

PRAGYA COLLEGE

OF

EDUCATION

INTERNSHIP PROGRAMME

Course V - Group B

Flander's Interaction

Analysis System

SEMESTER - III

Index

SNO.	CONTENTS
1.	INTRODUCTION
2.	FLANDER'S INTERACTION ANALYSIS
3.	TECHNIQUE
4.	PROCEDURE
5.	ADVANTAGES
6.	LIMITATIONS
7.	OBSERVATION - 1
8.	OBSERVATION - 2
9.	OBSERVATION - 3
10.	OBSERVATION - 4

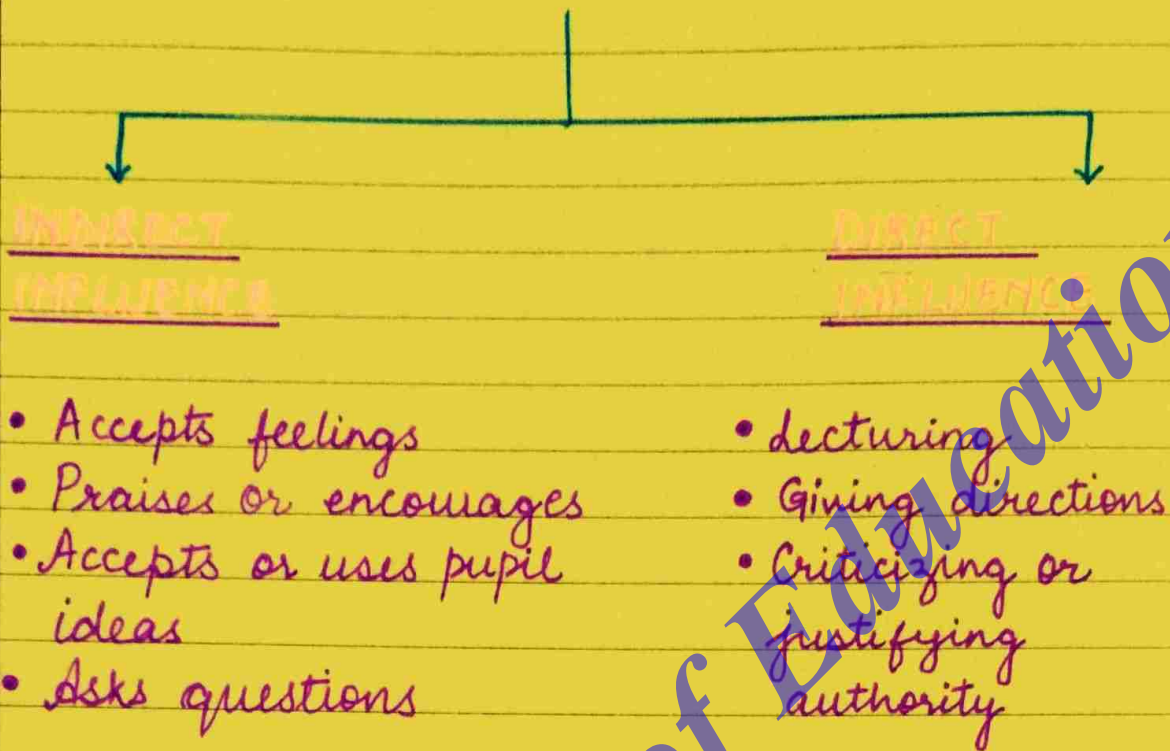
Flanders Interaction Analysis Technique

Flander has developed a ten categories system. The first seven categories are used when teachers are talking and next two categories are used when any pupil is talking and the last category is used to indicate the silence or confusion in the classroom.

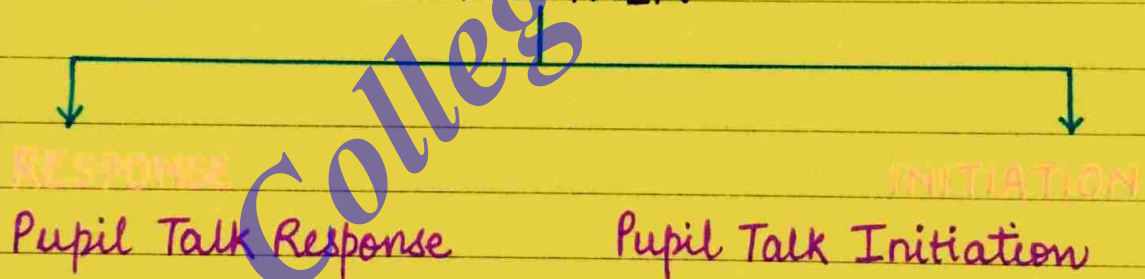
Flanders Interaction Analysis is concerned primarily with verbal analysis behaviour of teachers. Interaction analysis is primarily concerned with analyzing the influence patterns of the teacher and distinguishes those acts of teacher which increases pupils freedom of actions from those acts that decrease it.

“Interaction analysis is a process of encoding and decoding the study pattern of teaching and learning.”

TEACHER TALK



PUPIL TALK



SILENCE

Silence or Confusion

Description of Categories

In Flanders ten category system, all the events that occur in the classroom are classified into three major categories -

1. Teacher Talk
2. Student Talk
3. Silence

These categories or sections are sub-divided in order to make total pattern of teacher pupil interaction more meaningful.

Teacher talk is divided into -

1. Indirect Influence
2. Direct Influence

INDIRECT TEACHER BEHAVIOUR -

Category 1. ACCEPTANCE OF FEELINGS -

In this category the feelings of the pupils are

accepted by the teacher. He feels himself that the pupil should not be punished for exhibiting his feelings.

Category 2. PRAISE OR ENCOURAGEMENT

The teacher uses words 'good', 'better', 'correct' etc. while appreciating the activities of the pupils, so that the students will feel motivated.

Category 3. ACCEPTING IDEAS

It includes only acceptance of students ideas and not the acceptance of the expressed emotions. When a student make suggestion, the teacher may paraphrase the students statement, restate the idea more simply or summarize what the students have said.

Category 4. ASKING QUESTIONS

Questions can be very broad and give the student a great deal of freedom in answering.

DIRECT TEACHER BEHAVIOUR -

Category 5. LECTURE

Whenever the teacher is explaining, discussing or giving facts or information, lecture method is used.

Category 6. GIVING DIRECTIONS

The decision about whether or not to classify the statement as a direction or command must be based on the degree of freedom that the student has in response to teacher direction.

Category 7. CRITICIZING AND JUSTIFYING AUTHORITY

If a teacher is explaining himself or his authority, defending himself against the student or justifying himself the statement falls in this category.

Category 8 and 9. STUDENT TALK

RESPONSE AND INITIATION

If the student raise his hand to make a statement or to ask a question which he has not been prompted to do so by the

teacher, the appropriate category is 9.

OTHER BEHAVIOUR

Category 10 SILENCE OR CONFUSION

This category includes anything else not included in other categories.

Periods of confusion in communication, when it is difficult to determine who is talking are classified in this category.

Pragya College

PROCEDURE FOR CATEGORIZING TEACHER - PUPIL INTERACTION

The Flanders system of interaction analysis was originally used as a research tool and continues to serve this function.

To record classroom behaviour the observer sits comfortably in the classroom from where he can see and hear the students and the teacher.

He listens to communication, decides category that best represents the particular communication event and writes down the relevant category number simultaneously assessing the continuing communications.

Every three seconds the observer writes down the category number of the interaction he has just observed. He may use a tape recorder for the observation.