

Flander's Interaction Category System

Flander's thought of this method in 1959 this method was formulated for teacher effectiveness and student welfare. This method is used specially for verbal behaviour and class communication. The communication between the student and the teacher is generally verbal rather than non-verbal. Flander's believed that the verbal behaviour of the class reflects up on the general class behaviour. Verbal behaviour can be analysed with great faithfulness.

Flanders developed this method with his colleagues in Minisota University. With this method, any activity that takes place in 3 seconds or even the less can be systematically analysed. This is a factual and scientific method of analysis. The main importance of this method is the initiation and response between two or more individuals.

Flanders has divided the class behaviour between the students and teacher into ten categories. The division is as follows

- (a) Teacher talk – 7 Categories
- (b) Student talk - 2 Categories
- (c) Silence or confusion - 1 Category

First seven categories have also been divided into two parts. The first part is Direct Talk and the other is Indirect Talk.

MEANING OF VARIOUS CATEGORIES

(a) Indirect Influence -The teacher affects the students indirectly in this method in the following first four categories.

Category 1: Accepting Feelings - In this category, the teacher accepts the feelings of the students. In this category the students have the right to demonstrate their feelings, they are

Category 2: Praise or Encouragement - The teacher praises the activities of the students saying "good", "excellent" and encourages them by promoting them to explain or to "say more", "explain more", "elaborate further" etc.

Category 3: Accepting or using Ideas - In this category the teacher accepts the ideas of the students. He explains their suggestions or ideas in his own words or style.

Category 4: Asking Questions - This category includes only asking questions. After asking questions, the teacher should necessarily get the answers.

(b) Direct Influence or Direct Teacher Behaviour

Category 5: Lecture - This is a kind of verbal interaction, and this category is used for giving information or for apprising someone of some opinions or when the teacher is trying to explain something, or is discussing something.

Category 6: Giving Directions - Instructing the children to do something in the class is called giving directions like "all students will stand in front" or "sit down and do the work."

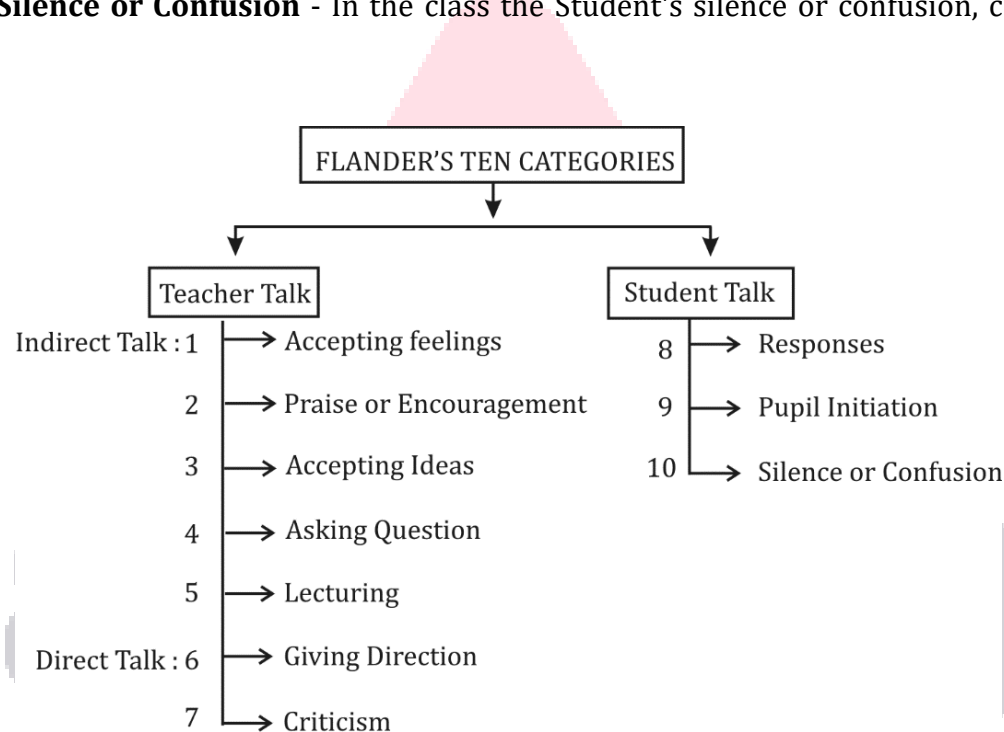
Category 7 : Criticizing and Justifying Authority - This is used, when the teacher criticizes a students for his improper behaviour, and says, "I don't like this" or "I will turn you out of the class", "Be silent", "Get out" etc.

(c) Pupil Talk - This has been sub divided into two groups. The first student Talk Response and the other is pupil Talk conversation.

Category 8 : Pupil Talk Responses - When the teacher asks questions from the students, then the students answer the questions and obey the instructions in a verbal manner, then all these responses come in this kind of category.

Category 9: Pupil Initiation - In this the students initiate the discussion, and are curious to ask questions and say something. This kind of response is included in this category. The expression of ideas by students is included in this category.

Category 10 : Silence or Confusion - In the class the Student's silence or confusion, comes under this category.



Advantages of Flander's Interaction Analysis:

- (1) Through this method, even without a sender, the information about interaction of the whole class can be got, with the help of Matrix.
- (2) This method provides proper feedback to the teachers and the pupil teachers.
- (3) This is an effective method to estimate the social and emotional atmosphere of the class.
- (4) This is a useful method for in-service teachers also.
- (5) Differences can be found on the basis of age, sex and subject matter by developing matrix.
- (6) This is a factual method of classroom teaching.
- (7) In this method the teacher lays greater emphasis on discussion.
- (8) This is an analytical method to know about each activity of the class.

Limitations of Flander's Interaction Analysis :

- (1) In this method full details of all the activities cannot be obtained and some behaviours cannot be categorized and go unobserved."
- (2) This method is related to the social skills of organizing the class - arrangements etc.
- (3) This is an expensive method, and it is not always possible to use it.
- (4) This is not a complete research method in itself.
- (5) Sometimes the class becomes monotonous, because figures and statistics have to be collected.
- (6) In this method, there are 7 categories of Teacher Talk and only 2 for student Talk. So very little attention is paid to student Talk.
- (7) Training faithful teacher is also a problem. Due to lack of such teachers, this method cannot be used.

