Using corpus methods to identify teacher strategies in guided reading

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1. Why use corpus methods?
A corpus is a large collection of written and/or spoken language.

We have collected a 417,025 word spoken language corpus of teacher-child interactions during guided reading, from over 40 hours of recordings.

Guided reading is intended to support text comprehension: in regular sessions, 4-6 children, grouped by ability, work with a teacher on a book.

Corpus analysis tools (e.g., CQPweb; Hardie, 2012) enable computer-based searches of large-scale data that are fast, precise, and reliable.

Our first analysis examined whether teachers’ question asking was related to children’s year group and/or socio-economic status (SES).

2. Question types
**Wh-qs**: how, when, where, why, which, what, who?
**Non-interrogative questions**: rising intonation
**Tag questions**: isn’t it? shouldn’t it? etc.

Wh-questions was the predominant type of question asked by teachers across all year groups:

- **Proportion of each question type differed by SES:**
  - Wh-questions: 
    - High SES: 17.31
    - Low SES: 16.49
  - Non-interrogative questions: 
    - High SES: 23.47
    - Low SES: 24.47
  - Tag questions: 
    - High SES: 10.54
    - Low SES: 9.72

3. Forms of wh-questions
**High challenge**: adverbs - how, where, when, why
**Low challenge**: determiners - which, what, whose, and pronouns - who

- **Proportion of each wh-question form differed by SES:**
  - Wh-determiners and wh-pronouns: 
    - High SES: 16.84
    - Low SES: 17.43
  - Wh-adverbs: 
    - High SES: 1.93
    - Low SES: 7.75

**Next steps:** To explore whether teachers’ question asking is related to children’s reading ability and/or reading motivation, and how teachers’ questions influence the quality of children’s responses.


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