

so it's interesting and there's
also a sense that it's something
that makes you want to say
more than you might normally
want to say .

*Where's this in J
you anticipating
your own agenda*

yeah (.) yeah

QUALITATIVE INQUIRY IN TESOL

Keith Richards

well it's an interesting issue (.)
I'm going to step out of
Reflecting mode for a second

*Why? Couldn't ye
prompted J to pr
account of this?*

[J] that's interesting (.) yeah

*Problem here is t
ative is to*

Contents

<i>List of Boxes, Extracts, Figures and Tables</i>	xii
<i>List of Tasks and Study Strategies</i>	xvi
<i>Acknowledgements</i>	xxvii
<i>Introduction</i>	xix
Research and Teachers of English to Speakers of Other Languages (TESOL)	xix
Structure	xxi
Approach	xxii
Three points of orientation	xxiv
A note on personal pronouns and terminology used	xxiv
An outline of topics, chapters and levels	xxv
 1 The Nature of Qualitative Inquiry	 1
Preview	1
Level 1 The Inquiring Mind	2
What is research?	2
Qualitative research	6
Level 2 Working within a Tradition	12
Seven core traditions	13
Ethnography	14
Grounded theory	16
Phenomenology	18
Case study	20
Life history	22
Action research	24
Conversation analysis	26
Conclusion	28
Level 3 Paradigmatic Choices	28
Getting below the surface	29
Paradigms	32
Ontology and epistemology	33
Qualitative paradigms	36
Different plots	40
Reading Guide	41

2	Interviewing	47
	Preview	47
	Level 1 Learning How to Listen	48
	Introduction	48
	The qualitative interview	50
	Interview types	51
	Interview techniques	53
	Evaluating the interview	58
	Conclusion	61
	<i>Case 2.1: the missing dimension</i>	62
	Level 2 Issues of Structure	64
	Structure or straitjacket?	64
	Setting up and conducting the interview	65
	Developing an interview guide	69
	Elicitation techniques	71
	Conclusion	74
	<i>Case 2.2: well if you'd told me it was an interview...</i>	74
	Level 3 Aspects of Analysis	79
	Interviews and representation	79
	Analysis in talk	80
	Analysis of talk: transcription	81
	Analysis of talk: technique	84
	Analysis of talk: relationships and accounts	86
	Outcomes of talk: analysis and interpretation	90
	<i>Case 2.3: you can tell me... (I'm a researcher)</i>	93
	Skills Development	97
	Reading Guide	101
3	Observation	104
	Preview	104
	Level 1 Learning to See	105
	Access and ethics	107
	Just looking	109
	A sense of place	111
	The inhabitants	113
	Note taking	115
	<i>Case 3.1: whose topic?</i>	117
	Level 2 Participant Observation	119
	Access and entry	120
	A structure for observations	129

	Strategies for observing	133
	Note taking	135
	Ethics	139
	Conclusion	141
	<i>Case 3.2: adequate description</i>	141
Level 3	Structured Observation	144
	The hidden dangers of closed observation	145
	Standard observation schedules	149
	Deciding whether to use structured observation	150
	Working up a schedule	150
	Some practical problems	156
	Calculating inter-observer agreement	157
	<i>Case 3.3: describing activities</i>	160
	Skills Development	166
	Reading Guide	169
4	Collecting and Analysing Spoken Interaction	172
	Preview	172
Level 1	Getting Started	174
	How to make successful recordings	175
	Listening to find a focus	180
	Basic transcription	181
	An introduction to analysis	184
	<i>Case 4.1: giving instructions</i>	188
Level 2	Developing an Analysis	191
	Approaches to analysis	191
	Dealing with sequences	192
	Looking for patterns	195
	Producing an adequate transcription	198
	<i>Case 4.2: questions and answers</i>	205
Level 3	Different Approaches to Analysis	208
	Introduction	208
	<i>Case 4.3: introducing a complaint</i>	209
	Conversation analysis	212
	Interactional sociolinguistics	213
	Critical discourse analysis	216
	The discourse palette	220
	Transcription Conventions	224
	Skills Development	224
	Reading Guide	227

5	Planning a Project	231
	Preview	231
	Level 1 The Personal Project	232
	Reflecting on practice	232
	Formulating a question	233
	Deciding on a response	235
	Making a plan	235
	Making it happen	236
	An action research project	236
	Level 2 Resources for Project Planning	239
	Fixing a topic	239
	From research topic to research question	242
	Dealing with the literature: getting to know a tradition	245
	Design issues	249
	Forms of writing	251
	Level 3 Wider Engagement	255
	Responding to complexity	255
	Participatory dimensions	256
	Providing leadership	258
	Connecting with theory	259
	Reading Guide	260
6	Analysis and Representation	263
	Preview	263
	Level 1 Discovery	264
	What counts as evidence?	264
	General and particular	265
	Resonance	265
	Going public	266
	Evaluating contributions	267
	Level 2 Analysis	268
	Data and analysis	268
	Categorisation and coding	273
	Techniques for seeing and representing	277
	Building a picture	279
	Assessing claims	282
	Level 3 Interpretation	284
	Reliability and validity	284

Developing the model	285
Alternative formulations	286
Validity checks	287
Generalisability	287
Connecting with theory	290
Writing and representation	291
Judging qualitative inquiry	292
Reading Guide	295
Epilogue Qualitative Inquiry and Teaching	297
Recognition of complexity	297
Respect for difference	298
<i>References</i>	301
<i>Index</i>	317