

Implementing Flanders System in the Quantification of the Emotional Aspects of Teacher-Student Discourse

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Abstract

Flanders' system of interaction analysis (1970) is one of the most important models that have been widely used for the examination of the nature of the pedagogical discourse taking place between instructors and learners. This is due to the nature of such a quantitative analytical system that enables the researcher to measure the socio-emotional dimension embedded in teachers' discourse, with the potential of targeting different educational levels. Therefore, this paper aims to shed light on the usability of the model in conducting quantitative studies on pathos, aside from the rest of the qualitative discourse studies prevalent in the literature. Also, the analysis of pathos-related patterns in the context of educational discourse did not receive the same attention as other discourse types, despite the presence of many emotional appeals in the speech patterns of teachers, which are used in endorsing the learners' feelings and considering the social dimension of education. Since this paper is mainly concerned with teacher-student discourse, it must be noted that paying attention to the psychology of adults is not less important than that which should be present with younger learners, as the psychology of the student is no less complex than the psychology of the pupil. Flanders labels the socio-emotional verbal behaviour by the term "indirect influence", which is a key factor in drawing the learner's attention toward the content of education, as many studies have proven the existence of a positive correlation between this type of discourse and the potential of learning. On the other hand, the adoption of an authoritative discourse style in the classroom has counterproductive effects, and this pattern was referred to in Flanders Model as "direct influence". Taking into account the aforementioned data, we will try in this paper to explain how to gauge the socio-emotional tendency in teachers' discourse via statistical data, while presenting our findings in this regard through the application of Flanders interaction analysis system (FIACS).

Keywords: Flanders interaction analysis system, pedagogical discourse, pathos-related patterns, socio-emotional dimension, indirect influence.

1. Introduction

The analysis of discourse has always attracted the attention of language researchers. Among those areas of research that gained a lot of focus is inquiring about the rhetorical forces that characterize language use. Pathos is considered as one of discourse elements that a speaker can use for persuasion, or for leaving a particular impression or influence on a set of addressees. It is through the third Aristotelian mode of persuasion that an addresser serves to appeal to the emotions of an audience (Sanders, 2008). The use of verbal strategies falling within the frame of this rhetorical device stems from being informed, either consciously or subconsciously, about what may appeal to, or attract the attention of an audience. In the same sense, many language practitioners may display this kind of attitude when delivering their courses and EFL teachers make no exception in this regard. Timmerman (1995) points out that “teaching is not merely the value-free presentation of information for absorption by students. Rather, it is activity charged with intent to influence acceptance of and engagement with the material” (p.3). Drawing on the potential of this rhetorical device in increasing students’ involvement, the present paper aims to explore the tendency of teachers toward integrating pathos-related patterns in EFL lessons. Yet, before discussing the results, this paper presents the research question while explaining how Flanders’ model operates and how it can be used to attain the purpose of gauging teachers’ appraisal of the emotional dimension of learning.

This paper aims to answer the following question:

1-What are the percentage frequency distributions of discourse patterns related to “pure indirect influence” and “extended indirect influence” maintained by teachers in Algerian EFL classrooms?

2- Theoretical background

Teaching a second or a foreign language is a complicated process that requires practitioners to be well-informed about the principles that govern the process of acquisition. Among the factors that lie at the core of the learning process is the affective domain, which includes factors such as: self-esteem, inhibition, attitude, anxiety, motivation etc...(Brown, 2014). The substantial role of these affective variables is supported by a tremendous amount of empirical data (e.g. Dörnyei, 1998; Gardner & Lambert, 1972; Oller, Baca, & Vigil, 1978), as it is considered one of the axioms that teachers need to embrace in order to be successful in the delivery of content. For instance, Krashen's (1982) affective filter hypothesis suggests that learners' language intake is partially dependent on the levels of anxiety that learners experience inside classrooms. Hence, teachers need to secure a supportive learning environment in which the level of anxiety is low for increasing the potential of learning. Obviously, this can be achieved by using aspects of pathos that appeal to the emotions of students. Timmerman (1995) defined pathos as: "the arousing of emotion, such as friendship or kindness, within the targeted audience" (p.06). The former features can be sustained through pedagogical acts that involve the acceptance of students' feelings, the use of humour and jokes, and building on students' ideas for constructing knowledge.

The three mentioned moves are among the constituent categories of teacher talk that Flanders (1970) devised for coding classroom interaction. First, when the teacher endorses the feelings of students, he/she basically displays an empathic or at least a sympathetic behaviour toward those emotions. The use of empathy is directly linked to pathos strategies since the term empathy itself is derived from the Greek word "ἐνπάθος" which means "in/at pathos" (George & Liddell, 1968). Indeed, using pathos can be correlated with the use of rhetoric for empathetic appeals. In this respect, Shelton and Rogers (1981) state that "persuasive appeals to fear and empathy are both message factors that have been labelled pathos appeals" (p. 366). Second,

maintaining encouragement and humour, which is the second category in Flanders' model, is another strategy that accommodates the aspects of discourse so that they become supportive and appealing to the emotions and the psychology of students. Undeniably, the use of encouragement, jokes and laughter in classrooms is mainly about appreciating the affective side of learning, since the incorporation of such patterns is believed to increase the students' self-confidence and motivation alongside securing a friendly climate (Dörnyei & Csizér, 1998). Third, the acceptance of students' ideas by providing positive feedback and giving appraisal can heighten their self-confidence (Dörnyei & Csizér, 1998) and their self-esteem by showing students that their thoughts and contributions are not dismissed but rather taken into consideration and well accounted for by the teacher.

3. Flanders Interaction Analysis System (FIACS):

The period extending from 1960's to 1970's witnessed the inception of many discourse and interaction frameworks (e.g. Bellack et al 1966; Flanders, 1970; Moskowitz, 1971) designed with the purpose of promoting researchers to classify what happens inside pedagogical settings into various categories corresponding to verbal behaviour. Each one of those coding schemes was based on certain theoretical considerations supported by influential disclosures from research, and the newly attained understandings on the principles that govern the learning process. Subsequently, some of those coding schemes were either adapted or instrumentalised to examine discourse in language classrooms (e.g. Moskowitz, 1971; Wragg, 1970). FIACS was used extensively to determine the type of influence maintained by teachers in different settings of learning (Evans, 1970) including the measurement of the level of directness or indirectness of teachers' verbal behaviour inside language classrooms. Because the type of teachers' influence is associated with the affective atmosphere of interaction, the analytical model has been used for examining the socio-emotional climate of classrooms

(Bowen, 1973) at different educational levels and contexts of learning (e.g. Mehraj, 2016; Tiwari & Pandey, 2012).

This framework classifies teacher-student talk into ten categories, out of which seven are devised to categorise teacher talk (categories 1 to 7). The rest three categories are devoted to coding learners' talk (categories 8 and 9) and moments of silence or confusion (category 10) which occur at different intervals of classroom interaction (Flanders, 1970). The categories that distinguish the kind of verbal behaviour, addressed in this paper, are subsumed under the frame of teacher talk as they constitute the oral patterns transmitted through the verbal behaviour corresponding to categories 1 to 4. These latter are meant to be representative of those episodes in which the teacher embraces the socio-emotional aspects of learning by accepting the learners' feelings, using humour or encouragement, fostering students' ideas, and asking questions. On the other side of the spectrum, teachers' verbal tendency towards displaying authoritative behaviour is coded through the use of categories 6 and 7, which involve giving directions and criticising students. Obviously, this type of discourse lies in sharp contrast with the former since it neither falls in line with the principle of using pathos for persuasion nor accounts for the affective side involved in the learning process. To elaborate on the nature of this model more comprehensively, the following illustrative table is provided:

Table 1.*Flanders Interaction Analysis System (adapted from Flanders, 1974)*

Teacher talk	Indirect influence	<p>1-Accepting feelings: the teacher accepts or explains students' attitudes and expressed emotions in an unthreatening manner. The teacher displays empathic or sympathetic behaviour in relation to an emotional utterance made by a student. Predicting or recalling feelings are included.</p> <p>2-Praising or encouraging: providing support through the use of praise and encouragement. This kind of teachers' speech usually follows students' contributions through short utterances (e.g. Good! Excellent!) or longer utterances (e.g., You are absolutely right!). The use of humour and jokes that release tension is also included, but not at the expense of another student.</p> <p>3-Accepting or using ideas of students: the teacher clarifies, builds, or develops ideas provided by students. Teachers' extensions of students' ideas are included. Once the teacher starts bringing his/her own ideas, this signals a shift to category 5.</p> <p>4-Asking questions: asking questions that serve to elicit a response from students about the content of the lesson or any other subject. Rhetorical questions are not included.</p>
	Direct influence	<p>5-Lecturing: giving factual information or a point of view about a given subject, discussing ideas or concepts, and asking rhetorical questions.</p> <p>6-Giving directions: the teacher makes instructions that students are expected to obey or comply with by reacting in accordance to the given orders or the directions they received.</p> <p>7-Criticizing or justifying authority: issuing authoritative and critical statements with the intent of changing students' behaviour from unacceptable to acceptable. Utterances that involve self-justification and excessive self-references are included.</p>
Student talk		<p>8-Student talk-response: this category represents the students' responses to teachers' elicitations. The teacher initiates the contact or solicits student statements through questions, or by commanding a student to take part in the discussion.</p> <p>9-Student talk-initiation: it happens when the student initiates or participates in class discussion without being directly nominated or compelled to do so. This category is coded whenever the observer perceives a student's move as an act of initiation; the willingness of students to communicate is an important factor that should be appraised by the observer.</p>
Silence / confusion		<p>10-Silence or confusion: it involves pauses exceeding three seconds, and moments of confusion or disruption in which communication cannot be understood by the observer.</p>

The four first categories, in the table above, are associated with appraising the emotional-related state of learners. Though asking questions (category 4) is probably more related to the objective of engaging students on a cognitive level during classroom discussions, it can be also used as a strategy through which the teacher shows his/her interest in the students' ideas and appreciation of their intellectual ability. The importance of such a strategy may be more important when dealing with adult students whose self-esteem and confidence might be partially dependent on the intellectual contributions that they bring about to the content discussion. Yet, teachers' use of questioning is not accounted for in this study since we are dealing with categories related to "pathos" only. Asking questions is hereby perceived to be more related to "logos" since in language research literature they are often believed to activate the learners' reasoning faculties, critical thinking and engage them more on an intellectual and cognitive level (e.g. Kim et al, 2017; Li, 2016; Şeker & Kömür, 2008).

3.1. FIACS encoding procedure:

The data collection procedure for a researcher who wants to implement this model for the quantification of teacher-student verbal behaviour is primarily associated with classroom observation and the coding process of categories. Coding refers to the act of reporting the discourse patterns used in interaction by assigning each utterance made in the lesson to its corresponding category. The act of coding takes place in real-time by writing down on a sheet paper each category of discourse at intervals of three seconds (Buchman, 1973). Consequently, the observer will have a series of categories which will be structured into a set of pairs (Li et al, 2011). For instance, a typical sequence may take the following form:

Example: 10, 5, 5, 5, 4, 8, 8, 2, 3, 3, 5, 5, 5, 5, 10

The next move that a researcher is supposed to carry out for arranging the previous categories involves forming the following pairs:

Row X, Column Y (X, Y): (10, 5); (5, 5); (5, 5); (5, 4); (4, 8); (8, 8); (8, 2); (2, 3); (3, 3); (3, 5); (5, 5); (5, 5); (5, 5); (5, 10)

The previous pairs will be subsequently inserted into a 10x10 matrix by allocating each first number in each pair to its representative row and each second number in each pair to its corresponding column (Buchman, 1972). The matrix in our example will be formulated by drawing on the previous sequence of pairs as follows:

Table 02.

An exemplary matrix

Category	1	2	3	4	5	6	7	8	9	10	Total
1											0
2			I								1
3			I		I						2
4								I			1
5				I	IIII					I	7
6											0
7											0
8		I						I			2
9											0
10					I						1
											N=14

Note. N represents the total number of categories

On the basis of similar matrices, the researcher can proceed in identifying the behaviour ratios according to a set of calculation formulas that were devised by Flanders for the quantification of teacher-learners patterns of verbal interaction. Since our study is concerned with the emotional aspects of discourse, we will focus only on two ratios that can be derived

from similar matrices for estimating the degree of pure “indirect influence” and extended “indirect influence”. This will be done by summing up the total frequency of categories 1 to 3 and the frequency of extended use of cells from 1 to 3 in each lesson and then dividing them by the total number of categories N. The obtained value will be multiplied by 100 in order to obtain the percentage of the concerned type of verbal behaviour in each lesson. The used procedure and calculation formulas will be explained and illustrated further in the next section.

4. Methodology:

This study represents a quantitative descriptive research design that implements classroom observation for the collection of data through the classification of teacher-student verbal behaviour into a set of 10 categories. This researcher relied on the database used in his doctoral thesis for the generation of new unaddressed results and statistics, which are presented in this paper. The procedure of data collection took place at the departments of English at the level of two Algerian universities within which six third year’s lessons were observed with six different EFL teachers. The total amount of observational sessions was six hours. The present researcher implemented FIACS as a framework for coding data and for calculating pertinent ratios of emotional discourse along with the percentages belonging to their constituent categories and representative cells. The data was constantly coded in real-time at intervals of three seconds throughout the observational sessions. Subsequently, SPSS version 28 software was used for the statistical analysis of the data derived from the formulated matrices.

The aim of the analysis is embodied in the quantification of two essential interaction ratios. The latter are perceived to be partially indicative of the tendency of teachers toward appreciating the emotional side of learning. The first is represented in the extended direct influence that was sustained by teachers. The formula for this variable is offered below (based on Bushman, 1972; Pfau, 1977):

Extended Indirect Influence (EII): [Cells (1-1) + (1-2) + (1-3) + (2-1) + (2-2) + (2-3) + (3-1) + (3-2) + (3-3)] / Total tallies X100.

The ratio calculated from the previous formula provides an index about the extent to which a teacher issues successive moves embedded with praise, encouragement and acceptance of students' ideas for episodes longer than three seconds (Pfau, 1977). This ratio was also referred to in the literature as "sustained expansive activity" (e.g., Coats, 1972).

In pursuit of the objective of this study, category 4 was omitted from the following formula (ITT) in the light of the already discussed considerations at the end of section 3 in which it was argued that teachers' questions (category 4) are more related to the appreciation of the cognitive side of learning:

-Indirect Teacher Talk (ITT) = (Categories 1+2+3+4) / Total tallies X100.

The new calculation procedure is therefore based on the formula below. Total tallies refer to the total number of coded categories (N) in each session.:

-Revised Indirect Teacher Talk (RITT) = (Categories 1+2+3) / Total tallies X100

This adaptation will allow us to quantify those utterances that were made by teachers for sustaining emotional support in relation to the overall number of categories that took place in each lesson. Category four was eliminated to reach accurate results about the percentage frequency of pure emotional discourse in educational settings. The overall mean percentages of EII and RITT are calculated for the sake of identifying the average tendencies of EFL teachers in maintaining those patterns.

5-Results:

The descriptive statistics employed in this study unveiled a multitude of significant findings, including the proportional frequency of emotion-related categories exhibited by

teachers during Algerian EFL lessons. In this regard, the values of RITT spanned from a minimum portion of 4.08% in class D to a maximum value of 22.31% in class C. The mean percentage of RITT across the observed six lessons was 19.98%. The standard deviation was 3.18 and the range had an estimated value of 8.23. The rest of the obtained results are illustrated below:

Figure 1.

The percentage frequency of emotion-related categories of discourse in EFL lessons

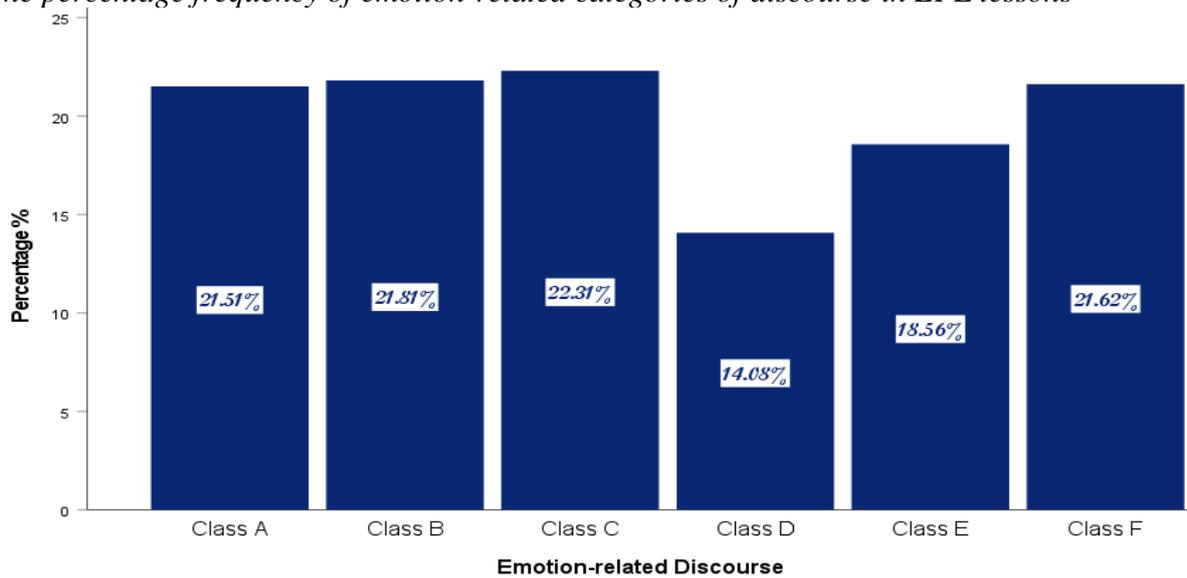


Table 3.

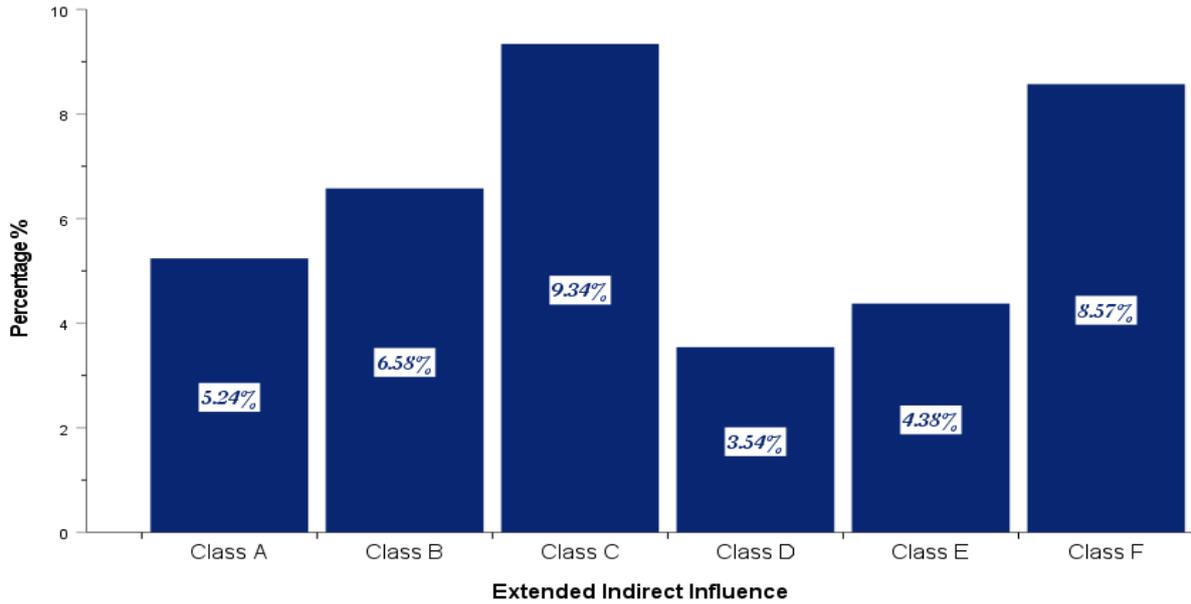
Descriptive statistics about RITT ratios

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
RITT	6	14.08	22.31	19.9828	3.18196	-1.693	.845	2.428	1.741
Valid N	6								

Moreover, results concerning teachers' use of extended indirect influence (EII) indicated that ratios ranged from 3.54% in class D to 9.34% in class C. The mean percentage of EII across lessons was 6.28% with a standard deviation of 2.32. The rest of the results are displayed below:

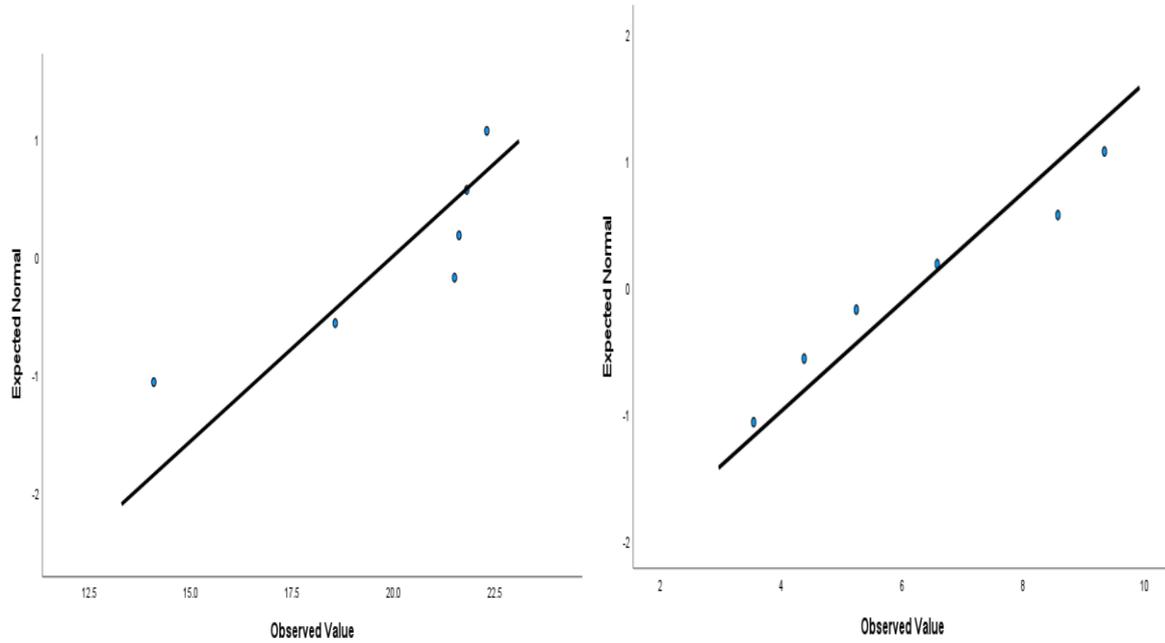
Figure2.

The percentage frequency of extended emotion-related speech in EFL lessons

**Table 4.***Descriptive statistics about EII ratios*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
EII Ratio	6	3.54	9.34	6.2754	2.31899	.304	.845	-1.752	1.741
Valid N (listwise)	6								

In order to determine whether our data set was normally distributed, the researcher made use of Q-Q plots and z-values which were derived from dividing skewness and Kurtosis values by the standard errors (Std. Error). As can be noted from Figure 3, the ratios in the scatter plot of EII are diagonally clustered while those corresponding to RITT are slightly skewed. Moreover, the calculated z-values derived from skewness (z-value=0.36) and kurtosis (z-value=-1.01) indicate that EII ratios, constituting the data set, conform to the standards of normal distribution. Those values pertaining to RITT showed a relatively higher degree of skewness (z-value=-2.01) but still were within an acceptable range drawing on kurtosis (z-value= 1.39).

Figure 3. Normal Q-Q Plot of RITT and EII respectively (from left to right)

Discussion

The findings obtained in this study indicated that teachers relied heavily on emotion-related aspects of discourse for the delivery of content. The average percentage of RITT (19.98%) showed that almost one-fourth of classroom interaction in EFL lessons was embedded with the use of categories that encourage students to participate and increase their motivation toward the learning process. This can attest to the awareness of teachers about the importance of the affective dimension involved in the teaching-learning process. Here it should be noted that for the assumption of normality to be retained with a sample composed of 6 observational sessions (sample size < 50), the z-values should range from -1.96 to +1.96 (Kim, 2013; Mishra et al, 2019). Though the z-value derived from the skewness of RITT ratios (z-value = -2.01) surpasses slightly that range, it does not suggest the existence of a very significant asymmetric distribution (z-value = -2.01 > -2.58). Because the absolute skewness of RITT (-1.693) is below that threshold (-1.693 < 2), the distribution of RITT data is not considered to be problematic. The normality of the data set can be deemed appropriate, particularly in view of

the acceptable degree of tailedness (peakedness) reflected by the z -value=1.39 of Kurtosis. Though the previous mean of RITT should be interpreted with some caution, it can still be regarded as an approximate mean value.

The result concerning the mean value of EII is considered to be more important for two reasons. The first one is related to the fact that the latter index gauges the teachers' verbal patterns involving the maintenance of emotional support at a steady pace through intervals that exceed three seconds, and therefore it can be very informative about the emphasis of teachers on securing a supportive atmosphere. The second reason is associated with the normal distribution of EII ratios as the verbal behaviour of teachers did not vary in a significant way, which renders the obtained mean a representative value vis-a-vis the examined sample (see Mishra et al, 2019).

Overall, the findings implied that a large proportion of pedagogical discourse (19.98%) encompasses categories that align with the concept of "indirect behavior," aimed at fostering student freedom in the classroom and encouraging their active participation and engagement in classroom discussions (Flanders, 1970). Furthermore, the findings unveiled that the extended use of praise, encouragement, and acceptance of students' ideas comprised an average of 6.28% (EII= 6.28%) in relation to the overall amount of the examined interaction (N). This ratio is indicative of the amount of time spent by teachers in maintaining motivational verbal behaviour (Buchman, 1972) as it attests to the emphasis directed toward the appreciation of the affective dimension of learning.

Conclusion

This paper discussed the feasibility of Flanders' model in the quantification of patterns related to pathos strategies through which teachers attempt to motivate and attract students' attention to the content of education. The findings showed that emotion-related patterns of teachers' verbal behaviour played a key role in shaping the interaction taking place in EFL

lessons. This implies that teachers were probably conscious of the importance of the affective domain involved in learning and the positive effects of maintaining a supportive atmosphere during interaction. Nevertheless, for obtaining more accurate results with a higher degree of representativeness in relation to the aspects of socio-emotional discourse within the local context of Algeria, further studies comprised of larger samples need to be carried out. Also, other interaction ratios can be used for assessing additional aspects of emotional discourse. This paper paves the ground for other researchers to conduct similar studies as it promotes the replication of the used procedures in order to attain more accurate results and to reach a higher level of research representativeness.

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عنوان المداخلة بالعربية:

توظيف نظام فلاندرز في القياس الكمي للجانب العاطفي في خطاب الأساتذة مع الطلبة

الملخص

يعتبر نظام تحليل التفاعل لفلاندرز (1970) أحد أهم النماذج التي عرفت إقبالا كبيرا من طرف الباحثين في طبيعة الخطاب البيداغوجي بين الأساتذة و المتعلمين بصفة عامة. و ذلك يرجع لطبيعة هذا النظام التحليلي الكمي الذي يُمكنُ الباحث من قياس البعد العاطفي و الاجتماعي الذي يتبناه الأساتذة في خطابهم، باختلاف المستويات التعليمية التي يمكن التطرق إليها في الأبحاث. لذلك فإن هذه المداخلة تهدف لإلقاء الضوء على قابلية استعمال النموذج في دراسات كمية حول الباتوس بغض النظر عن باقي دراسات الخطاب النوعية الأخرى التي لطالما تمحور حولها هذا الموضوع. كما أن تحليل أنماط الباتوس في سياق الخطاب التعليمي لم يلق نفس الاهتمام الذي حظت به أنواع أخرى من الخطاب رغم وجود الكثير من النداءات العاطفية و الوجدانية في الأنماط الكلامية للأساتذة و التي يتم استعمالها مُراعاةً لمشاعر المتعلمين و اعتبارا للجانب الاجتماعي في التعليم. بما أن هذه المداخلة تختص أساسا بخطاب الأساتذة مع الطلبة فيجب الإشارة الى أن الاهتمام بالجانب النفسي للبالغين لا يقل أهمية عن ذلك الذي يجب أن يكون مع الأقل سنا، فنفسية الطالب لا تقل تعقيدا عن نفسية التلميذ. في هذا السياق، يصف فلاندرز السلوك العاطفي الاجتماعي تحت مسمى "التأثير غير المباشر" و الذي يعتبر عاملا أساسيا في جلب انتباه المتعلم للمحتوى الدراسي حيث أثبتت العديد من الدراسات وجود علاقة طردية بين هذا النوع من الخطاب و إمكانية الإستيعاب. في المقابل، فإن تبني أسلوب خطاب سلطوي داخل القاعات الدراسية يترتب عنه آثار عكسية و هذا النمط تمت الإشارة إليه في نموذج فلاندرز تحت عنوان "التأثير المباشر". مع أخذ المعطيات التي سلف ذكرها بعين الاعتبار، سنحاول في هذه المداخلة تقديم شرح لكيفية تقييم النزعة العاطفية الاجتماعية في خطاب الأساتذة بطريقة إحصائية، مع تقديم النتائج التي توصلنا إليها في هذا الصدد من خلال تطبيق نظام فلاندرز لتحليل التفاعل.

الكلمات المفتاحية: نظام تحليل التفاعل لفلاندرز ، الخطاب البيداغوجي ، أنماط الباتوس ، البعد

العاطفي و الاجتماعي ، التأثير غير المباشر.