
Title	Transcription protocols, the impact of negotiation for meaning of reading comprehension (SOG Study), OER 29/08 RS)
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TRANSCRIPTION PROTOCOLS, THE IMPACT OF NEGOTIATION FOR MEANING ON READING COMPREHENSION (SOG STUDY), OER 29/08 RS¹

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The transcription conventions are quite simple (see below). Be as accurate as possible in your transcription – if students say “What he is?” write “What he is?” not “What is he?” You do not need to worry about trying to catch idiosyncratic pronunciation (‘Dis’ instead of ‘this’ or ‘k’ instead of ‘ok’). Field notes, collected along with the data, will indicate the approximate time that the lesson begins/ends and the approximate time the peer work begins/ends. The transcriber does not need to be concerned with the field notes but copies are available if you think the information would be helpful to your transcription.

For all lessons there will be two transcripts: a teacher transcript and a group (pair work) transcript. We will use the standard file naming system EXCEPT we will use the teacher and school pseudonyms in our files. For part-time transcribers, the file names will be provided with the audio file names.

Transcripts will cover the entire lesson. **The teacher transcript** will include all of the teacher’s talk (whether to whole class, groups or individuals) throughout the entire lesson. The teacher transcript will ALSO include any and all student talk during whole class or individual PPs. In other words, it will include all class talk by all individuals EXCEPT the peer talk during peer activities. That talk is transcribed separately because it represents a sample of peer talk (i.e. it is based on the talk of only one group during the lesson).

The transcriber will need to listen to the teacher audiofile and all class audiofiles to construct the transcript.

The group transcript will include a complete transcript of what one group of students said in their group from the time the teacher puts them in a group to the end of the activity (when they change seats, submit their work, or move on to a new activity). This should include comments from the teacher only when he/she is speaking to **this** group; it should not include teacher comments to the whole class or to other groups. Thus there will be a small amount of overlap in the teacher and group transcripts because teacher talk to THIS group will also be transcribed in the teacher transcript as will student replies from this group to the teacher during peer work. Peer talk to other group members throughout the peer activity will NOT be included in the teacher transcript.

If the same pair engages in more than one peer activity, include all pair activities on the same transcript -- do not create different transcripts for the same pair in the same lesson. Instead, create one pair transcript for that lesson and that pair, but indicate in the transcript when activities begin/end. For different pairs of students in the same lesson, do create different transcripts. So, if there are 3 pair activities, one pair of students will have one transcript with 3 activities. If there are five pairs of students, there will be a total of 5 transcripts (each one showing the three activities done by that pair of students).

¹ This project was funded by the Office of Educational Research (OER), National Institute of Education (NIE), Singapore. Transcription protocols were designed specifically for the needs of this study and are not intended to reflect standard procedures for other projects, OER or NIE as a whole

Procedures for transcription are:

- Use EditPlus or MS word for transcription,
- Transcribe the teacher audiofile to create the initial draft teacher transcript.
- Transcribe class audiofile and the information to the teacher transcript. Include as much of the student talk as possible!
- Begin transcription of the peer transcript by listening to the student audio recordings. There will be 2 audio recordings for peer work because all peer work on this project is actually pair work. Listen to all of the recordings and add as much of the peer talk as possible.
- For ALL transcripts (teacher and peer) be as accurate and detailed as possible. Transcribe exactly what is said. In other words, if the teacher says “You say what?” transcribe “You say what?” do not change it to “What did you say?”)
- A subset of transcripts (approx 20%) will be verified by a second transcriber. Assuming they are sufficiently accurate, the other files will not be verified.
- Depending on the amount and communicative importance of non-English speech, some transcripts may be translated. This will be decided on a case-by-case basis.
- All files will be proofread for formatting problems that might interfere with annotation. (Proofreading will take place after verification and/or translation.)
- Proofed files will be prepared for MMAX annotation by Galyna. The transcriber does not have to do anything for this except ensure an accurate transcript.

TRANSCRIPTION AND FORMATTING

Use Time New Roman, 12 point font.

Do not use any special formatting features, columns, tab settings, etc.

Don't worry about including line numbers. If we need them, we will add them later.

DETAILS

- 1 There will be no header or footer in these files, no page numbers, etc.
- 2 The name of the transcript will be marked as the first line of the transcript.
- 3 All turns must be marked for speaker and who is being spoken to using the abbreviations below. No other abbreviations can be used. Format the turns as follows:

speaker <tab> to whom <tab> what is said

For example (→ indicates a tab)

CLT→CLS→weoruworieuwporieuwpoeiupwoeiu

Do not include any spaces, colons, dashes, or any other punctuation of any type when indicating who is speaking to whom. These are ‘costly’ because they must be edited out at the proofreading stage.

List of abbreviations for speakers in transcripts

Abbreviation	Meaning
CLT	Class teacher
RST	research assistant
CHP	Children, plural (but not the whole class)
CLS	class (all)
GRP	group (all or most)
CIN	Child, individual
C01, C02, C03, etc.	Identifies a specific student when we can recognize the voice but do not know the student's name
C_2initials_ (can be created randomly)	Identifies a specific student when we know the student's name from the conversation
MIC	microphone (only for speaking to)
SLF	him/herself
UNK	Unknown

- 4 For lines that require a comment when there is no speaker, use NNN to mark the 'turn'. This will occur in these cases:
- At the top of the teacher transcript, put the name of the teacher transcript.
 - At the top of the peer work transcript, put the name of one of the student transcript used.
 - At the end of the transcript put: Transcribed by YY, month, year

Use NNN and a comment in parenthesis to mark multiple pair activities within one transcript.

5 Maintaining anonymity

In keeping with the principle of anonymity, when a real name is used during the class, do not transcribe the real name. Instead,
 for the teacher name, use CLT;
 for the class name, use ClassName (no spaces, no underscore, caps as indicated to make it easy to understand as a name and not regular text);
 for a student name, use C plus two letters of your own choosing (for example, if the teacher says, "Xin Yi, it is your turn to present", you would transcribe

CLT CXY CXY, It is your turn to present

or other letters as you like (instead of CXY you might prefer CXX, or whatever). Be sure to use C as the first letter to identify a 'child' and to use three letters so our naming system is consistent.

Other formatting:

Indicate pauses with a full stop. One '.' indicates approximately 5 seconds. Rough estimates are fine; you do not need to 'count' the pauses. If there is a whole class pause (after the teacher tells the class to do something, for example), it might be better to put (pause) or (long pause)

Indicate overlapping speech with []

X indicates one word that is unclear. Use multiple Xs for multiple words and (unclear) if you are not even sure of how many words.

Use a ? to indicate questions and rising intonation. For example:

CLT CLS Are you ready?

CIN CLT Now?

Interruptions, loud talk, laughter, movement in the classroom, non-English speech, emphatic speech, angry tones, or any other information can be included in parenthesis () with NNN to mark the 'turn'.

Do not use any other sort of formatting (e.g. no curly brackets {, hyphens, dashes, slashes, etc.) as these may be 'misread' by the computer program.

Example

CLT CLS This one. (pause) This one? This one? This one? This one? (Teacher is repeating many times; maybe to different individuals)}

CLS CLS (long pause)

CLT CLS On Monday or Tuesday you all need to hand back the carnival ticket or money.

NNN NNN (Dictation starts again)

CLT CLS Places to the reader spinning and trading

CIN CLT trading?

CLT CLS Yes. I repeat the last paragraph again. During the dance comma X and on the ground full stop the dancers then stepped and jumped over this traffic post comma spinning and trading places to the rhythm of the music.

CIN GR You hear all right?

Deciding about Comments and Turns

Comments are any additional information that is included in the transcript but is not talk. In general, it is not necessary to put each comment on a new line – this generates unnecessary 'turns' in the transcript. However, in a few cases it does make sense to put a new comment on a new line.

For example,

TRN0136 NNN NNN (teacher does answer checking)

TRN0137 NNN NNN (group work for 2 minutes. Students think of a sentence, using the word chortle)

Distinguishing these two comments on two different lines (which comes out as two different turns) makes sense because Trn 0136 is related to what the teachers does while Trn 0137 is related to what the pupils are doing.

However in another transcript we have

TRN0017 NNN NNN (Group work begins about here).

TRN0018 NNN NNN (The students are working in groups for about 14 minutes, the teacher started talking to individual students).

In this case, the 2nd turn is not necessary because both of these comments relate to what the students are doing. The two comments can be joined as followed:

TRN0017 NNN NNN (Group work begins about here. The students work in groups for about 14 minutes. The teacher talked to individual students).

In some cases several things might need comments but as long as they all relate to what the teacher is doing, they can be joined in one comment as follows:

TRN0033 NNN NNN (students give the teacher ways to start a composition. The teacher then reads what students wrote as an introduction part in their composition. He gives comments on what the students wrote. End of lesson introduction. Instructions for group work.)

Rather than:

TRN0033 NNN NNN (students give the teacher ways to start a composition. The teacher then reads what students wrote as an introduction part in their composition. He gives comments on what the students wrote.)

TRN0034 NNN NNN (End of lesson introduction)

TRN0035 NNN NNN (Instructions for group work)

FINAL STEPS

Spell check your document, accepting any odd spellings you have used to try to capture class speech but changing others. You can use either US or UK spelling.

Check for any use of double spaces; change to single space.

Check for any use of space instead of tab.

Check for any places where speaker and to whom are not marked or are marked incorrectly (for example, with two letters instead of three or with an incorrect abbreviation)

Check for any use of <tab><space> ; remove the extra space

Part-timers should post a copy of the transcript in the DropBox folder and send an email to Rita to say that the transcript is complete. Also be sure to update the Excel record sheet for transcript progress

ETHICS

- All materials are considered to the property of CRPP and must be returned at the end of the work assignment.
- Materials cannot be used for any other purpose or shared with others outside of the project.
- Anonymity of the participants should be maintained at all times, therefore all final versions of the transcripts should have only T, C, or initials. If the teacher or children use each others' names in class, transcribe with initials only. Likewise when the children use the teacher's name, transcribe as T.

MOTHER TONGUE

If the transcript has extensive use of Mother Tongue, stop transcribing and notify Rita. We will get someone who is bilingual to do the entire transcript.