REVIEW ARTICLE

FLANDER'S TEN-CATEGORY SYSTEM AND PLAN AND PROCEDURE OF FLANDER'S INTERACTION ANALYSIS

Flander's Ten-Category System and Plan and Procedure of Flander's Interaction Analysis

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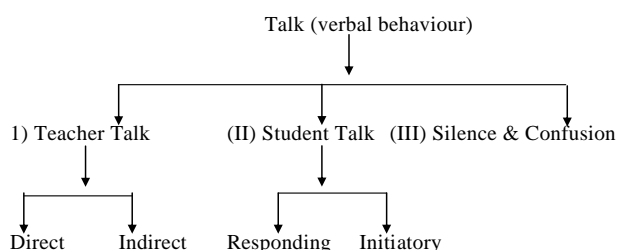[1]Research Scholar, Singhania University, Pacheri Bari, Jhunjhunu. Rajasthan

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INTRODUCTION

Flanders system attempts to categories all the verbal behaviour to be found in the classroom. It has two main categories or group: teacher talk and pupil talk. A third category covers other verbal behaviour i.e. silence or confusion.

An outline of entire verbal behaviour comprising of ten categories is given as:

Talk (verbal behaviour)

1) Teacher Talk   (II) Student Talk   (III) Silence & Confusion

Direct   Indirect   Responding   Initiatory

1. Accepts feelings

2. Praising & Encouraging

3. Accepting ideas

4. Asking Questions

5. Lecturing

6. Giving Directions

7. Criticism and justifying

8. Pupil Talk Response

9. Initiation

10. Silence or Confusion

The description of categories is given below:

(1)   (a) Teacher Talk – Indirect Influence

1.   Accepts feelings: Accepts and clarifies the feeling tone of the students in a non-threatening manner, Feelings may be positive or negative.

2.   Praises or encourages: Praises or encourages student's action or behaviour in this category ie. nodding head, saying yes, fine, good, excellent etc.

3.   Accepts or uses ideas of students: Clarifying, building or developing ideas as suggested by the students. Teacher extension of pupil ideas in included but as the teacher brings more of his own idea into play and shift to category 5.

4.   Asks Questions: Asking a questions about content our procedure with the intention that student answers.

(b) Teacher Talk – Direct Influence

Lecturing: Giving facts or opinion about content or procedure, expressing his own ideas, giving his own explanation, or citing an authority.

Giving Directions: Directions, commands, or orders with which a student is expected to comply.

Criticizing or justifying authority: Statements intended to change students' behaviour from non-acceptable to acceptable patterns; bowling some one out, stating what the teacher is doing, what he is doing, and extreme self-reference.

(2) PUPIL TALK

1. Student talk response: Talk by student in response to teacher. Teacher initiates the contacts or solicits the student statement or structures the situation. Freedom to express own ideas is limited.

2. Student Talk initiation: Talk by students which they initiate voluntarily expressing own idea, initiating a new topic, freedom to develop one's opinion and a

line of though, like asking thoughtful questions; going beyond the existing structures.

(3)   SILENCE OR CONFUSION

Pauses, short periods of silence and period of confusion in which the observer cannot understand the communication.

PLAN AND PROCEDURE OF FLANDER'S INTERACTION ANALYSIS

Material and method

There are following two processes of interaction analysis

(1)   Encoding or observation and recording of verbal behaviour

(2)   Decoding: (a) Construction of interaction matrix tables.

(b) Interpretation of Interaction matrix tables.

1. ENCODING

In this categories for classifying statements are established a code symbol. A symbol is assigned to each category by a trained observer. The trained observer acts like an automatic device highly discriminating and does without hesitation at the instant an event is recognisized. An observe site on the last bench of the classroom and observe, a teacher when he is teaching. At an interval of every three seconds he writes down that category number which best represents the communication even just complete. For instance, when teacher is lecturing the observer puts 5; when he asks questions he put 4' when student replies he puts 8' the procedure of recording events goes an at the 20-25 observation sin per minute.

DECODING PROCESS

CONSTRUCTION OF INTERACTION MATRIX TABLES

After encoding the classroom events into ten category system 10×10 matrix table is prepared for decoding the classroom verbal behaviour. The interaction matrix table consists of 10 rows and 10 columns.

The generalized sequence of the pupil teacher interaction can be estimated in this matrix table. It indicates what events proceed and what follow. The two continuous categories from a pair, this, a tally is marked in a particular cell. The first number in the pair indicates the row and second number show the column. For example (10-6) pair would be shown by a tally in the cell formed by row 10 and column 6 thus each number in a series once becomes row and once

becomes columns, the procedure is followed for preparing the matrix, after making the tallies for series, and each corresponding row and column total should be equal.

FLANDERS'S   INTERACTION   ANALYSIS SYSTEM

OBSERVATION-1

Name of the Teacher: Suman   **Class**: IX B

Subject: Science   **Topic**: Food Chain

Duration: 20 Minutes   **Observer**: Research Scholar

ENCODING

4, 6, 6, 7, 4, 4, 4, 8, 4, 8, 8, 8, 2, 5, 5, 5, 8, 10, 6, 2, 7, 6, 9, 8, 9, 8, 8, 10, 5, 6, 10, 10, 10, 4, 8, 5, 5, 5, 4, 10, 8, 2, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 10, 4, 4, 7, 7, 8, 10, 10, 10, 4, 4, 4, 7, 7, 7, 7, 10, 10, 8, 7, 7, 8, 8, 2, 2, 9, 9, 10, 5, 5, 5, 5, 5, 5, 10, 10, 5, 5, 5, 2, 10, 10, 5, 5, 5, 6, 6, 4, 4, 4, 8, 8, 7, 5, 5, 5, 5, 8, 8, 8, 4, 4, 7, 6, 6, 7, 7, 4, 10, 10, 4, 5, 5, 5, 4, 4, 8, 8, 8, 4, 4, 10, 10, 8, 2, 2, 2, 4, 4, 4, 8, 8, 3, 3, 6, 6, 2, 2, 6, 6, 6, 4, 4, 8, 8, 8, 5, 5, 5, 5, 4, 4, 4, 4, 4, 6, 8, 8, 4, 2, 2, 5, 5, 5, 5, 5, 10, 10, 10, 4, 4, 4, 6, 6, 4, 4, 4, 8, 8, 7, 7, 7, 5, 5, 5, 5, 4, 4, 5, 5, 6, 6, 6, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 10, 10, 4, 4, 8, 8, 3, 3, 3, 6, 6, 10, 10, 10, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 4, 4, 8, 8, 8, 8, 9, 9, 4, 4, 4, 4, 6, 6, 4, 4, 8, 8, 6, 6, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 3, 3, 4, 4, 10, 10, 8, 2, 2, 2, 2, 4, 4, 4, 4, 5, 5, 5, 10, 10, 10, 5, 5, 5, 5, 10, 10, 4, 4, 4, 10, 10, 10, 10, 5, 5, 5, 5, 10, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 8, 8, 9, 3, 3, 3, 6, 6, 5, 5, 5, 5, 5, 5, 6, 6, 6, 7, 7, 8, 8, 9, 9, 10, 5, 5, 5, 5, 5, 4, 4, 8, 9, 10, 10, 2, 2, 2, 5, 5, 5, 5, 5, 4, 4, 8, 8, 2, 5, 5

DECODING

10, 4, 6, 6, 7, 4, 4, 4, 8, 4, 8, 8, 8, 2, 5, 5, 5, 8, 10, 6, 2, 7, 6, 9, 8, 9, 8, 8, 10, 5, 6, 10, 10, 10, 4, 8, 5, 5, 5, 4, 10, 8, 2, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 10, 4, 4, 7, 7, 8, 10, 10, 10, 4, 4, 4, 7, 7, 7, 7, 10, 10, 8, 7, 7, 8, 8, 2, 2, 9, 9, 10, 5, 5, 5, 5, 5, 5, 10, 10, 5, 5, 5, 2, 10, 10, 5, 5, 5, 5, 6, 6, 4, 4, 4, 8, 8, 7, 5, 5, 5, 5, 8, 8, 8, 4, 4, 7, 6, 6, 7, 7, 4, 10, 10, 4, 5, 5, 5, 4, 8, 8, 8, 4, 4, 10, 10, 8, 2, 2, 2, 4, 4, 4, 8, 8, 3, 3, 6, 6, 2, 2, 6, 6, 6, 4, 4, 8, 8, 8, 5, 5, 5, 5, 4, 4, 4, 4, 4, 6, 8, 8, 4, 2, 2, 5, 5, 5, 5, 5, 10, 10, 10, 4, 4, 4, 6, 6, 4, 4, 4, 8, 8, 7, 7, 7, 5, 5, 5, 5, 4, 4, 5, 5, 6, 6, 6, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 7, 7, 5, 5, 5, 5, 5, 5, 5, 4, 4, 10, 10, 4, 4, 8, 8, 3, 3, 3, 6, 6, 10, 10, 10, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 4, 4, 8, 8, 8, 8, 9, 9, 4, 4, 4, 4, 4, 6, 6, 4, 4, 8, 8, 6, 6, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 3, 3, 4, 4, 10, 10, 8, 2, 2, 2, 2, 4, 4, 4, 4, 5, 5, 5, 10, 10, 10, 5, 5, 5, 5, 10, 10, 4, 4, 4, 10, 10, 10, 10, 5, 5, 5, 5, 10, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 8, 8, 9, 3, 3, 3, 6, 6, 5, 5, 5, 5, 5, 5, 6, 6, 6, 7, 7, 8, 8,

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9, 9, 10, 5, 5, 5, 5, 5, 4, 4, 8, 9, 10, 10, 2, 2, 2, 5, 5, 5,
5, 5, 4, 4, 8, 8, 2, 5, 5, 10

Pair Table

Sr. No.	Pair	Sr. No.	Pair
		29	8, 10
1	10, 4	30	10, 5
2	4, 6	31	5, 5
3	6, 6	32	5, 10
4	6, 7	33	10, 10
5	7, 4	34	10, 10
6	4, 4	35	10, 4
7	4, 4	36	4, 8
8	4, 8	37	8, 5
9	8, 4	38	5, 5
10	4, 8	39	5, 5
11	8, 8	40	5, 4
12	8, 8	41	4, 10
13	8, 2	42	10, 8
14	2, 5	43	8, 2
15	5, 5	44	2, 5
16	5, 5	45	5, 5
17	5, 4	46	5, 5
18	4, 8	47	5, 5
19	8, 10	48	5, 5
20	10, 6	49	5, 5
21	6, 2	50	5, 5
22	2, 7	51	5, 5
23	7, 6	52	5, 5
24	6, 9	53	5, 5
25	9, 8	54	5, 5
26	8, 9	55	5, 5
27	9, 8	56	5, 4
28	8, 8		

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