Appendix - 3

Transactions :

A transaction is an exchange of two or more strokes between two persons. So, if teacher asks, "Who was the first President of India?" and if a student answers, "Dr. Rajendra Prasad", then teacher has given a stroke to student and student has also given a stroke to the teacher. That is a 'transaction'.

Transactional Analysis :

Transactional Analysis is, "The study and interpretation of verbal and non-verbal interactions between two or more people in a social situation (e.g. teacher and pupil's) especially in terms of the meanings that participants attach to one another's behaviour." (A Dictionary of Education).

The Analysis of Classroom Transactions :

"If two or more people encounter each other....... sooner or later one of them will speak, or give some other indication of acknowledging the presence of the other. This is called a transactional stimulus. Another person will then say or do something which is in some way related to the stimulus, and that is called the transactional response."

("Games People Play", Eric Berne).

Transactions which take place in the classroom involve both verbal and non-verbal. In normal classroom situation it is verbal transaction which is predominant. A single transaction, on its

own, becomes meaningful only when viewed within a sequence of other transactions which proceeds and follow it. For example, a teacher may start a lesson by asking a question and a pupil responds by answering it orally. The teacher tells the pupil that he is correct and proceeds to give the class some information and then asks another question. Here there has been a sequence of oral transactions between teacher and pupil.

The "Analysis of classroom Transactions" (ACTs) is an instrument which is designed to record categories of oral transactions during, or from recorded, teaching-learning sessions. It identifies specific oral transactions and assigns a literal code to each e.g., if a teacher asks a question, to which there is a predictable correct conventional answer, the transaction is recorded as "cq", short for "closed question".

A prerequisite for a teacher who aspires to control his teaching behaviour to bring about defined pupil-learning objectives is an awareness of the nature of transaction, and the study of the Analysis of Classroom Transactions with practice in its use, will contribute to the development of such awareness.

ACTs (Analysis of Classroom Transactions) :

Coded Categories :

Transactions fall into four main areas within the oral domain:

1. Talk initiated by Teacher

2. Talk initiated by Pupil

3. Response of Teacher

4. Response of Pupil

<u>Definition and Literal Coding Symbol</u>

<u>For Each Category of Oral Behaviour:</u>

<u>TEACHER</u>

I. INITIATION

Substantive   —   Expository Talk – Statements of Facts –   -s

                               Explanation – Description, etc.

Personal   —   Teacher talks about own personal   -i

                               experiences, opinions, feelings.

Orientation   —   Reference to future learning e.g.,   -or

                               "In this lesson we shall be......."

Review   —   Reference to previous learning, either   -re

                               in a previous lesson or in the immediate

                               past during the current lesson.

Knowledge
Results   —   Feedback to pupils individually or in   -kr

                               groups about their achievements-specific

                               information such as grades, marks etc.

II. QUESTIONING :

Closed   —   Asking for simple recall of facts – names   -cq

                               of things, places, persons, processes,

                               etc. reproductive from memory e.g. "What

                               is the capital of France?".

Open   —   Asking for divergent, original,creative   -oq

                               answers (in contrast to conventional

                               factual replies).

Procedural	– Asking about methods of doing something e.g. "How did you do that?" "What is the first thing to do?"	–pq
Descriptive	– Asking for a description of something e.g.,"What can you see in that picture?"	–dq
Explanatory	– Asking for reasons – causal relations 'why' type questions.	–yq
Evaluative	– Asking for a judgement – a comparison – an assessment.	–eq
Personal	– Asking about experience, feelings	–iq
Modified	– A question repeated in a Somewhat different form.	–mq
Repeated	– A question repeated exactly	–rq
Rhetorical	– Questions which are really statements, no answer being expected.	–rhq
Elaborative	– Asking for a more detailed answer.	–elq
Knowledge of Results	– Asking pupils about their learning– e.g.,"Any questions?". Do you understand?"	–krq

III. DIRECTION :

| Procedural | – Directions how to do something. | –pd |
| | – Directions how not to do something. | –pdt |

Commands	- Orders related to norms of behaviour - obeying rules - disciplinary in nature.	
	- Do's	-d
	- Don'ts	-dt
Prompting	- Cues to help pupils answer a question, or do something.	-cu
Exhortation	- Encouraging pupils to raise their motivation e.g., "Let's see how well we can work today?"	-ex

IV. RESPONSE

Recognition of Feeling	- Accepting and clarifying an attitude or the feelings of a pupil or class in a work and friendly manner.	-f
Acceptance	- Indicating a pupil's answer is correct or acceptable.	- $\diagup$
Rejection	- Indicating that an answer is wrong or unacceptable.	- X
Praise	- Giving credit to a pupil or class : more than just acceptance.	- +
Blame	- Criticizing a pupil or class - derogatory remarks - ridicule - deflating.	- -
Elaboration	- Enlarging upon a pupil's answer - developing a pupil's idea.	-el
Closed response	- Short conventional answer to a question	-c
Open response	- Elaborated answer to a question.	-o

PUPIL

I. INITATION

Substantive	– As for teacher	– s
Personal	– As for teacher	– i
Knowledge of Results	– Feedback to teacher about their learning	– kr

II. QUESTIONING

As for Teacher : cq, oq, pq, dq, eq, iq, elq, krq.

Permission	– Asking the Teacher for permission to do something.	– Can

III. RESPONSE

As for Teacher : cr, or.

Don't know	– A response admitting ignorance.	– dk
Silence	– Pauses – short periods of silence.	– sil
Disruption	– Periods when smooth flow of the lesson is upset – chatter – shouting out by pupils.	– dis

RECORDING TRANSACTION

Method :

For the period of observation during which oral transaction is occuring, a code symbol is written down at the end of each 3-second interval to record the specific transaction taking place during this short period. If a particular transaction continues over the 3 seconds, record again for the next 3-second interval, and continue in this manner until another transaction takes place. It is not necessary to keep writing the code each 3-second interval; having written the code once, a dot can be marked after it for each succeeding 3-second interval. For example, if a teacher talked for 12-seconds giving instructions how to do something, it would be recorded as tpd...... The letter 't' indicates that the teacher is taking, 'pd' is the coding for procedural directions.

When a pupil starts talking, write the letter 'p' followed by the recorded codings.

The record is written across the page from left to right; here is an example :

Teacher : This lesson we are going to learn how to add fractions together. Open your books at page 20.

Pupil : Please, Sir, I know how to add fractions.

Teacher : Don't shout out, do as you are told. So far we have learned what a half, a quarter and a third are. We are now going to find out how to add a half and a third. Write the sum down in your book as I have done on the black-board.........
What do you think we have to do now ?

<u>Record</u> :

        t or pd, pi t   dt   re   or   pd   pq.

       Alternatively separate teacher and pupil comments by oblique strokes as follows :

       Or pd/i/dt re or pd. pq/. If a pupil talks immediately after another pupil a 'p' must be prefixed to the second boy's comments. If another pupil then speaks, another 'p' must be prefixed.