

APPENDIX 1.1

The Flanders' Interaction Analysis Category System

A NOTE ON FLANDERS' INTERACTION ANALYSIS CATEGORY SYSTEM
(FIACS)

3.91

As mentioned in caption 4, FIACS has been used for the purpose of training teachers to produce certain teacher behaviour patterns in the classroom. The categories of FIACS is being given on the next page. In order to suit the needs of the experiment, the system was slightly modified with respect to the definitions of categories 6 and 7. In the original system they designate teacher initiation in terms of giving directions and criticizing or justifying authority. While in the modified system, the definition of categories 6 and 7 is as under:

Category 6 - Giving academic directions.

Category 7 - Giving corrective feedback. Telling a pupil the reason for his answer being judged as incorrect, giving him a hint to improve upon his response or replacing his incorrect answer by a correct one without condemning him, rather explaining the reason.

The other categories were coded as per instructions given in the Manual for understanding and improving teacher classroom behaviour by Amidon and Flanders (1967). The ground rules followed are also the same as given in the above mentioned Manual.

FLANDERS' INTERACTION ANALYSIS CATEGORY SYSTEM

Teacher Talk	Response	* 1. <u>Accepts feeling:</u> Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feelings may be positive or negative. * 2. <u>Praises or encourages:</u> Praises or encourages pupil action or behaviour. Jokes that release tension, but not at the cost of another individual; nodding head, or saying "um hm" or "go on" are included. * 3. <u>Accepts or uses ideas of pupils:</u> Clarifying, building or developing ideas suggested by pupils. Teacher extension of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
	Questioning	* 4. <u>Asks questions:</u> Asking questions about content of procedure, based on teacher ideas, with the intent that a pupil will answer.
	Initiation	* 5. <u>Lecturing:</u> Giving facts or opinions about content or procedures; expressing his own idea, giving his own explanation, or citing an authority to a pupil. * 6. <u>Giving directions:</u> Directions, commands, or orders to which a pupil is expected to comply. * 7. <u>Criticising or justifying authority:</u> Statement intended to change pupil behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
	Response	* 8. <u>Pupil-talk response:</u> Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	* 9. <u>Pupil-talk initiation:</u> Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, liking, asking thoughtful questions; going beyond the existing structure.
Silence		* 10. <u>Silence or confusion:</u> Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

* There is no scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale. (adapted from Flanders, 1970, 39).