

## **Effectiveness of class room interaction at secondary levels in the light of flander's interaction analysis**

**Dr. SK Kaushal**

Associate Professor, MLRS College of Education, Charkhi Dadri, Haryana, India

### **Abstract**

Interaction between teacher and students is an essential part of teaching learning process. An educationist, Flander originally developed an instrument called Flander Interaction Analysis (FIA). FIA system was designed to categorize the types and quantity of verbal interaction in the classroom and to plot the information on a matrix so that it could be analyzed and interpreted. The results gave a picture as to who was talking in the classroom, how much and kind of talking that took place. This system consists of ten categories, namely, accepting feelings, praising or encouraging, using ideas of students, asking questions, lecturing, giving directions, criticizing or justifying student talk-response, student talk-initiation and silence or confusion. FIA became a widely used coding system to analyze and improve teacher- student interaction pattern. Perhaps few studies have been carried out regarding classroom interaction in India on this vital aspect of teaching learning process. The main objective of the proposed study was to explore effectiveness of classroom interaction at Secondary levels in southern Haryana of India using Flander's Interaction Analysis system. This study was significant because its findings and conclusions may stimulate teachers to improve their teaching behaviour in order to maximize students learning.

**Keywords:** Management, localised gingival, tunnel technique, tissue graft

### **Introduction**

The education system in India depicts an undesirable situation, especially the classroom environment. Teaching learning process in the country at Secondary level is too weak and our classroom environment is totally based on rote memorization. There is no provision for the development of intellectual and thinking skills among students who are given very less time for active participation and interaction. The teacher seems to be in a very dominant role in the class. Unfortunately, poorly structured classroom quickly deteriorate into a vacuous waste of time.

Recent research on teaching effectiveness based on large-scale meta-analysis conducted by Walberg (1986) indicates that the seven factors are key elements of effective teaching: engaged academic learning time, use of positive reinforcement, cooperative learning activities, positive class atmosphere, higher-order questioning, cues and feedback and use of advance organizers. The system of interaction developed by Flander shows how these elements lit together in actual classroom interaction.

Teaching elements can also be grouped into three general models of teaching. In the first model, the emphasis is on the transmission of knowledge. Use of advance organizers and direct teaching methods are its main features. The second model involves inquiry or discovery based teaching. It emphasizes the indirect method of open-ended questioning and building on student ideas. The focus of the third model is the quality of interpersonal relations. A positive classroom atmosphere is a central component of this model. Joyce emphasizes the need for a variety of teaching models. Instead of relying exclusively on any single model, he suggests synthesizing these models. Teachers thus need to practice the different skills involved.

Role of the teacher in making classroom climate conducive for learning is highly crucial. The classroom climate is built

up by the pattern of interaction between teacher and student's verbal exchanges, asking questions, responding and reacting. The most important factor in a classroom situation is the interactions and exchanges initiated by the teacher and students.

As a result of research with his coding instrument, Flander uncovered the two-thirds rule: about two-third of classroom time is devoted to talking, about two-third of this time the person talking is the teacher, and two-third of the teacher's talk is "direct" (that is, lecturing, giving directions, and controlling student). The two-third rule is actually three related two-third rules and serves to substantiate that, typically, teachers verbally dominate the classroom.

Originally developed as a research tool, Flander's Interaction Analysis became a widely used coding system to analyze and improve teaching skills. Flander's instruments were designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. The basic assumption of the system is that, in the classroom, the verbal statements of a teacher are consistent with his non-verbal gestures or, rather, his total behavior.

Flander has categorized the interaction of teacher and pupils in classrooms, there are ten categories in the system. Out of the ten categories in the system, seven categories are assigned to teacher's talk and two to students talk and the tenth category classifies pauses, short periods of silence and talk that is confusing or noisy. The seven categories assigned to teacher are again divided into indirect and direct influence. Categories 1 to 4 represent indirect influence and categories 5 to 7 represent direct influence. Indirect influence encourages student participation and freedom of action. Direct influence increases the active control of the teacher and often aims at conformity and compliance. Direct influence tends to increase the teacher's activity and restrains student behavior. The net effect is less freedom of action for the students.

The division of student talk into categories 8 and 9 provides a clue to the nature of freedom given to the students. Usually, but not necessarily, an excessive or above average pattern of direct teacher influence is associated with less student talk. An above average indirect pattern is associated with more student talk and this will be of self-initiated type. The use of only two categories to record all kind of student talk neglects a great deal of information but the major purpose of this system is the analysis of teacher influence. The purpose of category 10 is to record pauses, silence and periods of confusion. This is not intended to record longer periods of silence or confusion that exists for more than two minutes. The major feature of this category system lies in the analysis of initiative and response which is a characteristic of interaction between individuals. "To initiate" means to make the first move, to lead, to begin, to introduce an idea or concept for the first time and to express one's own will. "To respond" means to take action after an initiation to counter, to amplify or react to ideas which have already been expressed, to conform or even to comply with the will expressed by others. Normally, it is expected that the teacher should show more initiative than the pupils. With this ten-category system, it is possible to estimate the percentage of time of teacher talk, pupil talk, and more information is brought about by the teacher. Hence with this particular set of categories, it is possible to study the influence of the teacher statements only. The description of Flander's interaction analysis is given below:-

**Accept feelings:** The teacher accepts and clarifies the tone of feelings of the students in an unthreatening manner. Feelings may be positive or negative, predicting or recalling is included in it.

**Praise or encourage:** The teacher praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head and saying "um hm?" or "go on" are included.

**Accept or use ideas of students:** The teacher clarifies, builds, or develops ideas suggested by a student. As teacher brings more of his or her own ideas into play, shift to H 5.

**Ask questions:** The teacher asks a question about content or procedure with the intent that the student answers. The above four categories form indirect instruction by the teacher.

**Lecturing:** The teacher gives facts or opinion about content or procedure; expresses his or her own ideas, asks rhetorical questions.

**Directing:** The teacher gives directions, commands, or orders that students are expected to comply with.

**Criticizing or justifying authority:** The statements by the teacher are intended to change student behavior from unaccepted to acceptable pattern; bawling someone out; stating why the teacher is doing what he or she is doing in terms of self-reference. The above three categories form direct instruction by the teacher.

**Student talk-response:** This category includes talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

**Student talk-initiate:** This is the talk initiated by students. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk.

**Silence or confusion:** This includes pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observe.

Some people feel that Flander's work has underscored the fact that a teacher's verbal domination of the classroom conditions students to become passive and to be dependent on the teacher. This dependency has adverse effect on student attitude towards learning and student's performance in school. Flander found that when teachers are trained in his observation technique and become aware of the importance of language in the classroom, their verbal monopoly decreases. To use the Flander Interaction Analysis, one codes the verbal interaction in one of the ten categories in the Flander's Interaction Analysis Coding Instrument.

Perhaps few researches have been carried out in India about classroom interaction patterns. There is a need to study different patterns of classroom interaction at different educational levels in the light of Flander interaction analysis system.

The present study was designed to investigate the effectiveness of classroom interaction at Secondary levels in the light of Flander's interaction analysis system in southern Haryana of India. The study was further delimited to cities of Rewari and Mohendergarh.

The Main objective of the study was:

To explore the effectiveness of classroom interaction at Secondary level in the light of Flander's interaction analysis. The study focused on the effectiveness of classroom interaction at Secondary levels in the light of Flander's interaction Analysis. The researcher conducted an observational study of the classroom interactions at Secondary level. The main objective was to study the interaction patterns in our own context using Flander's interaction Analysis (FIA).

The population of the study comprised all the classroom of Secondary levels in southern Haryana. Twenty five classrooms at Secondary level, both male and female, were selected as sample of the study. A previously developed research instrument Flander's Interaction Analysis was used for the collection of data and six research hypothesis, restricted to the sample only, were derived, namely, two-third of the class room time is devoted to talking, two-third of this time the person who talk is the teacher and two-third of the teacher's talk is direct talk at Secondary level. Along with these, three more null hypotheses were formulated to generalize the results to the defined population, that is, there is no significance difference between the talking time at Secondary there is no significance difference between student talking time at male and female levels and there is no significance difference between silence time at male and female.

### Conclusions

On the basis of data analysis and findings of the study, following conclusions were drawn.

- More than two-third of classroom time was devoted to talking at Secondary level. More than two- third of the talking time was for teacher's talk and more than two-third of the teacher's talk was direct talk at Secondary level.
- More than two-third of classroom time was devoted to talking at Secondary level, more than two- third of the talking time was for teacher's talk and more than two-third of the teacher's talk was direct talk at Secondary level.
- Student talking time at Secondary levels differed in favour of female level classes where students talking time was greater than that at the male level. The talking time of teacher at female level was found greater than that at male level. Silence time at Secondary also differed. Silence time at female level was greater than that at male level.

### Recommendations

In the light of findings and conclusions of the study, the following Recommendations are made:

- As the study results reveal, the environment of the classroom is autocratic and in majority of the classrooms, direct teaching mode is used. Therefore, teachers should be given realization to create a democratic atmosphere in the classrooms. Teacher's direct teaching in the class be reduced at Secondary levels and indirect teaching be encouraged.
- The results of the study indicate that students in the classroom were passive. Therefore, students should be given more time for the participation in the classes at Secondary levels.
- It was observed in the classrooms that majority of the teachers used lecture method and they asked just lower-order questions. As it is said "To question well is to teach well", so teachers must ask higher-order questions in the class and use participative methods instead of straight lecturing.
- Majority of the trained teachers were unaware about classroom interaction and its importance. Therefore, special training to teachers should be given in this regard and classroom interaction theories may be included in teacher education programs at all levels.
- It was observed during class observations that teachers complained about overcrowded classes which make it difficult for them to control the class. For adequate interaction, the number of students in the classrooms may not be more
- It was observed during the study that when teacher teaches through interactive and participative mode, the administration and the students, especially at Secondary level, considered it wastage of time. Therefore, the administrators, principals and students may be provided awareness about the current pedagogical knowledge on classroom interaction.
- Student classroom activity should be encouraged. Silence or confusion time may be utilized by asking higher-order questions and by providing positive re

enforcement, and using Wait Time", as suggested by Mary (1986)

- Majority of language teachers were observed to be more directives in their teaching. Language teachers should be trained in observation techniques in order to decrease their verbal monopoly.
- The present study was conducted at Secondary level. Similar studies may be conducted at secondary level.
- Flander's Interaction Analysis was an instrument to study the verbal interaction but non verbal gestures and body language are equally, if not more, important. Non-verbal instrument may be used for studying non verbal interaction patterns.
- In the present study, the researcher himself made the classroom observations. At least two trained observers be employed in future studies in order to generate more authentic and reliable findings.
- The classroom observations in the present study were made obtrusively that might have changed the behaviour of teacher and students and resultantly, influenced the classroom interaction pattern. In follow-up studies, the observation may be conducted unobtrusively to overcome the unnatural behaviour patterns in the class.

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