

## Qualitative Methods and Reading Recovery Research

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**In this session, Catherine Compton-Lilly explored various possibilities for qualitative research and Reading Recovery. Specifically, she addressed case study methods and discourse analysis in terms of what has already been done and future possibilities for teacher research.**

Lessons Learned:

- 1.) Qualitative research involves a set of methodologies that capture ongoing action in classrooms and interactions between people in classrooms. Qualitative research offer answers to “how” “why” questions
- 2.) Qualitative researcher generally involves students and teachers in authentic learning situations.
- 3.) Case studies allow teachers and researchers to make sense of the experiences of individual students/teachers or small groups of teacher/students.
- 4.) Discourse analysis involves paying attention to language and the ways people position themselves and others with language.
- 5.) Case study research and discourse analysis can be powerful tools for learning about children’s experiences with learning to read and teachers’ experiences with teaching reading.
- 6.) Both qualitative and quantitative research play an important role in the Reading Recovery community.

### Resources

Bloome, D., Carter, S., Christian, B. & Madrid, S. (2008). On discourse analysis. Thousand Oaks, CA: Sage Publications.

This book in the NCRL Collection provides an introductory discussion of discourse analysis of language and literacy events in classrooms. The authors introduce approaches to discourse analysis in a way

that redefines traditional topics and provokes the imagination of researchers. For those who have limited knowledge of discourse analysis, this book will help generate new questions about literacy events in classrooms. For those familiar with this research perspective, this book will map diverse approaches that can be utilized.

Dyson, A.H. & Genishi, C. (2005). *On the case*. Thousand Oaks, CA: Sage Publications.

In this seminal book on the construction of case studies in the field of language and literacy, the authors consider in detail what it means to be "on the case." They evaluate the basic assumptions that ground a qualitative approach to case study methodology, the decisions entailed in designing a case study, and the possibilities and challenges of data collection and analysis. For the novice researcher, this book is an essential manual on how to design and carry out a case study. For the experienced researcher, this book offers fresh insights into the theoretical issues that underpin qualitative case study research.

Kamberelis, G. & Dimitriadis, G. (2005). *On qualitative research*. New York: Teachers College Press.

In this work, the authors provide the first systematic exploration of the philosophical foundations and the historical development of qualitative inquiry for language and literacy researchers - novices and experts alike.

Lichtman, M. (2006). *Qualitative research in education*. Thousand Oaks, CA: Sage Publications.

Marilyn Lichtman's new and engaging book, *Qualitative Research in Education, A User's Guide*, is the latest text to expand on the merits of qualitative research. Lichtman includes multiple examples of observational, interview and case study approaches, all very useful and based on her extensive teaching experience.