

titre : **In between kid's words** - an audio analysis

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résumé court pour Venise:

Entre les mots des marmots - une analyse audio

Durant les enquêtes de la recherche ANR Mobikids des enfants ont participé à des "parcours commentés" in-situ, qui ont été enregistrés puis transcrits pour analyse. Suite à quoi on s'est demandé : qu'y a-t-il d'autre dans ces enregistrements, qui n'a pas pu être transcrit ? Il s'agit donc d'une analyse "à l'oreille" de ce qu'on entend entre & au-delà des mots : des tonalités d'expression.

résumé long pour Ljubljana:

As they grow, children get little by little independent. The MOBIKIDS¹ research aims to study how children's mobility and spatial experiences evolve during the transition from elementary school to secondary school.

The first objective was to understand the social, psychological and spatial conditions for the evolution of urban practices by describing forms of urban educational culture (UEC) and the role of routines and informality in these practices.

A part of the methodology was based on the "Commented city walk²" developed by JP.Thibaud and revised here with children. Thus, with children who consented, it consisted in collecting children's voices and photos (video-recording in the second year) taken by them during the commented walk made in a familiar context (school-home journey). More precisely, this was to make the return journey from school and to ask the kid to describe his/her perceptions, sensations & other observations during the travel. This walk & comments were recorded in situ, then transcribed to help with the various forms of analysis afterwards.

But, as a matter of principle, these transcriptions only preserve what is in the order of speech in the expression of the children during their journey. But this expression is much richer and more subtle than the simple words they use. It is expressed through the voice, its intonations, its rhythms, its hesitations or silences sometimes, it is expressed through the relationships that we hear between the child walking and the sounds of the environment, or with the investigator who accompanies and questions him.

¹ <https://anr.fr/en/funded-projects-and-impact/funded-projects/project/funded/project/b2d9d3668f92a3b9fbbf7866072501ef-074203867c/>

² <https://hal.science/hal-00980752/document>

It is therefore to an analysis "by ear" that I'll try to explain & to share with you, with a few examples of how to recompose those recordings.

Mainly 7 categories have made out of them:

- (- relationship to the environment)
- (- interactions with the interviewer)
- melodic voice expressions
- monosyllabic expressions
- hesitations
- speech adjustments
- verbal expressions

juL McOisans - 24 may 23

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Conducteur

1 – context of the survey

The MOBIKIDS (kids' mobility) research aimed to study how children's mobility and spatial experiences evolve during the transition from elementary school to secondary school. How they become little by little independent from their parents in their journeys through the city.

The main objective was to understand the social, psychological and spatial conditions for the evolution of urban practices by describing forms of urban educational culture (UEC) and the role of routines and informality in these practices.

2 – commented city walks

A part of the methodology was based on the "Commented city walk" developed by JP.Thibaud. It consists in collecting people's voices & words during a walk made in a familiar context.

In that case it was adapted to children & consisted to make the return journey from school back home and to ask each kid to describe his/her perceptions, sensations & other observations during the travel.

We had around 35 volunteers who accepted to play the game.

This walks & comments were recorded in situ, then transcribed to help with the various forms of analysis afterwards

3 – extra request: audio analysis

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walking and the sounds of the environment, or through the relationships with the investigator who accompanies and questions him during the walk.

So I went back to the recordings, took off most of the words, trying to listen to what's in between, & tried to elaborate an analyse "by ear" .

NB: as we're in an international presentation, I will mainly point out the categories where it is not necessary to understand French speaking.

ex1 – Hesitations (ben...euh) 1min20

4 – subtractive method (non-key-words)

ex2 – monosyllabic 1min 42

5 – testifying of the relationship with the interviewer / he asks a lot of questions / sometimes scared of silence / so that the kid answer by " Yes – No – 12 – yesterday - etc. "

ex3 – speech adjustments 2min59

6 – a variation of ex1 / kids aren't simply hesitating (like a respiration of the speech) but are looking for a word or mispronouncing & rectifying

ex4 – melodic voice expressions 4min03

7 – the melodic dimension of the speech / much developed in kids' speaking / words mixed with intonations, accentuations, laughters, humming

optional ex5 – verbal expressions 6min43