

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).

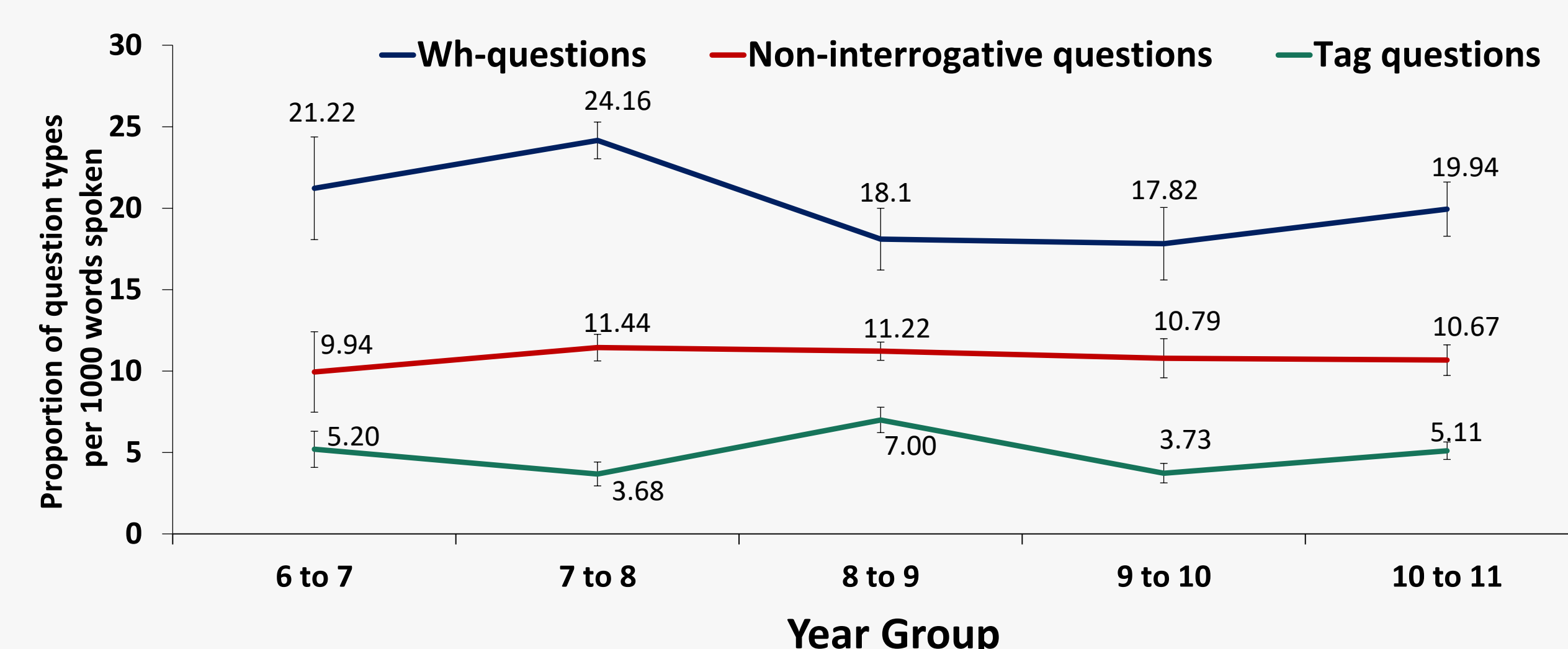
2. Question types

Wh-qs: how, when, where, why, which, what, who?

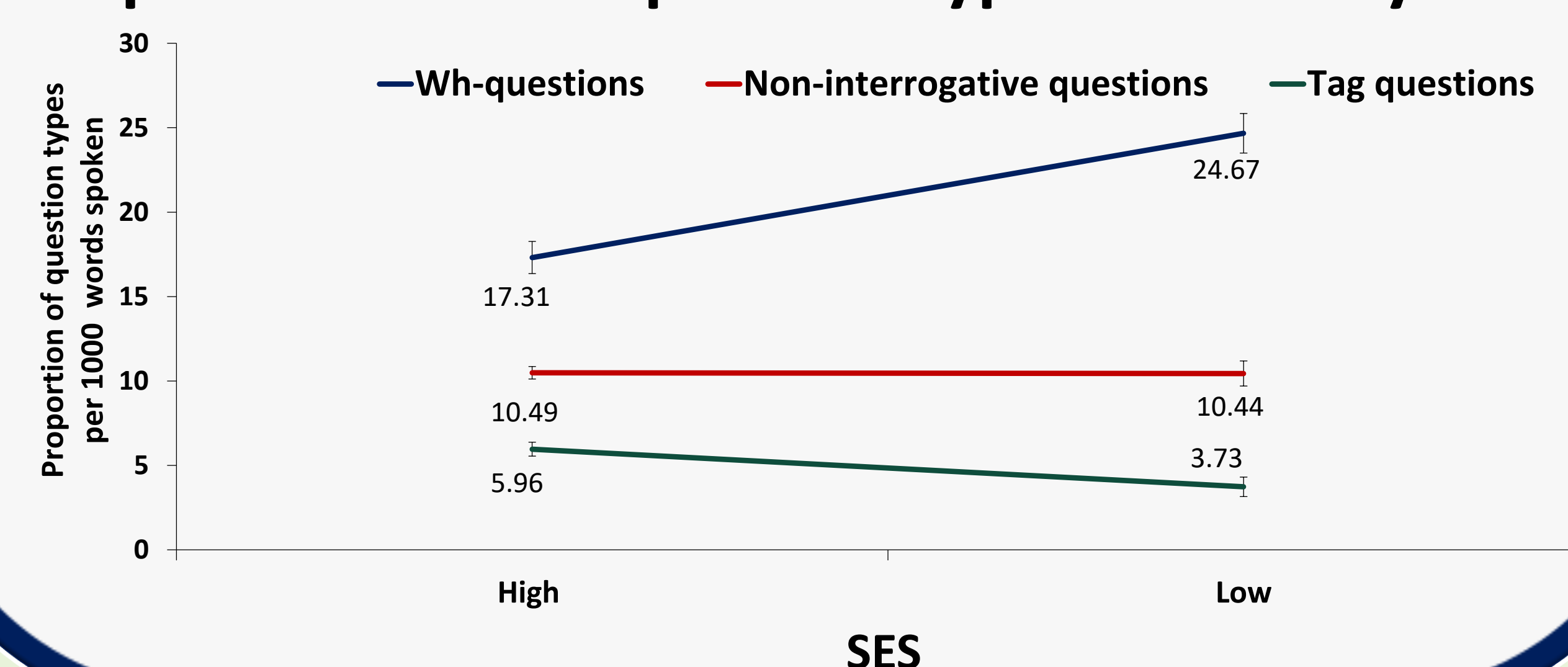
Non-interrogative questions: rising intonation

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:

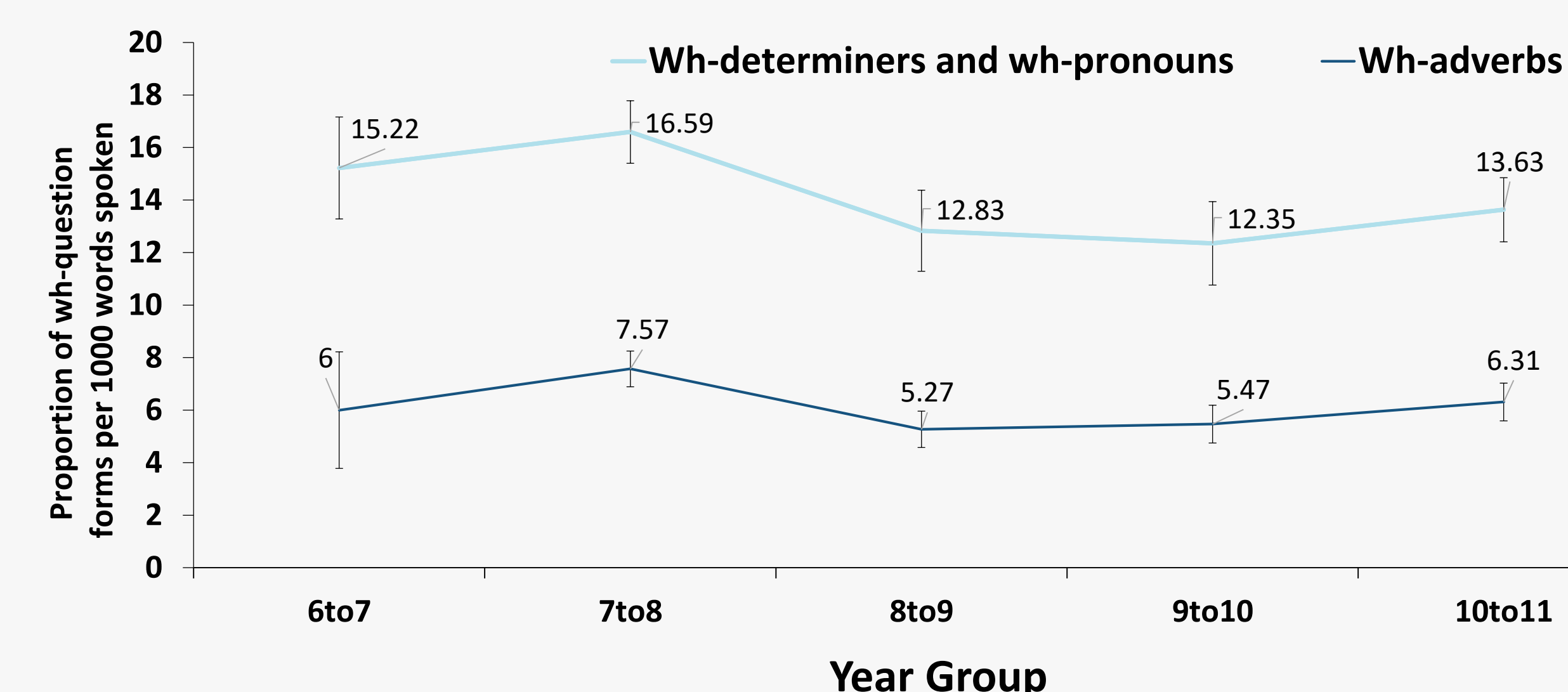


3. Forms of wh-questions

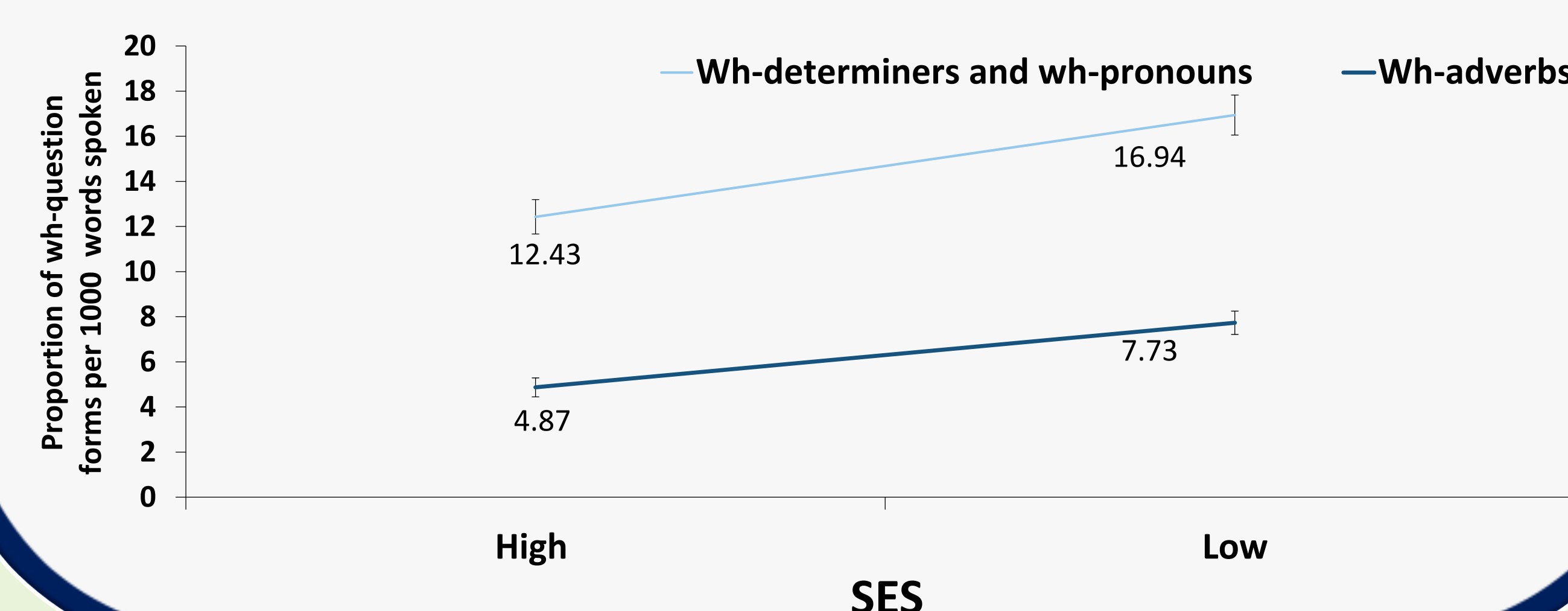
High challenge: *adverbs* - how, where, when, why

Low challenge: *determiners* - which, what, whose, and *pronouns* - who

No effect of year group:



Proportion of each wh-question form differed by SES:



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.

