Dr. Nobert Solomon
Assistant Professor, Shri
Vaishnav Institute of Social
Sciences, Humanities and Arts,
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore,
Madhya Pradesh, India

An overview of different classroom interaction models and the prominence of brown's model of interaction

Dr. Nobert Solomon

Abstract
Communication is a two-way process, and it occurs at all levels and in academics the sender and the receiver happen to be the teachers and the students. Though at large the students are at the receiving end however the feedback that students poses verbally and non-verbally also is a key take away for the teachers to explore and improvise in their pedagogy and as well at an interpersonal level. Hence interaction in the classroom is of utmost importance as it helps to institute a good rapport with the students. Flanders Interaction analysis Categories (FIAC) in its observation model includes two brief categories of Teacher and Student Talk and takes into consideration of the other category that is Silence. Foreign language interaction system (FLINT) succeeds to give objective feedback about classroom interaction to Foreign Language practitioners in assessing the nonverbal communication patterns and the turns of student and teacher talk in the language in use and native languages.

Bower's Instrument for Language Analysis in Language Classroom is basically used to establish in ascertaining which teaching functions enhances the communication opportunities of the students in their various patterns of discourse. It also examines the different interaction structures in terms of teacher managing the conversation and turn-taking. Sinclair and Coulthard's model of spoken discourse gives teachers an understanding of the communicative roles of the teacher and that of the students and of the language choice and the shifts made by the teacher in the classroom. This model highlights the level of interchange, shift and act and the way they join up.

Brown's Interaction Analysis System (BIAS) has only 7 categories of behaviour, the first 3 categories focussing on Teacher Talk, the two for Student Talk, One for Silence and one reserved for Unclassifiable behaviour.

This paper highlights how by studying different classroom patterns unclear thoughts are eliminated and personal experiences are substituted by an objective frame of reference by the teacher in his class. Defensiveness is lowered and managerial affairs and teaching improve with getting acquainted with the different classroom interactions.

Keywords: Defensiveness, classroom, interaction, pedagogy, verbal, nonverbal, social interaction, silence

Introduction
Bruner and Vygotsky's have very efficiently explained in their theories the role of social interaction in language acquisition. Great linguist M.A K. Halliday in Learning How to Mean. Explorations in the Development of Language briefs us about the meaning making as follows:

The child's task is to construct the meaning that represents his own model of social reality. This process takes place inside his head; it is a cognitive process. But it takes place in the context of social interaction, and there is no way it can take place except in these contexts. As well as being a cognitive process, the learning of the mother tongue is also an interactive process. It takes the form of the continued exchange of meaning between the self and the others. The act of meaning is a social act. The social context is therefore not so much an external condition on the learning of meaning as a generator of the meanings that are learnt. And part of the social context is the language that is used by the interactants – the language that the child hears around him. (139-140)

"For good ideas and true innovation, you need human interaction, conflict, argument, debate." - Margaret Heffernan (An Entrepreneur and Prominent Professor, USA)

The above statement is applicable for life as well as lively classroom. Interaction is the key word for efficient and effective teaching learning process.

Corresponding Author:
Dr. Nobert Solomon
Assistant Professor, Shri
Vaishnav Institute of Social
Sciences, Humanities & Arts,
Shri Vaishnav Vidyapeeth
Vishwavidyalaya, Indore,
Madhya Pradesh, India

The transactions of intellectual ideas are must for the healthy and happy classroom, healthy in terms of 'content' and happy in terms of 'presentation'. Language learning is possible in the prominent presence of intellectual interaction between – teacher and class, teacher and customized group of students, teacher and individual student, class and teacher, student, and student etc.

Interaction is also very necessary for the cognitive development of the child. Interaction is a two-way process between two speakers in a series of exchanges. It is just like a 'barter system' with 'win-win' situation. Both the parties involved (teacher and learner) are benefited in the process of interaction. The chief objective of teaching is for learning to take place. Between the processes of teaching and learning, interaction takes on the role of a mediator. Learning is an individual achievement, and language learning is more particularly so.

Different Classroom Interaction models

Learning is the real earning in the present scenario and this learning of 'classroom interaction analyses add a jewel in the crown of 'classroom performance' of both – teacher and learner.

Flanders Interaction Analysis Categories (FIAC) with its seven categories under teacher talk, two under pupil-talk and silence as tenth category truly helped to cement the relation between teacher and pupil. Flanders was the first to establish the tradition of interaction analysis so as teaching and learning pattern could be understood. His list of categories was intended for verbal interaction in the classroom, and he was not looking at language classroom but classroom in general. It was the first time that the micro functions performed in by the teacher were identified and their impact on learners were examined. FIAC defines what can be observed in the classroom including silence. Categories 1,2 and 7 relate to affect or emotion, Categories 3, 4, 5 and 9 relate to content, category 6 relate to procedures, and categories 10 accounts for what happens between communication events.

Moskowitz's Foreign Language Interaction Analysis (FLINT) further enhances and expands the horizon of interaction with 'indirect influence' and 'direct influence' under the aegis of 'teacher talk' and key components of 'student talk'. FLINT examines interaction in the foreign language classroom, and this is more classroom as language is both content and means of learning. Categories 1,2 and 7 relate to affect or emotion, Categories 3, 4, 5 and 9 relate to content, category 6 relate to procedures, and categories 10 accounts for what happens between communication events. Moskowitz used the same heads as that of Flanders but detailed functions under each head. The FLINT model was also loaded and focussed on teacher talk than pupil talk and most of the items in the FIAC list were subcategorized in the FLINT list. Moskowitz is useful in a language classroom where one is interested in noticing the details of how a teacher accepts feelings. There are about seven different items listed under category 5, which gives Information. This model however does not include peer interaction or a very detailed set of functions that pupils may use language for in the classroom.

Bower's Instrument for Language Analysis in Language Classroom is a simple and lucid set of seven categories of move that differentiates between the language used for social organizational purposes and the language used directly for learning and teaching. The categories under this model explained about the following items: Responding, Sociating, Organising, Directing, Evaluating and Eliciting. This model revolves around communicative language teaching methodology as it emphasizes on the participatory and functional approach of learning. Implementation of Bower's framework is helpful to assess the extent to which participation is seen. Awareness of its categories helps in monitoring the classroom interaction.

Sinclair and Coulthard's language analysis helps in the better analysis of the classes when compared to others. It uses classroom language for linguistic research in discourse analysis. There are 21 acts in this type of classroom interaction analysis. Few examples of the acts in Sinclair and Coulthard's language Analysis are, marker, starter, nomination, comment, reply, elicitation, directive, accept, check, prompt, meta statement etc. One of the primary reasons for the selection of this type of analysis is that the interaction in the given excerpt is of classical type in which a teacher asks the questions, and the students reply. Therefore, there is a formal discourse which is taking place in the classroom. However, there are instances in which the teacher asks the students to remain seated while answering to the questions which is probably a sign of making them comfortable so that there is participation. This also is a tactic to remove the anxiety of speaking in front of the class. Moreover, the appreciation that has been given to the students every time they answer also encourages the remaining students to participate. Although, there are instances wherein students do not reply at all, but these inhibitions have been successfully overcome by the teacher who keeps on encouraging the students. Apart from this, the use of acts like clarification and suggestion is easily possible in this model. However, there are some of the weaknesses of this model employed by Sinclair and Coulthard. There are several occasions when the communication fails due to apprehensions by the students. Additionally, the interaction is not sufficiently student centric as the teacher is the main communicator in the discourse. Although these weaknesses could be easily eradicated by the efforts of the teacher himself.

The implementation of the said analyses in classroom adds value regarding turns and talks between teacher and learners. The usage of such analysis resulted in the involvement and evolvement of pupil. The classroom becomes a happening place where there is caring and sharing. In context to 'teaching of English', interaction is based on intuition and innovation as the 'language learning' begins with intuitive thinking skills and ends with innovative presentation skills.

Note of the turns and talk of the teachers and learners in the class

Teacher: Good morning. I hope you all are doing well.

Class: Good morning Sir. We are doing well.

Teacher: Let's begin our class with a gem quote, as per our academic ritual. Who will volunteer?

Student one: Sir, I will take the privilege. The gem quote of the day:

The roots of education are bitter, but the fruit is sweet. – Aristotle

Teacher: Great. Commendable quote. Thanks for the needful. Now, let's us begin the lesson of today. Open your book and be on the same page number 21.

Class: Yes Sir, we are ready

Teacher- Today we are going to start with the topic English Word, before that let me ask you a question why is English important

Student Two: I will volunteer

Teacher: Ok

Student: English is the international language and hence it is essential

Teacher: Impressive, good one

Brown's Interaction Analysis System (BIAS)
Though not specifically meant for the language classroom, BIAS is a comparatively simple descriptive framework for analysing classroom verbal interaction. It can be used to scrutinize the sort of teaching and learning that is going on in the language classroom. The basic categories of description in BIAS, which are in essence a simplified and reduced version of Flanders' original ten categories, are as follows:

TL: Teacher lectures, describes, explains, narrates, directs.

TQ: Teacher questions, about content or procedure, which pupils are intended to answer.

TR: Teacher responds, accepts feelings of the class; describes past and future feelings in a non-threatening way; praises, encourages, jokes with pupils, accepts or uses pupils' ideas; builds upon pupil responses; uses mild criticism such as 'no, not quite'.

PR: Pupils respond directly and predictably to teacher questions.

PV: Pupils volunteer information, comments or questions.

S: Silence. Pauses, short periods of silence.

X: Unclassifiable.

Confusion in which communication cannot be understood; unusual activities such as reprimanding or criticizing pupils; demonstrating without accompanying teacher or pupil talk; short spates of blackboard work without accompanying teacher or pupil talk. (From Malamah-Thomas: 48)
Following Transcript as per BIAS (Brown's Interaction Analysis System) will give us a better understanding on the above categories:

Topic / Lesson: The English Word

TL	Word: Definition, Nature, Properties (The Three S = Sound – Structure – Semantic), Type and Usage
TQ	What is word? What is the fundamental difference between 'alphabets' and 'word'? Name the 'parts of speech'. What is the relation between 'article' and 'adjective'? Why to study 'word'?
TR	Motivation (extrinsic as well as intrinsic) to contributors and counselling to the non-contributors. Humour may add vivacity. Mild criticism for non-performers and undisciplined.
PR	The responses of pupils; Word is the combination of letters with sense. The sequence from A to Z is labelled as 'alphabets'. The 'parts of speech' roofs – noun, pronoun, adjective, verb, adverb, conjunction, preposition and interjection. The article is one of the types of adjective. Why 'not' to study 'word'?
PV	Why verb is so important? Welcome to the wonderful world of words. Why 'article' is an 'adjective'?
S	Silence: The pauses, pin drop silence, tranquillity
X	Unclassifiable: digressions and deviations, off-beat talks, breathing space

In nutshell, the 'learning outcome' of the lesson on 'the English word' (with the help of BIAS) is
- The understanding of grammatical perspective of the 'word'.
- The awareness of the nature and properties of the word.
- The types of the word – parts of speech.
- The usage of the word in a sentence.
- The utility factor of the word in personal and professional life.

Interaction is the key factor in the utility in the classroom about teaching learning process. Among the available model of interaction analysis, the Brown's Interaction Analysis System (BIAS) is better than others due to following reasons:

1. The involvement of 'teacher' as well as 'pupil' goes simultaneous.
2. The pattern of 'teacher interaction' is feasible: lecturing, giving information, questioning, providing feedback, praising, criticizing (with intention to improvise) and responding.
3. The focus is on 'response' in place of 'react'.
4. The pattern of 'pupil interaction' is direct and predictable to teacher's question. The pupil also volunteers information, comments and questions.
5. BIAS also gives importance to the power ad presence of 'silence' or 'pauses'.
6. BAIS also provides space for 'unclassifiable'.

7. Overall, BIAS is recommendable 'interaction analysis' due to its reciprocal nature (teacher-oriented as well as student-oriented).

The only limitation of BIAS is that it is more dominated by teacher and therefore pupil may hesitate to respond in certain situations. The recommendation can be that pupil should feel more comfortable and convenient to raise the query and this is easily possible if teacher will understand the dilemma of pupil and provide him or her more space and time. In this manner, the classroom will become learner – centred and will maximize the student participation. In other words, students will involve and evolve. The following excerpt may help to understand the better involvement of student:

Teacher	What is the role of word in the formation of a sentence?
Pupil One	Word is very important in the formation of a sentence because sentence is the combination of words in a sequence (Subject + Verb + Object).
Teacher	Good. Very logical.
Pupil Two	Sir, I believe that – it is impossible to even think of a sentence without the availability of word.
Teacher	Very well said. But you need to elaborate.
Pupil Three	Sir, words are the pearls in the necklace called sentence.
Teacher	Impressive figurative. But you need to support your statement with an appropriate example.
Pupil Four	The proper sequence of words resulting in meaningful sense is called as sentence; therefore 'word' plays the pivotal role in the formation of a sentence.
Teacher	Absolutely fine. Good explanation skills.

The above transcript or excerpt is an example to overcome the limitation of BIAS (Brown's Interaction Analysis System) whereby the student interaction is very high, and the response of the teacher is also up to the mark.

To conclude According to Chaudron in Second language Classrooms
The general picture of classroom interaction that results from teachers' questions is that questions alone may not promote a great amount of learner target language production or other interaction, unless the teacher is aware of the pitfalls of too closed, too fast, or too vague questions, or worse, too many repetitions of the same non-understood question….In tasks requiring exchange of information, it is likely that the special kinds of questions that negotiate comprehension and sharing of information will be needed and potentially useful to the learner." (Chaudron 131-132)

References
1. Halliday MAK. Learning How to Mean. Explorations in the Development of Language. London: Edward Arnold; c1975.
2. Malamah-Thomas A. Classroom Interaction. Oxford: Oxford University Press; c1987.
3. Chaudron Craig. Second language Classroom. Cambridge: Cambridge University Press; c1988.