

Investigating the Role of Questions and Examples in Classroom Discourse

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Research Questions

How/when are questions and examples introduced in classroom discourse?

What role do they play in directing the flow and substance of conversational moves in the class?

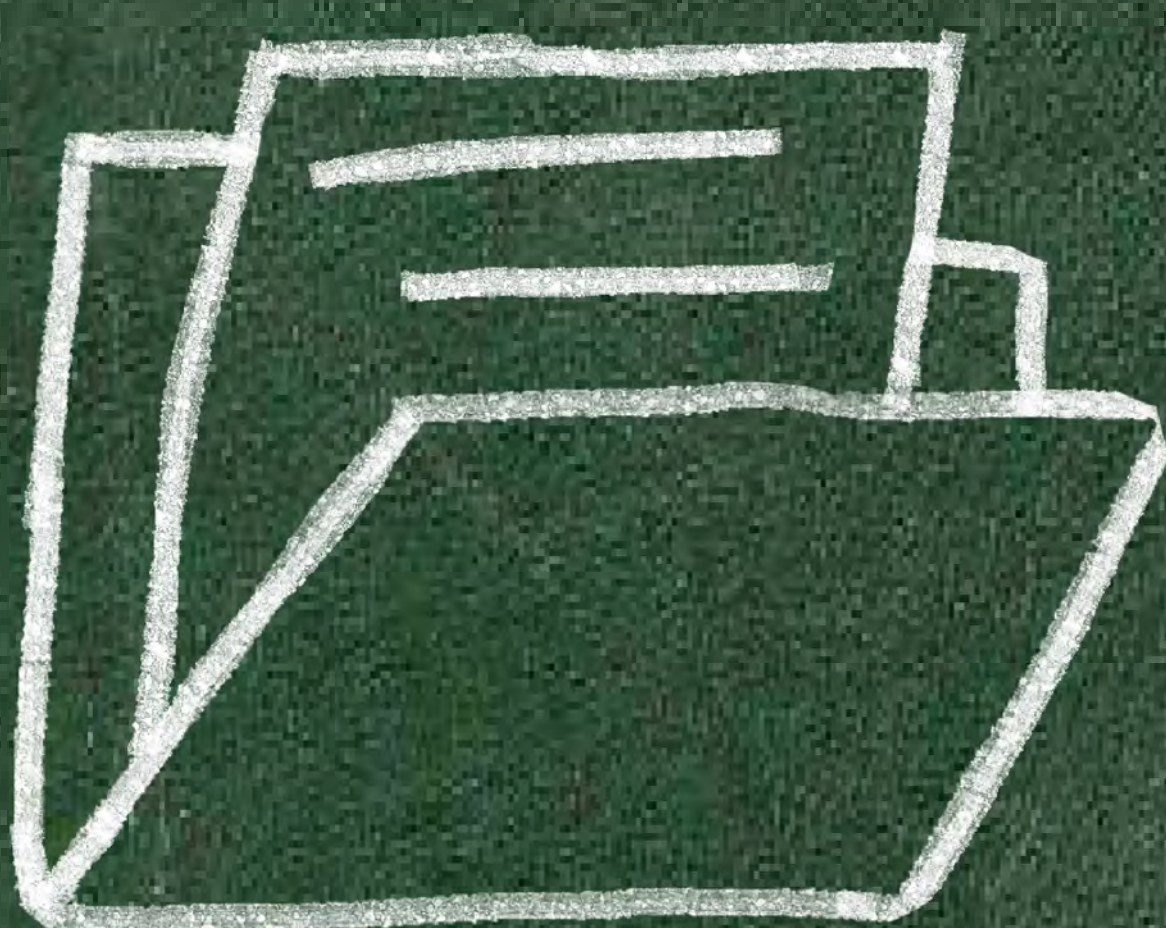


Abstract

We analyzed 70 hours of teacher-student footage in an advanced EAP class by identifying and categorizing teacher/student-initiated questions and examples.

EAP (English for Academic Purposes) trains students in the English needed to study or conduct research.

We ensured **intercoder agreement** (mutual understanding of codes) by **coding** (categorizing) footage and comparing similarity of results.



Approach

We developed a coding scheme based on the findings of previous studies and an initial survey of the data. We used the scheme to code the data set.

Preliminary Results

One Way!

On average, the teacher asked

~8x

more questions than students

Spot On!

~84% ✓

of student responses to teacher-initiated questions were satisfactory on average

Helping Hand!

On average, every

~1 in 10

teacher-initiated questions was a comprehension check to confirm student understanding