

# An Impetus for Change: Classroom Analysis Using Sinclair and Coulthard's Model of Spoken Discourse

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## Abstract

Analyzing classroom talk using the Sinclair & Coulthard model of spoken discourse gives teachers an awareness of two important features of the classroom: the communicative roles assumed by both teacher and student and the language choices made by the teacher. This paper examines an application of the Sinclair & Coulthard model, particularly at the level of exchange, move and act and the manner in which they interrelate. Looking at the usefulness of this kind of analysis in two types of activities in the classroom for understanding classroom communication and communicative patterns in discourse allows teachers to objectively understand the choices they make and how those choices impact the communication that is likely to take place in the classroom.

**Keywords:** Discourse analysis, Spoken discourse, Sinclair, Coulthard, Communicative roles, Exchange, Move, Act

## 1. Introduction

For many EFL teachers our purpose is to better enable our students to communicate in the L2 outside the classroom. However, in many EFL contexts this type of preparation for real world communication does not take place; students are given minimal opportunities for use of the L2 and when it does arise it is mostly in the form of a response function. By analyzing classroom talk using the Sinclair & Coulthard model teachers can become more aware of two important features of the classroom: the communicative roles assumed by both teacher and student and the language choices made by the teacher. This awareness can act as a springboard for change in classroom interaction to create a more truly communicative environment that can better prepare students for real world communication.

The purpose of this paper is to first give a brief overview of the Sinclair & Coulthard model, examining it particularly at the level of exchange, move and act. From there, the author will describe the context in which his application of the model took place before commenting on the ease and difficulty of fitting the classroom data into the model. Finally, the writer will examine the usefulness of this kind of analysis for understanding classroom communication and how this understanding can lead to more effective teaching strategies.

## 2. Sinclair and Coulthard Model

Sinclair & Coulthard's spoken discourse model was developed in 1975. The model was based on a rank scale drawn from Halliday's (1961) rank scale on the description of grammar. The model proposed to show how interaction in the classroom takes place by taking a linguistic and functional look at discourse. The structure for the Sinclair & Coulthard model was originally developed through the application of transcripts taken from primary school classroom settings in the 1970's. However, these settings were primarily teacher centered which has led to criticisms of the model as most modern classrooms do not reflect the structure of the data out of which the model arose. Nevertheless, it remains a relatively powerful model that allows us to objectively evaluate communication that occurs in the classroom.

### 2.1 *The Rank Scale*

Sinclair & Coulthard's model takes a structural look at classroom conversation by breaking the discourse down into five ranks: lesson, transaction, exchange, move and act, which relate hierarchically; each rank is realized by the rank below it. The following is a diagram of DA model rank-levels based on Seigel (2008: 3)

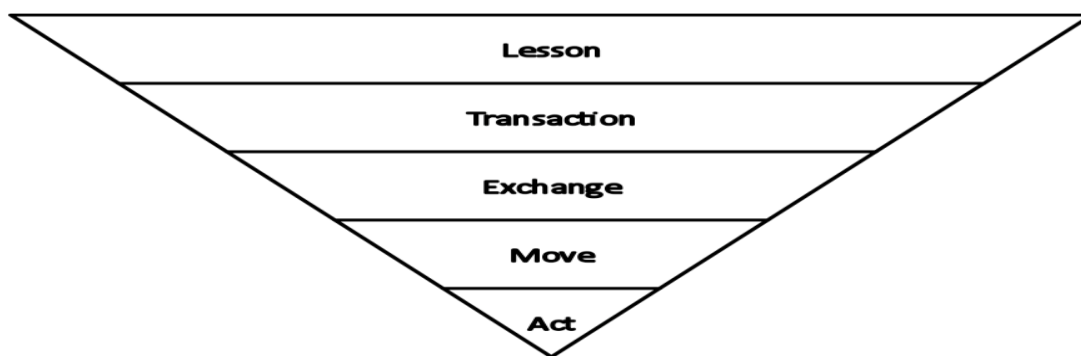


Figure 1. Diagram of Sinclair & Coulthard's model rank-level

For the purposes of our analysis we are interested only in the levels of exchange, move and act and the manner in which they interrelate: acts realize moves and combinations of moves realize exchanges. We shall take a more detailed look at these rank levels and their relationship with each other below.

### 2.2 Exchange and Moves

There are two types of exchanges: boundary and teaching exchanges. Boundary exchanges mark off stages in the discourse and are realized by either a framing move, a focusing move or a combination of both. Teaching exchanges consist of I (opening) R (response) and F (follow-up) moves. There are eleven subcategories of teaching exchanges. These sub-categories can be found in Tables 1 and 2 below, which are based on Raine (2010: 7).

Table 1. Sub-categories of free exchange

Sub-class of exchange	Structures	Function of exchange
Teacher inform (Inform)	I (R)	To convey information to the pupils
Teacher direct (Direct)	I R (F)	To elicit a non-verbal response from the pupils
Teacher elicit (Elicit)	I R F	To elicit a verbal response from a pupil
Check (Check)	I R (F)	To discover how well students are getting on and identify any problems
Pupil elicit (P-Elicit)	I R	To elicit a verbal response from the teacher
Pupil inform (P-Inform)	I F	To convey information to the teacher

Table 2. Sub-categories of bound exchanges

Sub-class of exchange	Structures	Function of exchange
Re-initiation (i) (Reinitiation)	I R Ib R F	To induce a response to a previously unanswered question
Re-initiation (ii) (Re-initiation)	I R F (Ib) R F	To induce a correct response to a previously incorrectly answered elicitation
Listing (Listing)	I R F (Ib) R F	To withhold evaluation until two or more responses are received to an elicitation
Reinforce (Reinforce)	I R Ib R	To induce a (correct) response to a previously issued directive
Repeat (Repeat)	I R Ib R F	To induce a repetition of a response

Six of the above exchanges are labeled as free exchanges and are defined by their function and by the type of head act in the initiating move. Whether the teacher or student initiated the exchanges also effects the categorization. The five remaining exchanges are bound exchanges in that they normally contain no initiation and thus are bound to the previous exchange's function in some way.

### 2.3 Moves and Acts

Moves are composed of acts, which are the smallest units in the Sinclair & Coulthard model and define the function of utterances made by the teacher and students. Sinclair & Coulthard (1992) list twenty-two acts (see Appendix I.) These acts combine to make the five classes of move. Each participant can perform separate acts and it can take more than one such act to accomplish the purpose that the initiator of the exchange has in mind. The three most common acts in the opening move of an exchange are 'elicitation', 'directive' and 'informative' whose functions are, respectively, to request a linguistic response, to request a non-linguistic response such as writing or listening, and to convey facts or ideas (Brown, 2010: 32).

### 2.4 Modifications

A modification to the original 1975 model proposed by Willis has been adopted in the analysis to allow the act acknowledge to be accepted as head of a follow-up move in an eliciting exchange (Willis, 1992: 118). This modification proved useful in fitting my data to the model and in distinguishing between display and referential questions in eliciting exchanges and is evident in the analysed data.

## 3. The Analysis

For the purposes of this paper the author will briefly describe the context in which the analysis took place in addition to the material that was used and the method employed in the presentation of the analysis.

### *3.1 Context*

An audio recording was made from a seventy-minute conversation class taught at Hankuk University of Foreign Studies, South Korea. This particular class focused on conversation skills and was held four times a week for twelve weeks. The class was comprised of seven students who were undergraduate majors in Spanish, Russian, Statistics, Engineering, International Business, and Biochemistry. The students were all native Korean speakers and were classified as intermediate level L2 learners at the time of the recording. Permission was obtained from all students and the department before the recording, transcription and analysis of this data took place.

The teacher is a native English speaker and the researcher and writer of this paper. He has basic conversational Korean, which accounts for the utterance “Jinja” in some of the follow up moves seen in exchange ten and seventeen which translates into English as ‘really’. The transcription was made near the end of the semester, so the teacher knew the students relatively well and felt comfortable engaging in personal discussions where ideas and opinions were shared freely.

### *3.2 Analysed Material*

The transcription (see Appendix II) reflects two types of activities in the classroom. The first is a teacher centered activity based on checking the answers of a listening test while the second is a more communicative activity involving a discussion based on personal opinions regarding private and public schools. The reason for selecting this fifteen minute segment of the class for analysis was to see how easily the data retrieved from both a teacher fronted activity and a communicative activity would fit into the model in order to draw a comparison between the two.

### *3.3 Presentation/Description of Analysis*

After transcribing my data, I then analysed the transcription by applying it to Sinclair & Coulthard’s model. I first went through the transcription and divided it into moves. This meant identifying framing and focusing moves as well as opening, answering and follow-up moves. I then divided the moves into acts and assigned them act labels. In my analysis (see Appendix II) exchanges are presented horizontally across the page. Opening, answering and follow-up moves are presented vertically down the page. Framing and focusing moves are noted in bold in the opening move column while acts are presented in the move column and each new act is presented on a new line.

When analysing the data from the transcript, it was evident that there was a contrast in regards to the ease and difficulty in applying the data produced by the two activities (see section 3.2) to the model. It was easy to analyse the first part of the transcription i.e. the teacher centered activity as it was highly structured and more closely resembled the teacher led classrooms from which the original model was developed. However, the discussion that followed from the listening test check was much more complicated and less structured, resulting in difficulties in the labeling of acts, moves and exchanges that did not correspond to the roles of those given in the Sinclair & Coulthard model. Additionally, certain acts

seemed to serve multiple functions thus complicating the labeling process even further. Furthermore, the roles that each participant played in the moves did not always correspond to the structure of the model as is discussed below. For these reasons applying the data to the rules and structures of the model was at times ambiguous and problematic

#### 4. Problems in Applying Data to the Model

Whilst applying the data to the model, certain issues arose, specifically in regards to roles, functions and follow-up moves. These issues will be discussed in further detail in the following sections below.

##### 4.1 Exchange 12, 13 and 38: Roles

According to Sinclair & Coulthard “the crucial difference between teacher and pupil elicits is that the pupil provides no feedback” (1975: 52). The student role in a teacher elicit exchange is therefore relegated to the response act only; evaluative feedback is left to the teacher. However, adhering to the strict parameters of such roles becomes increasingly difficult when more communicative data is applied to the model. In exchange twelve the follow-up given by S6 serves a more evaluative function, which according to the model is reserved for the teacher thus creating an area of ambiguity in the analysis.

12	T Elicit	T: Umm number 18 which of the following best concludes the passage? (el) John (n)	S1: Umm err E ...C C (rep)	S6: D I think (e)
13	Bound Reinitiation (ii)	T: Minju (n)	S3: D (rep)	S1: Ahhh D, D (acc) Sorry (com)

Another instance of this ambiguity can be seen in exchange thirteen. This time S1 is making a correction to his answer in response to the elicit in exchange twelve. This could be labeled as a response to the teacher elicit made in exchange twelve, but S1 is also accepting S3’s reply by supporting her correct answer with the utterance “Ahh D, D”. It is for this reason I have labeled it as an accept act in the follow-up move, again an act that is, according to the model, reserved for the teacher.

The difficulties with labeling exchange 38 again came down to the limitations of the roles defined by Sinclair & Coulthard. This time S5 performs a check that is, according to Sinclair & Coulthard, another act that falls within the domain of the teachers role and not that of the student. In this exchange, S5 enters the discussion to clarify if “this is for all people”. This could be defined as a pupil elicit but is in fact a check on the preceding reply given by S3 as to whether what was stated applied to all people. I have therefore labeled it as a check. However, this exchange, like those above, highlight the limitations of the strictly defined roles for teachers and students in the model. It is evident that performing checks and providing feedback are not merely in the domain of the teacher but, as is more the case in real-world communication, within the jurisdiction of all those participating in the

communication.

37	T-Elicit	T: Minju (n) what do you think? (el)	S3: Umm...in Suwon has there are some privates middle high school but they are not different with other public high school they don't pay any money umm or them public schools student or elementary schools. Hmm (rep)	T: Okay (acc) Good (e)
38	Check	S5: All the people?(ch)	S3: Yes (rep)	
39	Pupil Inform	S3: But elementary school they pay more money and they wear the school (i)		T: Uhhhmm... Mmhmm (ack)
40	Pupil Inform	S3: and they do more erm educate do more education (i)		T: Mmhmm (ack)

All three of these example exchanges highlight the limitations of the model in regards to the assigned roles given to teacher and student and that the realization of these roles in the classroom is much different from what the model provides for.

#### 4.2 Exchange 29, 30, 32, 39, 45, 51, 52 and 55: Dual Function

Another difficulty found in applying the model is that acts are defined as serving a single move. Francis and Hunston argue that “a single move [can] play two roles at the exchange level” (cited in Malouf, 1995: 4) and in applying my analysis it was apparent that this was the case as some of the acts performed dual functions at this level. The utterance ‘Mmhmm’ in these exchanges represent both an acknowledgement of what is being said by the student in the prior move, and also as an elicit for what follows as it showed that I was still looking for more detail from the student’s response. As a result, defining it as a single act did not sit comfortably with me.

29	T-Elicit	T: What is a private school? (el)	S5: ...To enter the a private school...people need to pay more (rep)	T: Mmhmm (ack)
30	Pupil Inform	S5: and they can receive better education (i)		T: Mmhmm (ack)
31	Pupil Inform	S5: Or better tuitions (i)		



Acts like these pose further difficulties in applying the Sinclair & Coulthard model as defining the utterance “Mmhhh” as a single act and move in exchange 29 also determines how we define the preceding and proceeding moves. In this transcription, defining the utterance as an elicitation would then render S5’s utterance in exchange 30 as a reply in the answering move, which it is not as the student is taking her own initiative to provide further information without the prompting/elicitation from the teacher. Therefore, in accordance with Willis’s modification I have labeled the utterance as an acknowledge act in the follow-up move in exchange 29 as I felt this more accurately reflected the nature of the communication.

Acts that perform a dual function pose difficulties when applying the model and Malouf (1995) criticizes limiting each act to a single move type in the IRF model and the problem with a single code having two functions, known as double labeling or multiple coding, has also been extensively discussed in the literature (Francis and Hunston, 1992; Sinclair, 1992; Tsui, 1992; D.Willis, 1992). It is evident that in this regard, the model is lacking in accounting for acts as that of serving two functions which as seen in my analysis some utterances clearly do. For this reason labeling such acts as performing a single function can be problematic, as this sometimes does not truly capture the essence of what is happening in the exchange. In this regard, the model is lacking in its ability to reflect the true essence of some communicational functions.

#### 4.4 Exchange 45: Follow-Up

The utterance “Thank you Minju” seen in the opening move in exchange 45 is interesting as it could be considered to perform feedback to the previous exchanges (37-44) but that it has come after nominating the same question to another student makes it difficult to apply to the model as feedback. As this is the case, it could also be considered as a *clue* act for S2’s response as it is “subordinate to the head of the initiation” (Sinclair & Coulthard, 1985: 19) and provides the nominated student with information that helps her answer the question by letting her know that I am looking for a response similar to Minju’s. It is, however, in the simplest terms a follow-up act that lets Minju know her output in exchanges 37-44 were accepted, but the parameters in Sinclair & Coulthard’s discourse model do not allow for this to occur in an opening move. For this reason I have labeled it as a *comment*, but it is truly an accept act to Minju’s response in the previous exchange.

45	T-Elicit	T: Jisu (n) what do you think about private schools? (el) Thank you Miju. (com)	S2: I think private schools is not good because it just make umm difference our wealth umm and I think the education opportunity must be pair fair (rep)	T: Mmhhh (ack)
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## 5. Findings

From the analysis of the transcribed data, the author found the model to be useful for understanding classroom communication as it is an effective tool for seeing the roles classroom participants play, the types of talk they participate in and the quality of output



derived from the type of questions asked in the classroom. The labels show communicative patterns in discourse and this allows us to draw communicative conclusions from the analysis.

By applying the data to the model, it was found that in the more traditional, teacher-centered classroom structure that was seen in the first half of the analysis, there was a high reliance on display questions and that these questions largely resulted in limiting student exposure to all the functional roles of communicative discourse. It was seen that in these types of discourse student output was low and, where it did exist, was largely confined to the response act in between the teacher opening elicit move and follow-up move. My analysis showed that discourse, which followed the structure of the model relied heavily on the use of display questions by the teacher and this produced low student output that was limited to only response acts in answering moves.

On the other hand, the discussion element in the second section of the class that I transcribed data from saw a very different type of interaction, in which examples of both student opening moves and inform acts can be seen. In this section, referential questions were asked where the answer was unknown to the teacher and this resulted in students producing a higher quantity and quality of language output. Though the resulting discussion did not fit the structure of the Sinclair & Coulthard model, it was found to give students a greater exposure to the roles they are likely to encounter in natural conversation as the number of student opening moves increased. However, there was still a notable lack of student follow up moves.

In addition to the findings outlined above, the analysis has been useful in drawing conclusions between the contrasting natures of discourse from the two sets of activities. From the findings in the first half of the transcription, it is seen that display questions were predominantly asked resulting in low student output with the teacher follow up mainly evaluative in nature. However, in the second half we can see referential questions were used in the opening move and the results were that greater student output was seen in the answering move. Where this occurred it was also interesting to note that the follow-up move was mainly comprised of acknowledging acts and this resulted in more student exposure to opening moves.

### *5.1 Discussion: Usefulness and Limitations of the Model*

As stated in section five, the model is useful for understanding classroom communication and is an effective and powerful tool for evaluating both student and teacher output in the class (McCarthy, 1991). The model is also capable of showing not only the kind of talk that occurs in the classroom but also the function of these utterances and ultimately who is responsible for what gets said. This makes it of significant importance to teachers concerned with communicative language teaching as “if CLT is to become more ‘communicative’...teachers need to be encouraged to gain greater understanding of the interactional processes of their own classrooms” (Burns, 1990: 57; cited in Thornbury 1996: 281). It is through this understanding that they can better prepare their learners for real world discourse.

However, there are limitations to what the model can do. As Sinclair & Coulthard themselves

say, “what it cannot handle, and was not designed to handle, is pupil/pupil interaction in project work, discussion groups or the playground” (Sinclair & Coulthard, 1975: 6). This is a severe limitation as most modern EFL classrooms include these types of interaction as an integral part of classroom methodology. Therefore the model falls short of analyzing classroom discourse as a whole.

Despite its limitations, the analysis does provide a strong basis for understanding classroom communication as it identifies functions of contributions and in doing so allows us to “evaluate our own output as teachers and that of our students” (McCarthy, 1991: 19) and from this we can begin to draw conclusions on the findings that were made, specifically in regards to the roles and functions that different participants play and to the types of communication that follow from particular opening and follow-up moves. Thus it is a powerful tool, which can serve as an impetus for change. In the following section we will address some of the implications that the model has for understanding EFL classroom communication.

## **6. Implications for the EFL Classroom**

An application and analysis of the Sinclair & Coulthard model provides illuminating insight into classroom communication that can serve teachers well on a professional level and provide stimulus to better exploit the language used in class as they strive to make it more communicative. As Stubbs states, “it is clear that a child will be unable to display his (sic) total verbal competence if he is restricted to a passive response role, sandwiched between the teacher’s initiation and feedback” (Stubbs, 1983: 116). It is therefore significant for teachers to not only look at ways to give students a more equal exposure to the roles that they are expected to perform in real world communication, but also at ways to increase student output in the class. The following are specific areas that the author has drawn from this analysis as ways in which we can address these issues.

### *6.1 Referential Questions*

The analysis shows useful findings that contribute to deeper insights about ways to improve L2 teaching and learning. Teachers frequently ask questions in the classroom to which they already know the answer (display question) rather than those they do not (referential question). Many display questions fail to appear in conversations outside the classroom (Long and Sato, 1983: 284) and this lack, is a genuine communication flaw within classroom lessons (Nunan, 1989: 30). Furthermore, in my analysis it was evident that when display questions were asked, the student response was very limited. Nassaji and Wells state that:

the choice of initiating question has an important influence on the way in which a sequence develops; questions that introduce issues as for negotiation are more likely than known information questions to elicit substantive student contributions (2000: 400).

In accordance with this it was seen in my analysis that display questions did not adequately draw on the full potential for students to display language. Additionally, display questions also saw a higher frequency of students being limited to exposure in only the answering move.

This is contrary to communicative aims that require the student to be well practiced in the use of all three opening, answering and follow-up moves and is therefore seen as “counterproductive as their overuse deprives students of the opportunity for meaningful communication (Thornbury, 2000, cited in de Boer 2009). In contrast, by asking more referential questions we can increase student output and assume a more equal distribution of communicative roles in the classroom as students are offered both opportunity to take initiative and opportunities to practice a wider range of roles.

### *6.2 Follow-Up Moves*

A further area that the model was useful in understanding classroom communication was that it enables us to see the effects that particular types of discourse have on the language that follows. The results in the findings of this paper were that we are able to draw conclusions on the importance of the follow-up move. According to the model, the teacher’s follow-up move is largely reserved for an evaluative function. The results from my analysis have shown that this evaluative function stifles communication in the class and prohibits learner’s use of their initiative to further communicational possibilities as it effectively serves to close off the exchange. Therefore, “the capacity to generate different forms of interaction seems to lie in other forms of follow-up” (Cullen, 2002:124-5). This analysis has shown that the use of the acknowledge act in the follow up move by the teacher gave an increased opportunity to students to take their own initiative and expand on the previous move. This was seen in many of the exchanges in the second half of my analysis and is consistent with Nassaji and Wells who state “it [is] the choice of follow-up move that largely determined how the discourse developed” (2000: 382).

Therefore, the importance of the follow-up move to suppress or encourage more dialogue is of great significance to teachers and can better serve the communicative goals of our classrooms, a sentiment echoed by Richards who states that “there seems to be broad agreement that teacher decisions in the follow-up move have the most significant impact on the subsequent development of talk” (2006: 54). The author therefore believes that teachers should avoid over-use of evaluation in the follow-up move and instead look towards the use of acknowledge and other such acts that invite “the student to extend or qualify the initial contribution” (Nassaji & Wells, 2000:402) as this will better serve to align classroom discourse with that which is more likely to occur outside it.

### *6.3 An Impetus for Change*

From an application of the Sinclair & Coulthard model, and the understanding gained for communicative roles and functions in the classroom, lies a further advantage to applying the model to our own classrooms. It enables the teacher to draw conclusions, and these conclusions can serve as an impetus for change. In this case, it showed that opportunities needed to exist in these activities for students to engage in a wider range of moves and acts, particularly opening and follow-up moves. In traditional classrooms, student contributions are largely limited to answering moves (McCarthy, 1991:122) as was seen in the first part of the data analysed. If teachers are to expose their students to a variety of functions and increase student output then they need to create more opportunities for students to practice a wider

variety of moves and acts within the exchange. Removing display questions and asking more referential questions is one way of doing this (see Section 6.1) while the choice of follow-up move (see Section 6.2) is another. Additionally, group, project and pair work could be another strategy in achieving a communicative classroom environment where students are exposed to all roles and functions of communication. Only by providing more opportunities for students to diversify their roles can we then begin to realize our goals of preparing students for L2 communication beyond the walls of the classroom.

## **7. Conclusion**

Despite its problems (see section 4) I strongly believe that the Sinclair & Coulthard model and the accompanying analysis has been valuable on a professional level for understanding classroom communication. If we are to prepare our students for real-world communication, we need to develop awareness of the language produced inside the classroom and the types of roles that we might possibly be limiting our students to. An application of the Sinclair & Coulthard model allows teachers to objectively understand the choices they make and how those choices impact the communication that is likely to take place in the classroom. As Thornbury states, “awareness is a prerequisite for change” (1996: 281) and the awareness of classroom interaction that the Sinclair & Coulthard model can provide educators is by far its greatest strength as it is through this awareness that the catalyst for change towards a more communicative classroom can occur.

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**Appendix I - Acts and their Definitions**
*Definitions and symbols as per Coulthard (1992: 19-21)*
*Types I - III as per Coulthard (1985: 126)*
*Type IV as per Brazil (1985)*

<b>I. Meta-interactive Acts</b>		
<b>Act</b>	<b>Code</b>	<b>Definition</b>
conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items ‘so’, or ‘then’. In a way it is the converse of metastatement. It’s function is again to help the pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
loop	l	Realized by a closed class of items -- ‘pardon’, ‘you what’, ‘eh’, ‘again’, with rising intonation and a few questions like ‘did you say’, ‘do you mean’. Its function is to return the discourse to the state it was at before the pupil spoke, from where it can proceed normally.
marker	m	Realized by a closed class of items: ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’ ‘alright’. When acting as head of a framing move it has a falling intonation, [1] or [+1], as well as a silent stress. Its function is to mark boundaries in the discourse.
metastatement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help the pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
silent stress	^	Realized by a pause, of the duration of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.

<b>II. -Interactive Acts</b>		
<b>Act</b>	<b>Code</b>	<b>Definition</b>
accept	acc	Realized by a closed class of items -- ‘yes’, ‘no’, ‘good’, ‘fine’ and repetition of pupil’s reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply, or react was appropriate.
acknowledge	ack	Realized by ‘yes’, ‘OK’, ‘cor’, ‘mm’, ‘wow’, and certain non-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
check	ch	Realized by a closed class of polar questions concerned with being ‘finished’ or ‘ready’, having ‘problems’ or ‘difficulties’, being able to ‘see’ or ‘hear’. They are ‘real’ questions, in that for once the teacher doesn’t know the answer. If he does know the answer to, for example, ‘have you finished’, it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.



clue	cl	Realized by a statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.
comment	com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However, teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.
directive	d	Realized by a command. Its function is to request a non-linguistic response.
elicitation	el	Realized by a question. Its function is to request a linguistic response.
evaluate	e	Realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yea', 'no', 'good', 'fine', with a high-fall intonation, and the repetition of the pupil's reply with either high-fall (positive) or a rise of any kind (negative evaluation)

### II. -Interactive Acts

Act	Code	Definition
informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.
prompt	p	Realized by a closed class of items -- 'go on', 'come on', 'hurry up', 'quickly', 'have a guess'. Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
react	rea	Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response which is appropriate to the elicitation.
reply	rep	Realized by a statement, question, or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response which is appropriate to the elicitation.
starter	s	Realized by a statement, question, or command. Its function is to provide information about or direct attention to or thought towards an area <i>in order to make a correct response to the initiation more likely</i> .

### III. Turn-taking Acts

Act	Code	Definition
cue	cu	Realized by a closed class of items of which we so far have only three exponents, 'hands up', 'don't call out', 'is John the only one'. Its sole function is to evoke an appropriate bid.
bid	b	Realized by a closed class of verbal and non-verbal items -- 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.

nominate	n	Realized by a closed class consisting of the names of all the pupils, 'you', with contrastive stress, 'anybody', 'yea' and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
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IV. Other		
Act	Code	Definition
aside	z	Realized by a statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class. As we noted above, this category covers items we have difficulty in dealing with. It is really instances of the teacher talking to himself: 'It's freezing in here'. 'Where did I put my chalk?'.

### Appendix 2. Data Transcription and Analysis

Legend	
Symbol	Signification
S1:	Verbal contribution from student 1
S2:	Verbal contribution from student 2
S3:	Verbal contribution from student 3
S4:	Verbal contribution from student 4
S5:	Verbal contribution from student 5
S6:	Verbal contribution from student 6
S7:	Verbal contribution from student 7
T:	Verbal contribution from the teacher
...	Pause in verbal language production
	Simultaneous speech
()	Commentary on non-verbal activity
{ }	Commentary on verbal contributions
<i>Italicized</i>	Korean language

Data Transcription and Analysis				
#	EXCHANGE TYPE	OPENING	ANSWERING	FOLLOW UP
1	Boundary	<b>FRAME</b> T: Okay ^ (m)		
2	Boundary	<b>FOCUS</b> T: Lets check (ms) Yesterday we got a hundred percent (i) Let's see if we can do the same again (s)		
3	Teacher Elicit	T: Number 11. What is the best title for the passage? (el)  ...John. (n)	S1: C (rep)	T: C is correct (e)
4	Teacher Elicit	T: All right number 12 (el)  ...Jisu (n)	S2: E (rep)	T: E is correct (e)
5	Teacher Elicit	T: Number 13 what is the woman's occupation? (el)  ...Minju (n)	S3: A (rep)	T: ...Really?...(e)
	Re-Initiate (ii)	T: Amy (n)	S4: Seventeen? (ch)	
	Repeat	T: Uh-huh (l)	S4: Seventeen? (ch)	
	Repeat	T: Yes (l)	S4: B (rep)	T: Good. B (e)
6	T-Elicit	T: What is a janitor? (el)	S4: Urr umm err security (rep)	T: Yes (acc) Remember from the conversation in the last class. (s) The janitor is kind of like security he looks after the property. Janitors in the UK they always have a big round ring with many keys attached to them and they hang the keys off their pants. Umm so that's what a janitor is. (i) Thank you B is the correct answer (acc)
7	T Elicit	T: Pilho (n) please number 14?(el)	S5: D (rep)	T: Correct (e)
8	T Elicit	T: 15 please (el) Sunghoon (n)	S6: C (rep)	T: C is correct (e)
9	T Elicit	T: Number 16 (el) Minju (n)	S3: C (rep)	T: C is correct (e)
10	T Elicit	T: 17 where is the conversation taking place? (el) Jisu (n)	S2: C (rep)	T: <i>Jinja</i> (e) ... <i>Jinja</i> (e) {laughter}
11	Bound-Reinitiation (ii)	T: Minju (n)	S3: D (rep)	T: D. Yes in a music store. (e)
12	T Elicit	T: Umm number 18 which of the following best concludes the passage? (el) John (n)	S1: Umm err E ... C C (rep)	S6: D I think (e)

13	Bound Reinitiation (ii)	T: Minju (n)	S3: D (rep)	S1: Ahhh D D (acc) Sorry (com)
14	Reinitiation (ii)	T: Amy (n)	S4: Me? (ch)	
15	Repeat	T: Yes (l)	S4: D (rep)	T: Yes D is correct thank you Amy (e)
16	T- Elicit	T: Ammm Mr. Pilho (n) number 19 what is being advertised? (el)	S5: A (rep)	T: A yes. (acc) Sounds fantastic a Beach resort. (com)
17	T-Elicit	T: Number 20 listen to four peoples opinions on private schools who has a positive opinion? (el) ...SungHoon (n)	S6: D (rep)	T: Jinja... (e)
18	Reinitiation	T: John (n)	S1: D (rep)	
19		T: Minju (n)	S3: D (rep)	
20		T: PilHo (n)	S5: C (rep)	
21		T: Amy (n)	S4: C (rep)	
22		T: Jisu (n)	S2: D (rep)	T: Amy Pilho C is the correct answer (e)
23	T- Elicit	T: What do you think about private schools (s) ...SungHoon (n) what do you think about private schools? (el)	S6: Uh I think it's good because we the children the childhood we cannot make many friends before going to elementary school and have many friends (rep)	T: Before going to elementary school (e)
24	Bound	T: What about private elementary schools or private middle schools or private high schools? (el)	S6: I don't know understand I don't know exactly what it means but hmmm (rep)	
25	T- Inform	T: Its when umm the school the parents pay lots of money to send their child to that school so they won't go to the government public school they will go to a private school and sometimes they spend tens of thousands of dollars ... (i)		
26	Re-Initiation	T: Good thing? (el)	S6: ... Ermm maybe I cannot say (rep)	T: Depends. (e) (Late student enters class)
27	T- Elicit	T...Goodmorning (el)		
28	T-Elicit	T: Pilho. (n) What do you think about private schools? (el)	S5: Ermm ...Ermm ...Good. (rep)	T: Good (acc)
29	T-Elicit	T: What is a private school? (el)	S5: ...To enter the a private school...people need to pay more (rep)	T: Mmhmm (ack)
30	Pupil Inform	S5: and they can receive better education (i)		T: Mmhmm (ack)
31	Pupil Inform	S5: Or better tuitions (i)		
32	T- Elicit	T: Why is a better education at a private school? (el)	S5: They haves a lot of money so they can ...they can work with foreigner....teachers (rep)	T: ...Mmhmm (ack)

33	Pupil Inform	S5: They can use computer. (i)		T: The best materials and stuff (acc) Interesting (e)
34	T-Elicit	T: Erm. Amy (n) what do you think about private schools? (el)	S4: Hmm I don't Ummm. private middle school doesn't make a relationship. (rep)	
35	T-Elicit	T: The private school doesn't make a relationship. (el)	S4: No (rep)	
36	T-Elicit	T: So it doesn't matter private or public? (el)	S4: No (rep)	T: Sure Okay. (acc)
37	T-Elicit	T: Minju (n) what do you think? (el)	S3: Umm.....in Suwon has there are some privates middle high school but they are not different with other public high school they don't pay any money umm or them public schools student or elementary schools. Hmm(rep)	T: Okay (ack) Good (acc)
38	Check	S5: All the people?(ch)	S3: Yes (rep)	
39	Pupil Inform	S3: But elementary school they pay more money and they wear the school (i)		T: Uhmm... Mmhmm (ack)
40	Pupil Inform	S3: and they do more erm educate do more education (i)		T: Mmhmm (ack)
41	T-Elicit	T: Do you think they receive a better education in a private school? (el)	S3: Hmm Yes but (rep)	T: Generally (com)
42	Pupil inform	S3: they are just they're one one student they can't know other school student. (i)		T: Mmhmm (ack)
43	T-Elicit	T: So it's not very social. (el)	S3: Yes (rep)	
44	T-Elicit	T: Which is what Amy was saying right? (el)	S3: Yes (rep)	
45	T-Elicit	T: Jisu (n) what do you think about private schools. (el) Thank you Miju (com)	S2: I think private schools is not good because it just make umm difference our wealth umm and I think the education opportunity must be pair fair (rep)	T: Mmhmm (ack)
46	Pupil Inform	S2: so its not fair (rep)		T: Uh-huh (ack) Good point (e)
47	T-Elicit	T: so it kind of it separates and divides. (s) Agree? (el)	S1: Yes (rep)	
48	T-Elicit	T: Has anybody here ever been to a private school? (el)	S1: My cousin was there. (rep)	
49	Repeat	T: Has anybody here ever attended a private school? (l)	S4: (Raises her hand) (bid)	
50	T-Elicit	T: What was your private school Amy? (el)	S4: Umm I went to Middle School and high school. (rep)	
51	T-Elicit	T: Do you think you got a better education at a private school? (el)	S4: Umm Yeah I, I studied swimming (rep)	T: Mmhmm (ack)
52	Pupil inform	S4: um there is swimming pool in my school and English drama and the students ehh student		T: Mmhmm (ack)
53	Pupil inform	S4: That emm in international (i)		T: Mmhmm (ack)

54	T-Elicit	T: International students? (el)	S4: Yeah (rep)	
55	T-Elicit	T: from which countries? (el)	S4: Erm Australia and America (rep)	T: Uh-huh (ack)
56	Pupil inform	S4: Philippines		T: Philippines okay great. (acc)
57	T-Elicit	T: And so the facilities were better right? (el)	S4: Yeah (rep)	
58	T-Elicit	T: It had a pool and things like that? (el)	S4: Yeah, yeah and no relationship. (rep)	
59	T-Elicit	T: The relationship wasn't as good? (el)	S4: Another school (rep)	
60	T-Elicit	T: They are more friendly in other schools	S4: Hmmm	
61	Repeat	T: In other schools they are more friendly? (ch)	S4: Maybe I think (rep)	T: Uh-huh. (ack)
62	Repeat	T: More individual in a private school (el)	S4: Yeah (rep)	T: Okay (ack) interesting. (e)
63	Teacher inform	T: I attended a school for boys and only boys were in attendance in that school. (i)	S: That sucks (rep)	T: Sucks? (z)
64	Teacher Inform	T: No it was very good. I think it was a good school (i) But I probably agree with all of your comments too on separation, division, better materials, expensive and things like that. (com)		
65	Boundary	<b>FRAME</b> T: Ammm. OKAY (^) (m)		
66	Boundary	<b>FOCUS</b> T: Good (m) T: 80 percent I think today in the listening test which wasn't as good as yesterday. Yesterday was a hundred percent so tomorrow, 100 percent right. (ms)		

## Author

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