branch.  C And he went on it.  C But it was a :05 um  C And then a dogs barked at him.  C And then he stopped at edge of of a cliff.  C And um and then they fell in a pond.  C And then they fell they heard a noise.  C And then they  C And by a dead tree.  C And then they found um a the frog and a mommy and a baby frog.  C And then there is one that :03 hopped to him.  C And he holded one.  ;04  C And he said “bye” to his frog.  - 1:35 |