CHAPTER II.

THEORETICAL FRAMEWORK

1.1 DEVELOPMENT OF QUALITATIVE RESEARCH

Historical background.

The history of the investigation has gone through changes as new questions have raised inside the historical conception, until arriving to a progressive development of this.

It was in the 16th and 19th centuries that the Scientific Revolution took place, which represents a stage of great discoveries. This event guided in a large scale to the vision of the world that is possessed now. Francis Bacon (1561-1626) and Galileo Galilei (1564-1642) are the pioneers of a new method, likewise Rene Descartes (1596-1650) can be mentioned as one of the founders of the modern epistemology that impel the scientific spirit. It was in the 19th century that Auguste Compte; a French philosopher founded the Positivism and sought to apply the methods of observation and experimentation, in the empirical sciences, to a field that we know now as sociology.
The Educational research arises by the middle of the 19th century having a narrow link with the psychological investigation coinciding with the great development of the natural sciences.

Anthropology has contributed to the birth of the qualitative research, at the beginning of the 20th century; Franz Boas was the pioneer of Anthropology (1898), who contributed in education with the culture concept claiming a cultural relativism.

During the 30's and the 50's there was a lethargy given in the development of the qualitative research; however, the diverse studies carried out during this decade showed that the qualitative research even without being possible to label as popular among investigators continued to be alive. And It has not stopped flourishing and developing.

In the sixties, it is the modern time or golden age of the qualitative research, which is characterized by formalizing in a systematic and vigorous way the methods and analysis of qualitative data. The qualitative methods restrained what has been called the hierarchy of the credibility. The idea that the opinion and people's vision are more valuable contrast to this idea, the qualitative perspective supports and recognizes the vision of the poorest and excluded, emphasizing the understanding
of all the participant's perspectives.

The qualitative research has developed in education as an important point. This inquiry centered in school aspects, in faculty studies, pupils and their relationship and in the evaluation of educational innovations. Therefore, this period was witness of the appearance of numerous qualitative works in the educational environment developed by Erickson (1973), Louis Smith (1974), Harry Walcott (1975) and Ray Rist (1975).

Tesch (1990) points out that the qualitative research appeared in the specific environment of education through two ways. In first place, in the field of evaluation because a great number of evaluative studies were carried out through the educational anthropology.

Currently, Denzin and Lincoln have referred to a special moment in the history of the qualitative research called posexperimental period, characterized by a participatory-cooperative paradigm.¹

In Spain, the qualitative research developed important Educational planning: This sort of studies centered in the analysis of the activities carried out by the teacher to guide his future actions:

a) Educational planning: the studies of educational planning center in the analysis of the activities that the teacher carries out in order to guide his future actions.

b) Taking decisions during the teaching: another investigation domain about thoughts and knowledge. The teacher is the one that takes the decisions during his/her interaction with the pupil.

c) Theories and implicit beliefs of the teacher: the processes of taking decisions and the teacher's behavior are the own subject's function; therefore, they are directly influenced by the particular way that the teacher perceives his own professional world.

The pioneering work of the qualitative research was the doctoral thesis that Freeman Elbaz carried out in 1980. It consisted on a case study about the practical knowledge of a teacher. In his study, he identified inductively the content, the orientations and the structure of the same one.

To elaborate the works about teacher's thoughts different strategies are applied
such as, systematic observation, the use of systematized registrations for example, the interview, the documental analysis, and case study and group discussion as an access way to the setting.

It is concluded that the necessity to be integrated in investigation designs are contingent elements that link the conflicts of interests among the different characters of teaching. The strategies and qualitative methods of research charge great importance from this perspective.

The works carried out with qualitative methodologies experienced a considerable increment in the decade of the eighties in the Teaching Sciences concretely in the study of the cognitive structure of the students.

In 1988, Bartolome Rubia after a wide revision studies through doctoral thesis, investigation reports and articles indicates the beginning of the eighties. It was impossible to glimpse a change in the main tendencies of research in Spain through the action research and the use of case studies through the ethnographic approach for the understanding of the teaching and learning processes.

The starting point of these works obeys three fundamental theories: Scientific, Educational, and Social. Lines about the action research development are presented to illustrate the pioneer, intense and committed lap of this author:
- The technical action research (first works 1978-1986) shows the adoption of fundamental technical models that helped to wake up interest and pleasure for investigation.

- The cooperative action research (1986-1988) due to this experience, new processes of action research would be developed in other places.

- The participative research represented by Bartolome would represent a qualitative enhancement, when demanding an immersion in a context until then ignored by Bartolome.
1.2 RESEARCH METHODS

Qualitative research methods were developed in the social sciences to study social phenomena. Just as there are various philosophical perspectives, which can inform qualitative research, so there are various qualitative research methods. These specific research methods imply different skills, assumptions and research practices. Some examples of the qualitative research methods are:

a- Action Research  
b- Participatory Action Research  
c- Participatory Research  
d- Ethnography  
e- Ethno methodology  
f- Grounded Theory  
g- Constructivism  
h- Phenomenology  
i- Contextualize  
j- Cooperative Inquiry  
k- Naturalistic Inquiry
I- Symbolic Interactionism
m- Triangulation

These methods are defined as follow:

**a) Action Research**

Action research combines theory with practice, practitioners with researchers, together in an interactive process, within a cycle of activity that includes problem diagnosis, action intervention and reflective learning. [Myers, Nielson, Avison and Lau (99)]^2

Action research is a method for instructors/trainers. It enables the researcher to investigate a specific problem that exists in practice. According to Landman (1988:51), this requires that the researcher should be involved in the actions that take place. A further refinement of this type of research is that the results obtained from the research should be relevant to the practice. In other words, it should be applicable immediately. This means that the researcher is the expert, and the person standing in the practice, jointly both decide the formulation of research procedures, allowing the problem to be solved.

---

According to (Jacobs 1992:45): the following features characterize action research

- Problem-aimed research focuses on a special situation in practice. Seen under a research context, action research is aimed to a specific problem recognizable in practice, which the outcome problem is immediately applicable to practice.

- Collective participation. A second characteristic is that all participants (for instance the researchers and people involved in the practice) form an integral part of action research with the exclusive aim to assist in solving the identified problem.

- Type of empirical research. Thirdly, action research is characterized as a means to change the practice while the research is going on.

- Outcome of research generalized. Lastly, action research is characterized by problem solving fact seen as renewed corrective actions, because it should comply with the criteria set for scientists.

b) Participatory action Research

Participatory Action Research (PAR) can be defined as “collective, self-reflective enquiry undertaken by participants in social situations in order to improve the
rationality and justice of their own social...practices” (Kemmis and Mc Taggart 1988:5). Research using PAR as its method will happen in the four moments of action research, namely reflection, planning, action and observation. These research moments exist interdependently and follow each other in a spiral or cycle. Kemmis and McTaggart believe that:

“The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual groups members” (p5).

- **Reflection** in PAR is the moment where the research participants examine and construct, then evaluate and reconstruct their concerns (Grundy, 1986:28).

- **Planning** in PAR is constructive and arises during discussions among the participants (Kemmis and McTaggart, 1988:5). The plan must be for critically examined action of each of the participants and include evaluation of the change.

- **Action happens** when the plan is put into action and the improvement of the social situation occurs. That action will be deliberatly and strategic (Grundy, 1986:28). It is here that PAR differs from other research methods in that the action or change is happening in reality and not as an experiment “just to see if it works”.
- **Observation in** PAR is the research portion of PAR where the changes as outlined in the Plan are observed for its effects and the context of the situation (Kemmis and McTaggart 1988:13). In this moment, research tools, such as questionnaires, utilized to ensure proper scientific methods followed and results have meaning. Observation and Action often occur simultaneously.

c) **Participatory Research**

The participatory research is a methodological proposal, inserted in a strategy of defined action that involves the beneficiaries of the investigation in the production of knowledge. However, it is worthwhile to insist a little more in the way that one gives this participation, so much the professional researchers as the participant researchers, in each stage of the investigation at the same time, it is necessary to establish which alternatives and variables can be used in the different stages.

**Conceptualization**

If social reality is understood as the connection among the objectivity (the way that people are involved in the facts, processes and structures) their perception and interpretation of this reality, will have to outline for the investigation of the same method that imply the study of people in this area as if they were researchers (Freire, 1978,p7).³

---

In short, the participatory research is a combination of investigation, education, learning and action. The study of the concrete phenomenon carried out through the comparison in the historical dimension and the structural dimension, that is to say, the comparison in the time of a social situation and the comparison of the social and cultural economic relationship inside the global society of which is part.

The investigator’s role is to contribute to formulate theories that explain the social reality from its historical perspective and to translate these theories in concrete processes of the groups with those that works. On the other hand, the investigator participates in the social reality investigation of the groups and communities to contribute to the objective interpretation of it and the formulation of actions to transform it.

d) Ethnography

The direct description of a culture or sub-culture. Ethnography is the research method of anthropology. It differs from other Qualitative Research methods by its emphasis on culture. Ethnographers once studied foreign and remote cultures but
more recently have focused on their own cultures. [Immy Holloway (97)]

Ethnography is undertaken by observations, interviews and examination of documents. The main features of ethnography are Collection of data from interviews, and the naturalistic position. The results of research are – an ethnography (a text) produced from the studies of a culture and, or, its members.

**e) Ethno methodology**

Ethno methodology is a recent sociological perspective founded by the American sociologist Harold Garfinkel in the early 1960s. Ethno methodology simply means the study of the ways in which people make sense of their social world. It is concerned with the methods, which people use to accomplish a reasonable account of what is happening in social interaction and to provide a structure for the interaction itself.

According to Francis and Hester, (2004:23) ethno methodology focuses on ordinary observational competencies: competent participation in a social setting demands of those involved that they pay attention to and make sense of what is happening around them. In this sense, observation is not so much a sociological technique in as much as it is an inevitable and necessary part of competent

---


participation in everyday life.

f) Grounded Theory

Grounded theory begins with a research situation. With that situation, your task as researcher is to understand what is happening there, and how the players manage their roles. You will mostly do this through observation, conversation and interview. After each bout of data collection, you note down the key issues this I have labeled “note-taking”.

Constant comparison is the heart of the process. At first, you compare interview (or other data). Theory emerges quickly. When it has begun to emerge, data and theory are compared. The results of this comparison are written in the margin of the note taking as coding. Your task is to identify categories (themes or variables) and their properties (sub-categories).

Grounded theory is useful in situations where there is little bibliography about a topic or problem area, or to generate new and exciting ideas in settings that have become static or stable.
g) Constructivism

A break from the positivist tradition, the central issue in Constructivism is trustworthiness. The constructivist paradigm assumes a relativist ontology (there are multiple realities), a subjectivist epistemology (knower and subject create understandings), and a naturalistic (in the natural world) set of Methodological procedures. .” [Denzin & Lincoln (1998) p.27]

h) Phenomenology

Phenomenology is a philosophical approach to study the phenomena (appearances) and human experience. An exploration of the lived experience of people. Mainly used in the areas of health, psychology and education. An analytical description of the phenomena not affected by any prior assumptions. Phenomenological research “what it means to be human”. [Immy Holloway (97)]

i) Cooperative Inquiry

Individuals facilitate research and other participants become co-researchers. There is a recognizable life cycle of reflection, action, full immersion, and reflection. The cycle followed by further iterative cycles. Heron suggest between five and eight cycles until “the strands” come together.” [Heron (96)]
j) Naturalistic Inquiry

The term naturalistic inquiry is a broad term, which is used to address the variety of approaches and quantitative methods. However, it also carries other philosophical implications for some people (who associate it with naturalism or the application of physics to the study of humans) which are antithetical to the reasons I have used the term for the past 15 years. Simply put, naturalistic inquiry is inquiry conducted in natural settings (in the field of interest, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing,) in natural ways by people who have natural interest in what they are studying (practitioners such as teachers, counselors, and administrators as well as researchers and evaluators).

k) Symbolic Interactionism

Symbolic Interactionism is a sociological perspective (paradigm) which examines how individuals and groups interact, focusing on the creation of personal identity through interaction with others. The relationship between individual action and group pressures is of particular interest.
Symbolic interactionism suggests that the first unit of analysis is the interaction of individuals. Researchers investigate how people create meaning during face-to-face interaction, how they present and construct the self (or identity), and how they define situations of co-presence with others. One of the perspective's central ideas is that people act as they do because of how they define the present situation. Contrast this to other versions of social psychology and behaviorism, which suggest that individual behavior automatically triggered by situational cues.

Through their interactions, individuals create the symbolic structures that make life meaningful.

Symbolic interactionism allows researchers to understand how individuals negotiate, manipulate, and change the structure and reality to a certain extend. The unit of analysis is very often either (1) face to face interaction or (2) individual's definitions of self.

I) Triangulation in Research

Triangulation is the application and combination of several research methodologies in the study of the same phenomenon (a combination of one or more research methods).
− It can be employed in both quantitative (validation) and qualitative (inquiry) studies.
− It is a method-appropriate strategy of finding the credibility of qualitative analysis.
− It becomes an alternative to “traditional criteria like reliability and validity”
− It is the preferred line in the social sciences

By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single method, single-observer, and single-theory studies.

In Denzin (1978), Denzin identifies four types of triangulation:

1) Data  2) Investigator  3) Theory  4) Methodological

a. data triangulation, involving time, space, and people
b. investigator triangulation, which consist of the use of multiple, rather than single observers;

c. theory triangulation, which consist of using more than one theoretical scheme in the interpretation of the phenomenon;
d. Methodological triangulation involves using more than one method and
may consist of within-method or between-method strategies.

Multiple perspectives limited by cost, time, and political constraints. The chosen strategy must be reasonable and practical [Denzin 1978]. The selection of the right method or combination of methods, is important in Triangulation, more than one methodology may warrant a drain on resources.

1.3 CHARACTERISTICS OF QUALITATIVE RESEARCH

Several writers have identified what they consider the prominent characteristics of qualitative, or naturalistic, research (see, for example, Began and Biklen, 1982; Lincoln and Guba, 1985; Patton, 1990; Eisner, 1991). The list that follows represents a synthesis of these author’s descriptions of qualitative research:

1. Qualitative research uses the natural setting as the source of data. The researcher attempts to observe, describe and interpret settings as they are.

2. The researcher acts as the “human instrument” of data collection.

3. Qualitative researchers predominantly use inductive data analysis.

4. Qualitative research reports are descriptive, incorporating expressive
5. Qualitative research has an interpretative character, aimed at discovering the meaning that events have for the individuals who experience them and the interpretations of those meanings by the researcher.

6. Qualitative researchers pay attention to the idiosyncratic as well as the pervasive, seeking the uniqueness of each case.

7. Qualitative research has an emergent design, and researchers focus on this emerging process as well as the outcomes or product of the research.

8. Qualitative research is judged using special criteria for validity.

Patton (1990) points out that these are not absolute characteristics of qualitative inquiry rather strategic ideas that provide a direction and a framework for developing specific designs and concrete data collection.

The particular design of a qualitative study depends on the purpose of the inquiry which information will be most useful, and what information will have the most credibility.
1.4 ASSESSMENT OF VALIDITY

Researcher needs alternative models appropriate designs to ensure rigor without sacrificing the relevance of qualitative research. Gubas’ model describes four general criteria for evaluation of research.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>QUALITATIVE APPROACH</th>
<th>QUANTITATIVE APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truth Value</td>
<td>Credibility</td>
<td>Internal Validity</td>
</tr>
<tr>
<td>Applicability</td>
<td>Transferability</td>
<td>External Validity</td>
</tr>
<tr>
<td>Consistency</td>
<td>Dependability</td>
<td>Reliability</td>
</tr>
<tr>
<td>Neutrality</td>
<td>Conformability</td>
<td>Objectivity</td>
</tr>
</tbody>
</table>

Guba and Lincoln (1981)\(^6\) propose four criteria for evaluating qualitative findings and enhancing validity. While each criterion has an analogous quantitative criterion, the list believed had better reflect the assumption and epistemology underlying qualitative research.

---

These criteria can both incorporated into a research design and used to assess qualitative findings:

1. **Credibility.** This criterion is an assessment of the credibility of the research findings from the perspective of the members or study participants. The inclusion of member that checking into the findings is gaining feedback on those results of participants is one method of increasing credibility. Credibility is analogous to internal validity, that is, the approximate truth about casual relationships, or the impact of one variable on another.

2. **Transferability.** Refers to the degree that findings can be transferred or generalized to another settings, contexts, or populations. A qualitative researcher can enhance transferability by detailing the research methods. Contexts and assumptions underlying the study. Transferability is analogous to external validity, that is, the extent to which findings can be generalized.

3. **Dependability.** Retains to the importance of the researcher accounting for or describing the changing contexts and circumstances that is fundamental to qualitative research. Dependability may be enhanced by altering the research design as new findings emerge during data collection.
Dependability is analogous to reliability, that is, the consistency of observing the same finding under similar circumstances.

4. **Confirmability.** It refers the extend that the research findings can be confirmed or corroborated by others. Strategies for enhancing conformability include searching for negative cases that run contrary to most findings and conducting a data audit to pinpoint areas of bias or distortion. Confirmability is analogous to objectivity, that is, the extent to which a researcher is aware of or accounts for individual subjectivity or bias.

**1.5 ETHICAL PRINCIPLES AND GUIDELINES FOR RESEARCH INVOLVING HUMAN SUBJECTS**

Scientific research has produced substantial social benefits. It has also posed some troubling ethical questions. Public attention was drawn to these questions by reported abuses of human subjects in biomedical experiments, especially during the Second World War. During the Nuremberg War Crime Trials, the Nuremberg code drafted as a set of standards for judging physicians and scientists who had conducted biomedical experiments on concentration camp prisoners. This code became the prototype of many later codes intended to assure that research involving human subjects, would be carried out in an ethical manner.
The codes consist of rules, some general, others specific that guide the investigators or the reviewers of research in their work. Such rules often are inadequate to cover complex situations, at times, they come into conflict, and they are frequently difficult to interpret or apply. Broader ethical principles will provide a basis, on which specific rules may be formulated, criticize and interpreted.

1.5.1 BASIS ETHICAL PRINCIPLES

The expression “basic ethical principles” refers to those general judgments that serve as a basic justification for the many particular ethical prescriptions and evaluations of human actions. Three basic principles, among those generally accepted in our cultural tradition, are particularly relevant to the ethics of research involving human subjects: the principles of respect of persons, beneficence and justice.

1. Respect for Persons. - Respect for persons incorporates at least two ethical convictions: first, those individuals should be treated as autonomous agents. Second, those persons with diminished autonomy are entitled to protection. The principle of respect for persons thus divides into two separate moral requirements: the requirement to acknowledge
autonomy and the requirement to protect those with diminished autonomy.

2. **Beneficence.** Persons are treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being. Such treatment falls under the principle of beneficence. The term “beneficence” is often understood to cover acts of kindness or charity that go beyond strict obligation. Beneficence is understood in a stronger sense as an obligation. Two general rules have formulated as complementary expressions of beneficent actions in this sense: (1) do not harm and (2) maximize possible benefits and minimize possible harms.

3. **Justice.** Who ought to receive the benefits of research and bear its burdens? This is a question of justice, in the sense of “fairness in distribution” or “what is deserved.” An injustice occurs when some benefit to which a person is entitled is denied without good reason or when some burden is imposed. Another way of conceiving the principle of justice is that equals ought to be treated equally.

**1.5.2 APPLICATIONS**
Applications of the general principles to the conduct of research leads to consideration of the following requirements: informed consent, risk/benefit assessment, and the selection of subjects of research.

1. **Informed Consent.** - Respect for persons requires that subjects, to the degree that they are capable, given the opportunity to choose what shall or shall not happen to them. This opportunity provided when adequate standards for informed consent are satisfied.

2. **Assessment of Risk and Benefits.** - The assessment of risk and benefits requires a careful arrangement of relevant data, including, in some cases, alternative ways of obtaining the benefits sought in the research. Thus, the assessment presents both an opportunity and a responsibility to gather systematic and comprehensive information about proposed research. For the investigator, it is a means to examine whether the proposed research is properly designed. For a review committee, it is a method for determining whether the risks that will be presented to subjects are justified. For prospective subjects, the assessment will assist the determination whether or not to participate.

3. **Selection of Subjects.** - Just as the principle of respect for persons finds
expression in the requirements for consent, and the principle of beneficence in risk/benefit assessment, the principle of justice gives rise to moral, requirements that there be fair procedures and outcomes in the selection of research subjects. Justice is relevant to the selection of subjects of research at two levels: the social and the individual. Individual justice in the selection of subjects would require that researchers exhibit fairness: thus, they should not offer potentially beneficial research only to some patients who are in their favor or select only undesirable persons for risk research. Social justice requires that distinction be drawn between classes of subjects that ought, and ought not, to participate in any particular kind of research, based on the ability of members of that class to bear burdens and on the appropriateness of placing further burdens on already burdened persons. Thus, it can be considered a matter of social justice that there is an order of preference in the selection of classes of subjects (adults before children) and that some classes of potential subjects (the institutionalized mentally infirm or prisoners) may be involved as research subjects, if at all, only on certain conditions.
1.6 RELATIONSHIP BETWEEN THE QUALITATIVE RESEARCH AND OTHER SUBJECTS

Investigations reveal that qualitative research had its genesis in the field of anthropology, and sociology. Anthropology contributed to the field with its development of the research method of ethnography – a type of cultural translation (Boas, 1943; Malinowski, 1922/1961). Qualitative research in sociology, especially in the U.S., has its roots in the Chicago School (Adler & Adler, 1987).

Qualitative research has gained in popularity, especially due to the linguistic or subjective turn taking hold across the globe. (Giddens, 1990). The social sciences, especially, as well as laypeople, have more readily accepted subject (as opposed to an objective or objectivist) ontology. Its practitioners often believe that qualitative

research is especially well suited to getting at the subjective qualities of the lived world, although this belief is far from universally accepted.

- **Antropology**

The qualitative research applied to anthropology and education; some investigations have developed a relationship between those areas through the boarding of diverse problematic and from different theorical marks until forming a specialized area inside the discipline. The anthropology has been in charge of investigating to the education as the teaching processes or to the result of these processes in the mark of educational socialization, since their beginnings in The United States the educational anthropology has put emphasis in the investigations on the educational system. We could say in an adjusted synthesis from different theorical conceptions the anthropology is centered in investigating the cultural processes applying the ethnographic approach.

- **Sociology**

The qualitative methods have a nurtured history in the North American sociology, which are disclosed initially with the studies in the School of Chicago between 1910 -1940. In this period, associated researchers in the University of Chicago
carried out studies of participant observation about the urban life. Before the decade of the 40th many sociologists and anthropologists were familiarized with the participative observation and personal documents.

Immy Holloway in her Basic Concepts of Qualitative Research sees Qualitative Research as a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.

Focusing upon the social reality of individuals, groups and cultures, qualitative research used in the exploration of behavior and the perspectives and experiences of people studied. Behavior is determined by the way, in which people interpret and make sense of their subjective reality. The basis of qualitative research lies in the interpretive approach to social reality (Immy Holloway 97).

• Linguistics

The importance of the topic of linguistics is more patent than ever when considering within the frame of investigation and its study. Linguistic inquiry is pursued by a wide variety of specialists, who call themselves simply linguists or theorical linguists. Many researchers have applied the qualitative research method in this field to investigate the three major axes of linguistic: Synchronic vs. Diachronic, Theorical vs. applied and Contextual vs. Autonomous.
1.8 TECHNIQUES APPLIED TO THE PROCESS OF LEARNING ENGLISH AS A SECOND LANGUAGE.

Frequently, the terms methods and techniques are used as synonyms. However, a method is a concept that designates the adequacy among the activity of investigating and the theoretical bases that sustain the investigation, while a technique is the tool to gather the data. The method or methods of qualitative research are characterized to integrate a variety of techniques to obtain information among which stand out the case study, focal groups and the qualitative techniques for data collection. These techniques are defined and exemplified below.

- Case study research
The term “case study” has multiple meanings. It can be used to describe a unit of analysis (case study of a particular organization) or to describe a research method.

Case study research is the most common qualitative method used in information systems. Although there are numerous definitions, Yin (2002) defines the scope of a case study as follows:

A case study is an empirical inquiry that, investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not evident. A case study research can be positivist, interpretive, or critical, depending upon the underlying philosophical assumptions of the researcher and are advocates of positivist case study research, whereas is an advocate of interpretive in-depth case study research.

Example of a case study research.

Self-monitoring a foreign language learning strategy teachers have forgotten.

This article examines one of the side effects found in a research project that compare the use of intonation patterns of English in two groups of students. The first one was a group of Venezuelan students majoring in English at the School of Modern Languages, University of Los Andes, Mérida Venezuela, and the second one was a group of native speakers of the variety known as R.P. English.
The results showed great differences in the other features of connected speech as well as a consequence, the researcher started looking for learning strategies that would help students overcome the linguistic problem they had when they were speaking and started using the oral diary and the recording of texts of different literary styles since 1997, in order to see if this activities would enable the students to monitor and correct their oral English in the same way in which they did in their Spanish.

These activities helped the students:

a) To improve the process of self-evaluation of classmates.

b) To achieve internalization and adequate use of the features of connected speech in English.

c) To enable each of them, within his/her own possibilities, to acquire a near native English accent.

**Another example of case study research**

**Didactics of the English writing as a second language (a case study).**

The purpose of this ethnographic case study is to provide a detailed description of
what happened in an English as a Second Language class where the teacher used a process oriented approach to teaching writing/learning process of writing in English using the teacher's perspective and examining the learning situations that she used to teach writing to her English as a Second Language students in a North American University.

The findings are presented in the form of a case study, and rely on a variety, of ethnographic tools to collect the data, developing, in this way, a case study based primarily on the teacher.

The study highlights the complexity of teaching and learning writing in English as a Second Language and notes the conclusions that the teacher arrives at after reflecting on her experiences throughout the semester.

- **Focal Groups**

It is necessary to know the importance of the application of a qualitative research technique. Such technique called focal group, can be widely applied because it enables a fast diagnosis. Use complements information supplied by the community; know attitudes, points of view, perceptions and behaviors. The application of this methodology has proven very effective results, according to investigations carried out.
Example of the focal group technique

A qualitative study conducted to examine principles and instructional strategies for teaching English literacy through ASL and for teaching ASL as a language art. The study site was an ASL/English bilingual charter school for deaf children where a majority of teachers is deaf and all are fluent in ASL and English. The study suggests that integrative ASL/English Language Arts, in which attending and signing explicitly support reading and writing development, is conducive to English literacy development.

- Data collection

Each of the research methods uses one or more techniques for collecting empirical data (many qualitative researchers prefer the term “empirical materials” to the word “data” since most qualitative data is non-numeric). These techniques range from interviews, observational techniques such as participant observation and fieldwork, through to archival research. Written data sources can include published and unpublished documents, company reports, memos, letters, reports, email messages, faxes, newspaper articles and so forth.

In anthropology and sociology, it is a common practice to distinguish between
primary a secondary sources of data. Primary sources are those data which are unpublished and which the researcher has gathered from the people or organization directly. Secondary sources refer to any materials (books, articles etc.) which have been previously published.

Typically, a case study researcher uses interviews and documentary materials first, without using participant observation. The distinguishing features of ethnography, however, are that the researcher spends a significant amount of time in the field. The fieldwork notes and the experience of living there become an important addition to any other data gathering techniques that may be used.

Example of the collecting data technique

The EFL Freshmen's Attitudes of Chatting On-line Outside of English Classroom

Short Description: The purpose of this study aims to report on a on-line chatting approach to facilitate language learning and to investigate Taiwanese Freshmen's attitude of using computers facilitate English Learning.

Summarizing

On-line communication outside of classroom has been one of the language teaching and learning approaches for EFL teachers as well as learners. A
language teacher is too hard to interact in a fifty-five-student class individually and know if students understand the content of each lesson in Taiwan. To encourage students learn English not only in a class but also outside of classroom. A three-month study of an on-line English chatting approach outside of the classroom designed and implement to an English instruction at an university in the central Taiwan. Each topic is based on the class lessons. The research will be based on quantitative and qualitative approaches for developing instruments, collecting data, and analyzing the data. The purpose of this study aims to report on a on-line chatting approach outside of classroom to facilitate language learning and to investigate Taiwanese freshmen's attitude of using computers facilitate English language learning by the end of the semester.