



Southeast Asian Ministers of Education Organization
Regional Training Center

QUALITATIVE DATA COLLECTION

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Objectives

- Exploring the epistemological and methodological assumptions that guide qualitative inquiry and its focus on meaning, context, and lived experience
- Creating interview protocols, build rapport, and generate rich, in-depth data through one-on-one conversations
- Gaining techniques for managing group dynamics, prompting interactive dialogue, and capturing collective insights

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Objectives

- Designing open-ended, flexible questionnaires that elicit detailed, narrative responses suited for qualitative analysis
- Understanding how to plan, conduct, and record field observations with attention to context and behaviors
- Exploring strategies for selecting and interpreting texts such as reports, letters, or institutional policies
- Integrate data collection methods into a structured, ethically sound research process.

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OUTLINE

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Foundations

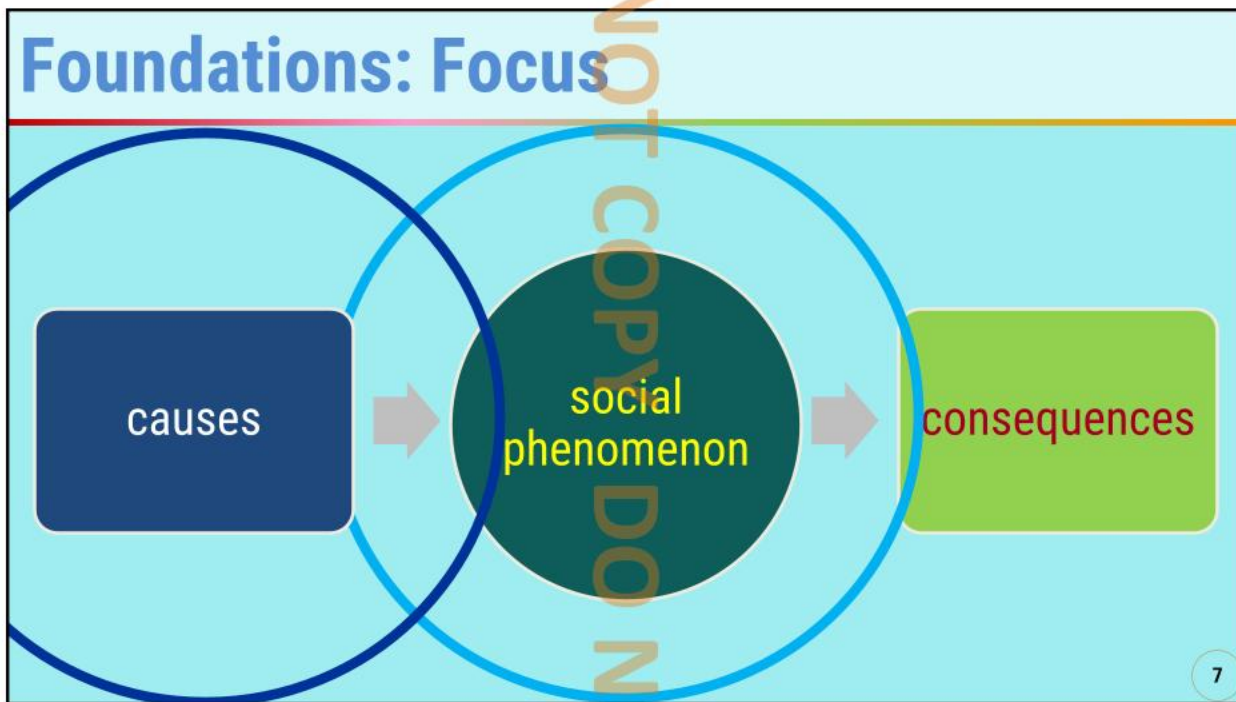
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Foundations

- No single picture of the world, but many worlds and many ways of investigating them
- Numerous kinds of research, presenting a wide range of meanings
- Connoting the use of words rather than numbers
- Focusing on attitudes towards understanding, experiences and interpretations by humans of the social world.

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Foundations

Choose a research focus of applied linguistics or TESOL that you are interested in. Some areas for your reference include

communication strategy	argument structure construction	learner autonomy	learning engagement
language acquisition	learning styles	motivation	identity
L2 transfer	apprehension	space and place	culture

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Foundations: Paradigm

- Humans actively construct their own meanings of situations
- **Meaning arises out of social situations and is handled through interpretive processes**
- Behaviour and data are socially situated, context-related, context-dependent and context-rich

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Foundations: Paradigm

- Realities are multiple, constructed and holistic
- **Knower and known are interactive, inseparable**
- Only context-bound working hypotheses are possible
- **The attribution of meaning is continuous and evolving over time**

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Foundations: Paradigm

- Research must include rich descriptions
- People are deliberate, intentional and creative in their actions
- History and biography intersect
- Social research needs to examine situations through the eyes of the participants
- Researchers are the instruments of the research

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Foundations: Paradigm

- Researchers generate rather than test hypotheses
- Researchers do not know in advance what they will see
- Humans are anticipatory beings
- Human phenomena seem to require even more conditional stipulations than do other kinds

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Foundations: Paradigm

- Meanings and understandings replace proof
- The processes of research and behaviour are as important as the outcomes
- People, situations, events and objects have meaning conferred upon them rather than possessing their own intrinsic meaning

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Foundations: Paradigm

- Social research should be conducted in natural, uncontrived, real-world settings with as little intrusiveness as possible by the researcher
- Social reality, experiences and social phenomena are capable of multiple, sometimes contradictory interpretations
- All factors have to be taken into account.

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Foundations: Process

- Studies must take place in their natural settings as context influences meaning
- Humans are the research instrument
- Utilization of tacit knowledge is inescapable
- Qualitative methods sit more comfortably than quantitative methods with the notion of the human-as-instrument
- Purposive sampling can explore the full scope of issues

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Foundations: Process

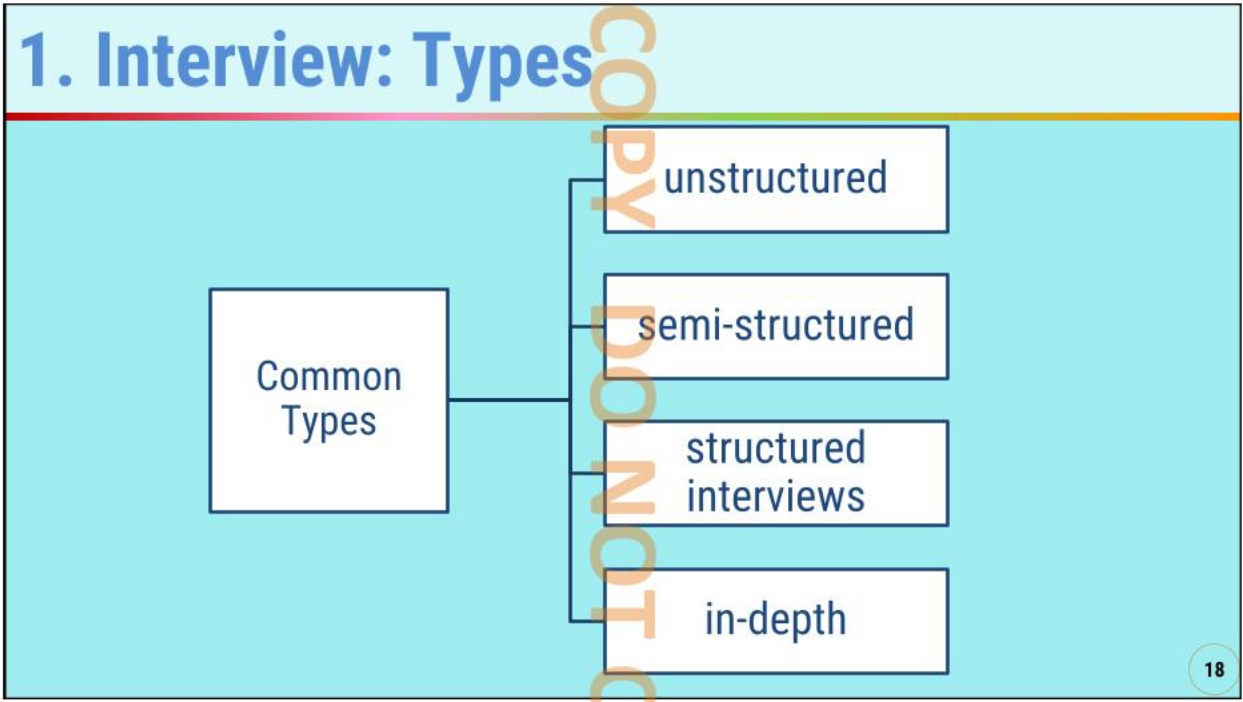
- Data analysis is inductive rather than deductive
- Theory emerges rather than being pre-ordinate
- Research designs emerge over time
- Research outcomes are negotiated
- Applications are tentative and pragmatic
- Trustworthiness and its components replace conventional views of reliability and validity.

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1 Interviews

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1. Interview: Features

Features

One-on-one basis: Two individuals, including interviewer and respondent

Data collection by detailed discussions on a research topic or theme

Data in the form of personal experiences, accounts, words, opinions, views, ideas, perceptions

Using the own words of the respondents

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1. Interview: Forms

Form

involves oral questioning of respondents and their responses

recorded by writing responses down or by tape-recording, or by both ways

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1. Interview: Questions

1. Hypothetical question

6. Feeling questions

2. Provocative questions

7. Knowledge questions

3. Ideal questions

8. Grand-tour questions

4. Interpretative questions

9. Mini-tour questions

5. Experience questions

10. Example questions

1. Interview: Questions

1. Hypothetical question

Suppose you had a chance to check the meaning of a word that you do not know when reading a passage, how would you do it?

2. Provocative questions

3. Ideal questions

4. Interpretative questions

5. Experience questions

1. Interview: Questions

1. Hypothetical question

2. Provocative questions

3. Ideal questions

4. Interpretative questions

5. Experience questions

Some say that intelligence comes from God, what do you think about that?

1. Interview: Questions

1. Hypothetical question

2. Provocative questions

3. Ideal questions

4. Interpretative questions

5. Experience questions

Please describe to me what a good students would be like?

1. Interview: Questions

- 1. Hypothetical question
- 2. Provocative questions
- 3. Ideal questions
- 4. Interpretative questions
- 5. Experience questions

You said earlier that you ask a friend for the meaning of a word that you do not know, how is this relevant to your personalities?

1. Interview: Questions

- 1. Hypothetical question
- 2. Provocative questions
- 3. Ideal questions
- 4. Interpretative questions
- 5. Experience questions

Could you tell me about your experience of working with others in group-based projects?

1. Interview: Questions

How did you feel when your friend failed the exam?

6. Feeling questions

7. Knowledge questions

8. Grand-tour questions

9. Mini-tour questions

10. Example questions

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1. Interview: Questions

What references are available for you to study English at the dorm?

6. Feeling questions

7. Knowledge questions

8. Grand-tour questions

9. Mini-tour questions

10. Example questions

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1. Interview: Questions

Can you describe a typical day of your learning activities?

6. Feeling questions

7. Knowledge questions

8. Grand-tour questions

9. Mini-tour questions

10. Example questions

1. Interview: Questions

Can you describe what goes on after students finish their group work activities in class?

6. Feeling questions

7. Knowledge questions

8. Grand-tour questions

9. Mini-tour questions

10. Example questions

1. Interview: Questions

Can you give me an example of a hard-working student?

6. Feeling questions

7. Knowledge questions

8. Grand-tour questions

9. Mini-tour questions

10. Example questions

1. Interview: Stages

Stage	Purpose
1. Opening questions	To identify the characteristics that the participants have in common.
2. Intro questions	To introduce the general topic of the discussion, and to stimulate the conversation & improve interaction
3. Transition questions	To move the participants into the focus of the discussion
4. Key questions	To concern about the focus of the interview
5. Ending questions	To give the participants an opportunity to make final statement
6. Final questions	To ask the participants to add any detail that they think have not been considered during the discussion

1. Interview: Stages

- 1 introduce a topic or interview
- 2 follow up on a topic or idea
- 3 probe for further information or response
- 4 ask respondents to specify and provide examples
- 5 directly ask for information
- 6 indirectly ask for information
- 7 interpret respondents' replies

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1. Interview: Probes

Clarifying Probes

probing the areas

Elaborating Probes

telling me more

What do you do after class? – Not much

Interactions with peers: Do you do anything with your peers?

Could you explain more?

Interactions with teachers: Do you talk to your teachers?

I need more details about this.

Interactions with media: Do you do anything with Facebook?

What does 'not much' mean?

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2 Focus Groups

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2. Focus groups

Focus group

- where several people are asked to come together to discuss a certain issue for the purpose of research
- led by a moderator or facilitator who introduces the topic, asks specific questions, controls digressions and stops break-away conversations.

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3 Qualitative Questionnaires

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3. Qualitative Questionnaires

Questionnaire

- Consisting of open-ended questions, allowing participants to give a free-form answer
- Eliciting more in-depth responses, often about changes
- Limiting the number of questions within 10 only
- Using yes/no questions to facilitate detailed responses.

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4 Observations

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4. Observations

Observations

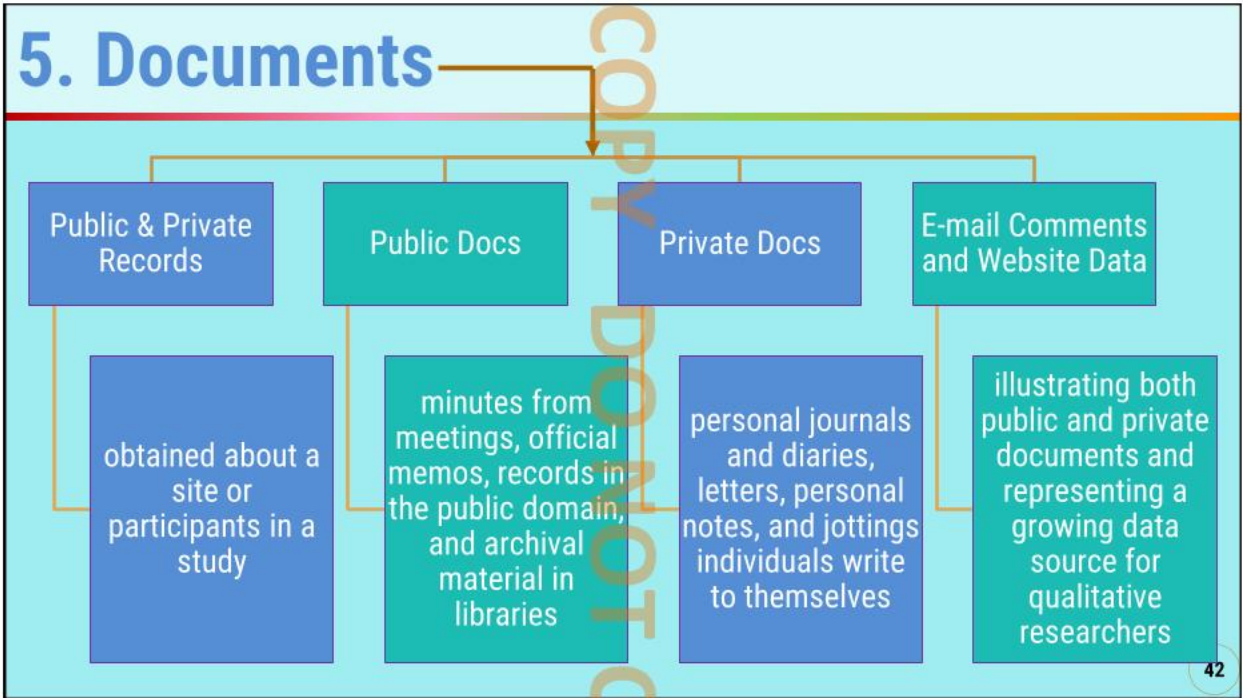
- where a researcher observes the behaviors of a group or individuals to witness first-hand their social behaviors
- involving systematically selecting, watching & recording behaviors & characteristics of living beings, objects or phenomena
- Requiring an observation schedule and training.

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5 Documents

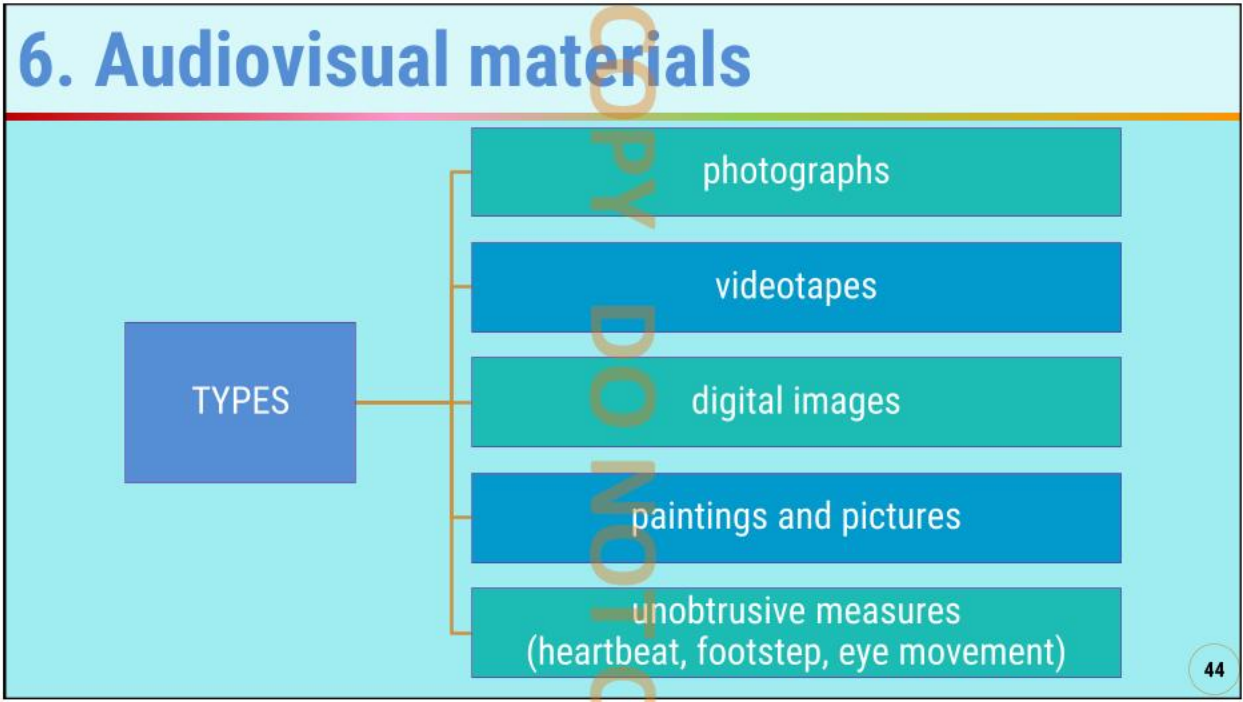
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6 Audiovisual Materials

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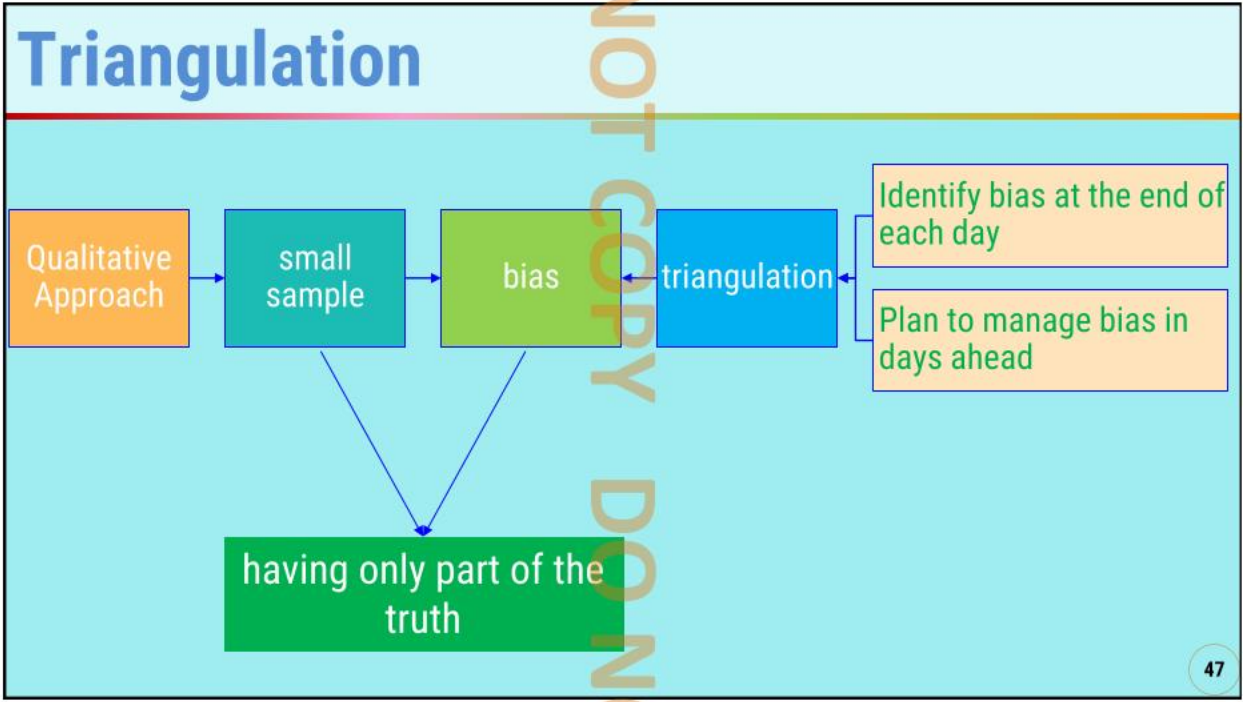
6. Audiovisual materials

ADVANTAGES	DISADVANTAGES
<p>People easily relate to images because they are so pervasive in our society.</p> <p>Images provide an opportunity for the participants to share directly their perceptions of reality</p> <p>Images such as films provide extensive data about real life as people visualize it.</p>	<p>Images are difficult to analyze because of the rich information</p> <p>Researcher may influence the data collected. For example, when looking at a video, researchers may impose the meaning of the phenomenon on participants, rather than obtain the participants' views.</p>

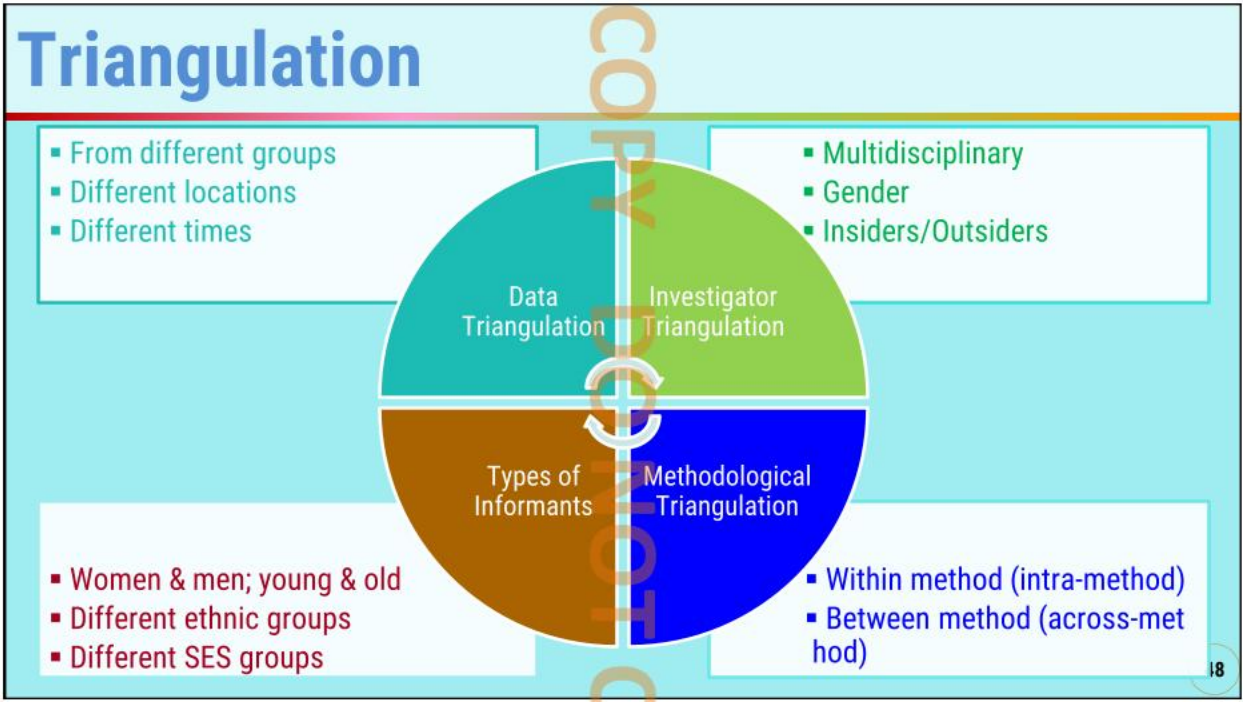
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Triangulation

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Challenges

1. Whose definition of the situation
2. **Reactivity**
3. Halo effect
4. **Implicit conservatism**
5. Focusing on the familiar (fighting familiarity)

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Challenges

6. Open-endedness and diversity
7. Neglect of wider social contexts & constraints
8. Generalizability
9. Writing up multiple realities
10. Ownership of the data

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THANK YOU

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