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**Continuous Speech Recognition: An
analysis of its effect on listening
comprehension, listening strategies and
notetaking**

A thesis presented in part fulfilment of the
requirements for the degree of
Doctorate in Education

Massey University

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2006

Declaration

I declare that this thesis is all my own work except for those references that I have acknowledged in this study and that this material has not been included in a thesis or report submitted to Massey University or any other university for a degree or other qualification.

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Abstract

This thesis presents an investigation into the effect of Liberated Learning Technology (LLP) on academic listening comprehension, notetaking and listening strategies in an English as a foreign language context (L2). Two studies are reported: an exploratory study and subsequent main study. The exploratory study was undertaken to determine L2 and native speaker (L1) students' perceptions on the effectiveness of the technology on academic listening and notetaking. The main study took a more focused approach and as a result, extended the exploratory study that was done in an authentic lecture context in order to gather data to measure listening comprehension and notetaking quality.

The participants in the main study comprised six L2 students: five of whom intended to go to university. The methodology was a multi-method one: data was gathered from notetaking samples, protocol analysis, email responses and a questionnaire.

Results indicated that continuous speech recognition (CSR) has the potential to support the listening comprehension and notetaking abilities of L2 students as well as facilitate metacognitive listening strategy use and enhance affective factors in academic listening.

However, it is important to note that as CSR is an innovative technology, it first needs to meet a number of challenges before its full potential can be realized. Consequently, recommendations for future research and potential innovative uses for the technology are discussed.

This thesis contributes to L2 academic listening and notetaking measurement in two areas: 1. the measurement of LLP-supported notetaking; and, 2. the measurement of LLP-supported academic listening comprehension.

Acknowledgements

The completion of this thesis is due to the assistance of four sets of people. Their contribution is gratefully acknowledged.

Firstly, I would like to thank Associate Professor Pat Nolan for his support and advice. Secondly, I need to acknowledge the participation of Massey University English Language Centre Manager Mr Greg Tong without whom this study would have been impossible to complete. In addition, I would like to thank the students of the language centre for the zeal and enthusiasm they showed during their participation in this study.

Thirdly, I offer sincere thanks to both Associate Professor Ken Ryba of the College of Education and Dr. Linda Selby for their interest, encouragement and humour during the supervisory period. I really appreciated their input into the various drafts of the thesis that I prepared.

Finally, I would like to thank my partner Kerre for her unwavering support and tolerance during the period of the investigation.

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