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Research Design and Methodological Issues for Undertaking a Research: An Ethnographic Approach

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Abstract:
Research is an orderly investing procedure engaged to create new knowledge by reviewing existing information. Generally, there are two types of research: basic and applied research, the former is the way of increasing scientific knowledge, and the later uses basic research for solving problems or evolving new methods, products, or techniques. This paper presents the theoretical issues of research design and methodology applied in my PhD study. This paper also demonstrates a broad characterization of qualitative research: ethnography, an approach which is drawn upon in my research study. The three basic principles of ethnography that I adopted for my study are also presented: time frames, insider vs outsider perspectives, and data collection instruments. Arguments about validity, reliability and generalization related to qualitative research are explained. Finally, it explains the data collection methods and the data analysis framework applied. In this study, through an analytical approach an assessment has been made about research design and methodological issues for undertaking a research study.

Keywords: Research, methods, techniques, qualitative, ethnography

1. Introduction

Research and methods are inseparable from each other, whether a research finding is reliable or not it depends on methods applied in it. Research can be undertaken meticulously, thoroughly and in a morally justifiable manner. It can be of various types such as, basic research, applied research, experimental development, policy research and programme evaluation. Research design is the plan of undertaking a research, and it is the way through which research is structured and conducted. Research planning is potential for a successful research work, and the issues of sampling, reliability, and validity should be addressed in it. It can be empirical, non-empirical, quantitative, qualitative and mixed methods (Cohen et al, 2009; Creswell, 1998; Hammersley, 2006).

Qualitative methods are most appropriate to gain insight into the problems and difficulties of students and teachers as they help to gain a holistic picture of the challenges, in particular, implementing English Language Teaching (ELT) innovation. They give insight not only into teachers' and students' beliefs about their teaching practices but also into outside factors that influence education, such as educational policy, socioeconomic conditions of teachers and students, facilities, location of school and school infrastructure. Creswell asserts that

A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting (1998:34).

The methodological approach used in my study is derived from the conceptual framework of communicative language teaching (CLT). It is concerned with the way in which communicative language teaching is practiced and perceived. This includes classroom pedagogy, teaching materials, and the examination system. Insight into these areas was obtained by analyzing classroom practice and by conducting interviews with teachers and students.

A number of previous studies have investigated communicative language teaching implementations in the EFL contexts and my study of Bangladesh has considered the methods used. Burnaby and Sun (1989) adopted a mixed method study to investigate the views of tertiary English teachers regarding CLT implementation in the Chinese context. Sano et al. (1984) carried out a qualitative study in secondary level English classrooms to investigate students' perceptions and views about CLT in Japan. Savignon and Wang (2003) conducted a quantitative study to investigate Taiwanese students' attitudes and perception in regard to CLT classroom practice. Li (1998) applied a qualitative study to investigate teachers' difficulties and challenges in implementing CLT in South Korea.

Many researchers have studied students' views regarding CLT innovation in EFL contexts (Sano et al., 1984; Savignon and Wang, 2003; Shamin, 1996), and research works were also conducted investigating teachers' difficulties in regard to CLT implementation in EFL contexts (Burnaby and Sun, 1989 and Li, 1998). However, investigations into both teachers' and students' problems and difficulties related to CLT remain largely unexplored. My PhD study examined teachers' and students' problems and difficulties implementing CLT in secondary level English classrooms in Bangladesh.

To carry out this research work I applied an ethnographical approach, which is explained and justified in the following sections.

2. An ethnographic approach

Given the purpose of the study (i.e. to reveal the teachers' and learners' perceived difficulties in implementing communicative language teaching in secondary education in Bangladesh), I drew on an ethnographic approach to collecting data in Bangladesh. Though my research is not ethnographic in the strictest sense of the term, it is consistent with more recent uses of ethnography in educational studies which is detailed below.

Hammersley suggests that ethnography is 'a specific form of qualitative inquiry' (2006:3). The origins of ethnography are rooted in anthropology, but with the development of social research its application has been widened, and it is now one of the more commonly used methods of inquiry in education research. That is because the ethnographical approach is useful in understanding the complexities of what is going on in educational contexts. According to Denzin, this approach "captures and records the voices of lived experiences...contextualizes experience...goes beyond mere fact and surface appearances...present details, context, emotion, and the webs of social relationships that joins persons to one another" (1994:83). Therefore, the traditional role of an ethnographer is to enter the world of a new group of people, and spend a substantial period of time understanding their customs and way of life, until total absorption in the community renders this way of life normal and unquestioned. Traditional ethnographic researchers often take the stance of a 'stranger' (Schutz, 1964) while doing research on a social group with significant characteristics.

More recently, however, in educational research ethnography has been more widely applied, perhaps, because of its popularity and success in "developing understanding of social and cultural processes in education setting" (Jeffrey and Troman 2004: 535). Holliday points to the usefulness of ethnography in a much wider domain, which can be to study 'any human entity' and he further argues that it can be useful in investigating the 'hidden curriculum' in a school (1996), for example the inconsistency between teacher training and teachers' knowledge, perceptions and practice.

Despite the assertion that ethnography can be used in 'any human entity', its application in the study of applied linguistics, particularly in international English language teaching, is comparatively new compared with its application in general education. Taking ethnography from broadening perspectives and its usage in English language education, Holliday argues that: The role and value of ethnography ...can be seen in the work which is ... concerned with what many might consider 'exotic' scenarios far away from the 'ideal' classroom.... In reality, they are not exotic at all, but represent contexts found all over the world, where English language education takes place in a melee of problematic attitudes and expectations surrounding relationships between teachers, students, experts, administrators, communities, and large classes (1996:239).

This argument once again suggests that ethnography is a form of inquiry which is useful to draw on when investigating ELT classroom pedagogy and practice in terms of CLT principles and practices to explore teachers' and learners' perceived difficulties in implementing communicative language teaching. There are three main aspects of ethnography that have been relevant to this study: Time frames, Insider/Outsider status, and Use of multiple methods. These are discussed in the following sections.

2.1. Time Frames

Time frame is one of the basic principles of an ethnographic approach. In traditional ethnographic approaches, a lengthy contact period is one of the crucial components. In fact, traditional ethnography would take place over a period of several years. As Hammersley argues:

This (ethnography) usually involves fairly lengthy contact, through participant observation in relevant settings, and/or through relatively open-ended interviews designed to understand people's perspectives, perhaps completed by the study of various sorts of document – official, publicly available or personal (2006:4).

However, the pace of life in modern society has quickened dramatically. For instance, Wolcott asserts that "The intensification of academic life, the pressures from funding bodies for quick completion" and most of all "the time for publication make sustained 12-month minimum research periods a luxury" (Wolcott, 1995:77). As a consequence, the contemporary ethnographer now "links brief visits that extend over a long period of time, so that the brevity of the periods is mollified by the effect of long-term acquaintance" (Wolcott, 1995:77).

Jeffery and Troman (2004) in their article 'Time for ethnography' suggest that modern ethnographic studies apply a range of different time modes rather than the immersion approach of classical anthropological studies. They identify a 'compressed time mode' where ethnographers live with the participants almost permanently for a short period ranging from a few days to a month, and a 'selective intermittent time mode' ethnography, lasting from three months up to two years, which allows a specific approach to data collection and progressive focusing during the study. They further suggest a 'recurrent time mode' where the sampling is led by 'temporal phases', for example an inspection or examination period in a school. The research is selective and specific about the place and people with whom they spend time. They also suggest that selective time in 'the field' is directed by the focus of the study and the decision about the analytical categories (Jeffery and Troman 2004). The 'selective intermittent time mode' with depth of studies its dominant criterion and progressive focusing for sustained period its main characteristics is the mode that I applied in my research. This allowed me to collect data and reflect on what was happening before deciding what to collect next.

2.2. Insider vs. Outsider Status

As far as an ethnographic approach is concerned, the researcher's status is a vital factor. The traditional focus of an ethnographic approach is to study the 'other' and the status of the researcher is 'stranger' in the researched 'ethnos' or community. However, the broad application of this inquiry process allows researchers to adopt a wide range of positions – this is particularly common in applied linguistics (Brumfit, 1985). This is in part to do with the nature of applied linguistics researchers, who – like me – often start research work a little later in their lives than students in other disciplines. They also generally have professional experience in the field. As with my case, Rampton et al (2004) suggests that for 'mature' students who are comparatively senior in age, "the move from work or family commitments into research is often more motivated by interests generated in practical activity than by a fascination with academic theory per se". Hence, Schutz (1976) suggests this movement as "a shift from the inside moving outwards, rather than a move from the outside inwards". And this shift can be associated with his view of the 'homecomer' (1976) who sees work and family anew, old ways familiar yet strange. Such was my position as a researcher in the Bangladeshi educational context.

As explained, I am a researcher who was born and brought up in Bangladesh and received education through the Bangladeshi educational system from primary school to higher secondary education. I also have experience of working with secondary school English teachers as a teacher trainer, and have taught English at both higher secondary and tertiary level in Bangladesh for over ten years. Thus, I am familiar with what is going on in the context, what often happens inside the classroom and how perceived values and beliefs in education shape the models of English teaching and learning. Moreover, I am familiar with and sensitive to the circumstances that exist there. Hence my work, education, and working experience in Bangladesh made me a complete insider. This insider status and cultural membership allowed me to see things that might otherwise go unnoticed. However, my graduation and post graduation study on English literature and English Language Teaching (ELT) in India and further my MRes studies in the UK allowed me to reflect on what influences ELT from a more outsider perspective. So, by stepping outside the familiar educational context for a lengthy period of time, I had a sense of 'stranger' which gave me an analytic distance from which I could better analyse what was happening.

2.3. Use of Multiple Methods

The use of multiple methods is another basic principle of an ethnographic approach. In my study I used questionnaire survey, observation, interview, group interview, field notes, documents, photographs, and audio recorder in order to collect data. The use of a multiple method approach is the best way to understand the complexity of the context, to explore the participants' understanding, their difficulties and problems and to gain a deep insight into the issues. Moreover, this approach helps to triangulate the various findings to get more accurate and valid data. Golafshani (2003) claims that "engaging multiple methods, such as observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities" (p. 44). A multiple method approach proved to be the best way to collect data for this study as this project aims to investigate teachers' and learners' problems and difficulties practising a communicative approach in the classroom. In the next section, theoretical assumptions of validity, reliability and generalizability of my study are explained.

3. Validity, Reliability and Generalizability

The approach of my study is ethnographic, which has been justified in the above sections. The nature of the study is generally qualitative in that I conducted classroom observations, and then interviews to investigate and explore the observed teachers' and students' problems and other difficulties in implementing CLT at secondary level ELT in Bangladesh. Now the three major issues of my study, e.g. validity, reliability and generalizability are justified. Qualitative research has been criticized by the quantitative researchers as being 'subjective' and lacking in 'scientific rigor'. In response to this criticism, Bird et al argue:

The criticism of quantitative research was that it fails to take account of the very nature of human social life, assuming it to consist of mechanical cause-and-effect relationships: whereas in fact it involves complex processes of interpretation and negotiation that do not have determinate outcomes (1996:15).

Pointing out the 'deep-seated disagreements' between qualitative and quantitative researchers about the nature of human behaviour and how it can be understood, Eisner maintains that disagreement of the arguments would be the different perception of the world we see, "mainly is the world out there and we see things the way they are or is our view of reality correspondent with reality itself?" (1993:50). Following an ethnographer's philosophy, I reject the idea that there is an objective truth 'out there' and reject the view that qualitative research is merely an assembly of anecdotes and personal impressions. Emerson states that, fieldwork is a "deeply personal as well as a scientific project" (1983, p.184), where the subjectivity and emotional experiences are bound up with interpretative processes. I do however acknowledge the fact that 'people's perceptions of the world (and hence the knowledge constructed about it) reflects factors characterizing their particular viewpoints" (Santos 2004: 83). This is probably because, "researchers must put their own selves into the research and interpret what they see or hear" (Bird et al 1996: 91). This perhaps implies that the researcher himself/herself is a research instrument, which could be viewed as a 'constraint' in qualitative research. According to Eisner (1993), in social science research a value-free interpretation is impossible. Being reflective, I recounted the processes, problems, choices, and errors that emerged during the field work. Hammersley and Atkinson (2007) argue that reflexivity allows the researcher to connect the process of data collection and data analysis to help ensure rigour in the research. So, instead of denying that my subjectivity could contaminate the data, my approach was to lay it out in the open and make it part of the analytic process. Regarding the perceptions of the world of people related to this study, I recognize that this researcher's background, his prior knowledge and beliefs about the research setting, the

theory he draws on to investigate the phenomena, the methodology he applies to collect data and the analytic tools he adopts can all affect his research.

Reliability is a concern that is often discussed by qualitative researchers. LeCompte and Goetz classified reliability as 'external reliability' and 'internal reliability' (1982) with the former 'involving the replicability of the study' and the latter "concerning the likelihood of having different researchers analyse the data in similar ways" (Santos, 2004). Given the dynamic nature of the social world and a research focus that involves teacher and students' ELT classroom activities, I would not 'expect other researchers in a similar or even the same situation to replicate their findings in the sense of independently coming up with a precisely similar conceptualization' (Schofield, 1993: 93). Even in natural science, this kind of replication "is not always possible" (Hammersley, 1994: 9). This does not mean that there is no regulation to follow. To make qualitative research plausible, Seale proposes that "a more realistic alternative is the provision of a fully reflexive account of procedures and methods, showing to readers in as much detail as possible the lines of inquiry that have led to particular conclusions" (1999: 157). This is the stance that can be related to the concept of internal reliability, which has always been seriously questioned by quantitative researchers. Qualitative research can be a quality one as long as it has boundaries between academic reports and works of literature and people who share the same framework can get the same perspective or the same knowledge (Eisner, 1993).

In conjunction with validity and reliability, qualitative researchers are also concerned with generalizability, and "in the past decade, interest in the issue of generalizability has increased markedly … in the study of education" (Schofield 1993: 93). The relevant question on generalizability relating to my study would be "to what extent can the findings be applied to other similar contexts?" Following Schofield's stance (ibid), this question is addressed in the following:

First, qualitative research is not to "generate broadly applicable laws that apply universally" (Schofield, 1993: 97). I was keenly aware that it would be problematic to apply the findings from this study to all ELT contexts in Bangladesh by virtue of the country's sheer size and complexity. However, I do agree that "rejection of the generalizability as a search for broadly applicable laws is not a rejection of the idea that studies in one situation can be used to speak to or to help form a judgment about other situations" (Schofield, 1993: 97). My study aimed to develop an in-depth understanding of the current situation of ELT at secondary level in Bangladesh. It was appropriate, even desirable, to sacrifice breadth in order to have an in-depth view. I believe that by pointing out the teachers' and learners' perceived difficulties in implementing communicative language teaching, this study could be referred to by other studies that address similar issues. Another characteristic about generalizability is 'thick description'. Schofield (1993) argues that 'thick descriptions are vital' and he further explains:

Such description of both the site in which studies are conducted and of the site to which one wishes to generalize are crucial in allowing one to search for the similarities and differences between situations (1993:97).
Similar comments on thick descriptions are also made by Seale who explains:
Thick, detailed case study description can give readers a vicarious experience of 'being there' with the researcher, so that they can use their human judgment to assess the likelihood of the same process applying to other settings which they know (1999:118).

This discussion has elaborated the justification of validity, reliability and generalizability of research study, which was reflected in my PhD study.

4. Methods Used

My study not only looked into teachers' training and knowledge, and teachers' and students' socio-economic status but also the use of English, the use of Bangla, the use of material and techniques, and the use of techniques for testing and assessment in the classroom in order to find out teachers' and learners' perceived difficulties practicing CLT in the English classroom. To carry out the research I initially conducted a questionnaire survey to select potential schools for observation.
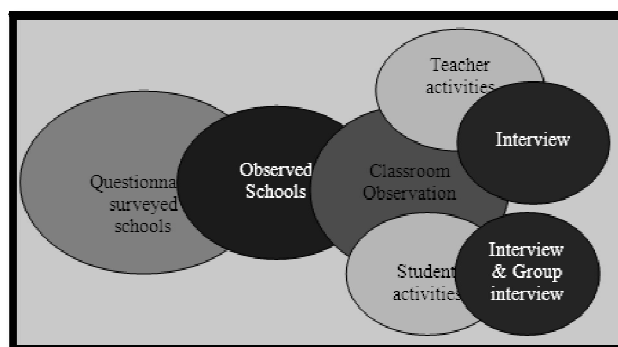

Figure: 1: Data Collection Approach Used

I then observed ELT classes and interviewed teachers and students in these schools. Figure: 1 presents my data collection approach. In the following data collection methods are detailed I applied in my study.

4. 1. Questionnaire Survey

I began my research study by conducting a questionnaire survey in written face-to-face among IX and X grade English teachers in twenty-seven (27) secondary schools in Duplah upazilla. The purpose of this questionnaire survey was to choose potential schools for follow-up observation and interviews. I distributed the questionnaire to sixty-one (61) teachers in twenty-seven (27) schools in Duplah upazilla. Thirty-four (34) teachers responded in fourteen (14) schools.

The questionnaire was in English and it was designed with both an open-ended and multiple-choice questions which asked about the background information of teachers and schools and teachers' ideas and opinion on CLT. Some open questions were also designed to explore the problems of practising CLT in the English classroom and the teachers' knowledge of CLT. The questionnaire was in English but I explained it to the participants' teachers in Bangla following their queries. The choice of using English in the questionnaire was one of the techniques to choose the schools for observation and interview.

I spent two months in the field for this part of study. My plan was to visit one school and sometimes two schools in a day as per location and distance. I planned to distribute the questionnaire among the teachers and to collect it on the same day. But this plan did not always work. In most cases I had to contact teachers in person or via phone to collect the questionnaire. Once I finished questionnaire survey I then selected and started the observation study in the schools. Among these fourteen schools I chose two potential schools: PRN and AKZ for observation and interviews. I selected these schools based on teacher qualification, training, number of students and location. Because of participants' confidentiality names were anyomised.

4.2. Observation

Classroom observation plays an important role in understanding better the difficulties and problems of classroom teaching and the pedagogical inconsistency in classroom practice (Lightbown and Spada, 1999). I used observation to see how teachers and students behaved in the classroom, how CLT techniques and materials were used and how language was used. Moreover, observation informed the interviews that I conducted later on. I undertook observation and interviews among Grade IX and X English teachers who were responsible for teaching the national textbook 'English For Today' and students in PRN and AKZ High Schools. I collected the class timetable from the head teacher to find out participant teachers' schedules and then I talked to them to finalise my observation plan. I planned to observe four teachers in the PRN High School and two teachers in AKZ High School. I planned to observe two ELT classes in one working day and to conduct one group and three individual interviews with students and a teacher interview following an observation. But after some days I had to reorganise my working plan in both schools because of fewer classes.

When observing I always went to the classroom before the teachers arrived. I sat on the back bench with the check-list. There were students around me and at the beginning they looked at what I was doing, but gradually they became familiar with the situation and they started to ignore me. Although I had permission to use video recording in the classroom and I recorded some classes, I had to stop using the video recorder in the classroom for two reasons. First, I found it affected teachers' and students' normal practices. Second, female students did not like it, as they thought it could be harmful for their reputation and were very uncomfortable. Subsequently I fully relied on my own observations and on the observation checklist.

After observing the lesson, I took photographs of the classroom, textbook, students' work, teachers' board work and any posters, which I used when interpreting the data. I took note of what I was not sure of and of anything that seemed unusual in order to ask the teacher a after the lesson and in the interviews.

4.3. Interview

This section details the process and instruments for conducting interviews. The interview is a "basic method of data gathering' and is useful 'to obtain a rich, in-depth experimental account of an event or episode in the life of the respondent" (Fontana and Frey, 2005:698). In in-depth interviews, participants have the opportunity to clarify their answers, to explain their opinions and experiences, and to cite instances (Rubin and Rubin, 2005).

Once I finished the observations, I organised semi-structured interviews with teachers and students with the help of the head teacher and assistant head teacher. They took place in a vacant room on the school premises in two phases: during school and after school time. I selected students for interviews in the presence of an assistant head teacher and class teacher. I asked the students to raise their hands if they were interested to take part in the interview. Among these students I chose a random sample of students for interviews. Before starting the interview, I checked the audio recorder to ensure that the device was working, batteries were charged and there was enough space in the memory. I obtained informed verbal consent from the participants. When I started recording, first I stated the date, name of school and name of participants so that this could be matched to the observation. I conducted the interview mainly in Bangla. Each student interview lasted about 20 minutes and each teacher interview about 30 minutes and was audio-recorded for further data processing.

The purpose of these semi-structured interviews was mainly to aid the interpretation of observations. The questions also gave insight into the teachers' view of their role, their use of techniques and materials, their use of English and perceptions of their students' English learning. I asked questions such as 'what lesson from the textbook did you just cover'? 'What did you want your students to learn in this lesson'? 'Do you think they learned it'? 'How do you know'?

During students' interviews, questions were asked to reveal their opinions regarding classroom activities, their use of techniques, materials, and language, and their role in the classroom, e.g. I asked them questions like 'Do you like English class'? 'Why do you like/dislike it'? 'Do you often speak in your English class'? 'How do you feel about it'? 'What did

you learn from this lesson today'? 'Was the class that I just saw a typical lesson from your teacher'? Before starting, we had an informal conversation to make the atmosphere friendly and comfortable. I asked questions such as 'how are you'? 'How do you come to school'? 'What is your favourite game'? 'Where do you live'?
(Translated into English)

In addition, I used the following techniques in teacher and students interviews to encourage the participants to talk more on a subject.

I repeated the last word or phrase spoken by the interviewee, to prompt for further information giving, e.g.:

T: oh yes, they were so excited.
R: Excited?
T: Yes, really. One lesson, the students…
I paraphrased and reflected back to check understanding: e.g.:
R: So, it sounds to me like you are saying … …is that right?
I clarified if the interviewee said things that appeared to contradict or conflict with earlier statements, raised this for further discussion;
R: Can I just check? Earlier in the interview, I think you said…but now it sounds like you are saying …
I summarised key points the interviewee had made; to check understanding and completeness, which often prompted interviewee to either correct or extend my summary. But I was careful not to lead the teacher, e.g.:
I: So, have I got this right: when you teach English in classroom you face problems like…
I was empathetic to interviewee, verbal and non-verbal, e.g.:
I: How did that make you feel, now?
(Translated into English)

After the interview I thanked the teachers and students for their time. I also thanked the head teacher and office staff for their support. The following table presents the data for teacher and student interviews.

4.4. Group Interview

The objectives of the group interview were the same as the individual student interviews. However, this time, I collected information in a group. I applied this method to ensure a group of students' participations in the discussion and to collect their ideas and opinions on the questions. Krueger and Casey (2000) claim that in a permissive environment, same age group and same experience informants can express their opinions openly. Group interview also is an opportunity for the participants to talk and discuss the issues and to share their ideas and experiences (Bloor et al. 2001). Like the student individual interview, I applied the same process and instrument. I selected a sample of six students for each group interview. I also obtained students' verbal consent before conducting this interview. In addition, I explained to the students in Bangla what to do and how to do this discussion in the group. Each group interview lasted about 40 minutes.

4.5. Documents

During my fieldwork, I got access to documents which are publicly available such as the English syllabus and textbook used by teachers and students. In addition, I made of use of internal school documents such as school registers, students' attendance record books, teachers' work plans, and class routines. I also used teachers' board work and students' writing activities as evidence while talking to them. Apart from this, I wrote field notes of my classroom observation, visit and stay in the schools and captured photographs of the school and classroom activities. I also observed extra curricular activities which contributed to my general understanding of the research environment but do not feature in my analysis. The following figure is a summary of the data collected for this study.
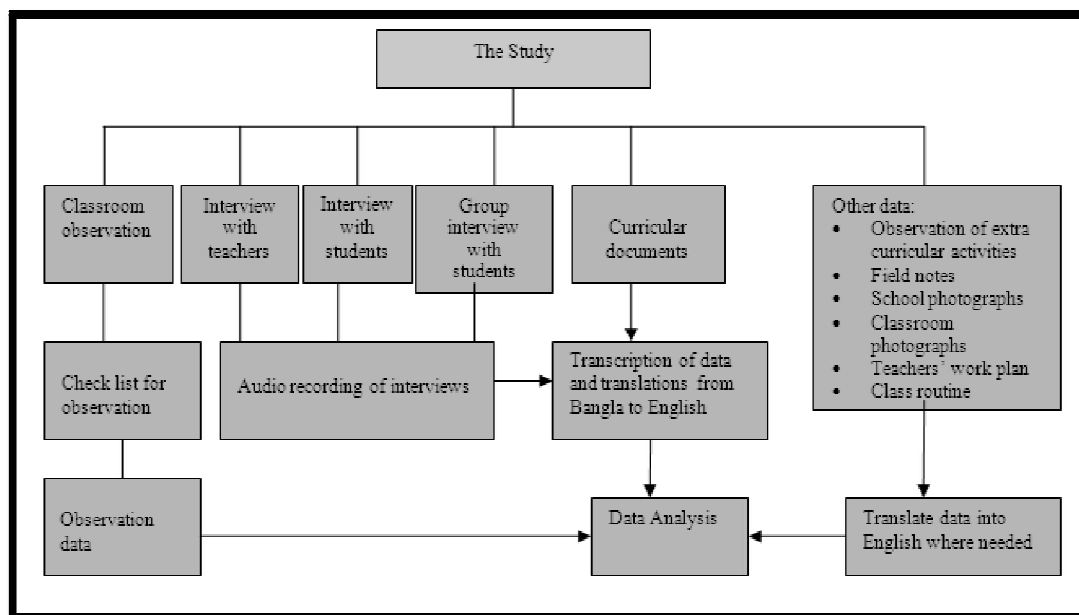
Figure: 2 Summaries of Data Collected for Research Study

5. Data Transcription and Analysis

This section describes the techniques and methods of data transcription and analysis I applied in my research study.

5.1. Data Transcription

Many scholars (e.g. Cook 1990; Ochs, 1999) argue that transcriptions are value-laden and reflect the transcribers' interests and assumptions. Swann further explains this point: 'Transcription necessarily corresponds to a researcher's interests and what they see as the analytical potential of their data, as well as their wider beliefs and values' (2010), which are informed by an underlying philosophy. Clearly, the researcher's interests, beliefs, and values play an important part in decisions made about transcription. In addition to researcher's beliefs and values, the selection and transcription of data is also affected by other factors, including the goal of research.

Ochs puts it as follows: "transcription is a selective process reflecting theoretical goals and definitions" (1999: 168). Transcription also implies certain analytical decisions and in fact it is argued that there is no straightforward cut-off point between transcription and analysis. Taylor, for instance, contends 'Transcription is an important aspect of analysis in itself' (2001:57). Before transcribing, I listened to all the recordings of the interviews and group interviews several times. Given the view of my research goals, I transcribed the relevant interviews, and also translated them into English as the majority of data is in Bangla. I used software Express Scribe to transcribe my interview data. During the transcription, the following conventions were adopted:

Notation	Meaning
R	Researcher
T	Teacher
S	Student (Ss-more than one student)
Sx (number)	Student x
Normal	Utterances originally in Bangla
Underlined	Utterances in English
Time New Roman font	Speech translated from Bangla to English
(xx)	Unintelligible or inaudible speech
--	Silence from participant (s)when response expected
(( ))	Comments or description of non-verbal behavior
[n]	A pause n = number of seconds
?	A question mark indicates a rising infection. It does not necessarily indicate a question.

Table: 1 Transcription Conventions

An example of original transcription with English translation is given below:

R   How long have you beenworking as an English teacher?

টিচার ১৩ বছর [1]

T   13years

গবেষক একজন <u>English teacher</u> হিসেবে আপনার অনুভুতি কি ?

R How do you feel as an English teacher?

টিচার প্রশ্ন টা ছোট কিন্তু ব্যাপকত অনেক [1] এর জন্য অনেক সময় দরকার [1] actually পড়িয়ে কোন তৃপতি নাই [1]

T It's a small question, but big in sense. I need time to tell about this. ActuallyI don't get self- satifaction as

গবেষক কারণ কি ?

R Why?

টিচার আমি ছেলে মেয়েদেরকে যা শিখাতে চাই শিখাতে পারিনা [1] এদের basic English খুব-ই দর্বল [1] এরা দশম শ্রেণীর ছাত্র ছাত্রী অধিকংশ ই ইংরেজী বুঝেনা যেমন [1] আমি যদি জিজ্ঞসা করি what is your father? তারা বলতে পারে না [1] কিন্তু যদি বলি তোমার বাবা কি করেন? তারা বলতে পারে [1]

T   I could not teachmy students what I wanted to teachthem in a class. Their basic English is very poor. They are X grade students.But many students can not understand English. For example, ifI askstudents what does your father do ? They can't say, I ask but ifin Bangla. They can answer it.

5.2. Data Analysis

Keeping in view my research objectives, I collected both qualitative and quantitative data; however, most of the data were qualitative, interview data. Hammersley and Atkinson contend that "the analysis of data involves interpretation of the meanings, functions, and consequences of human actions and institutional practices, and how these are implicated in local, and perhaps also wider contexts. What are produced, for the most part, are verbal descriptions, and theories: quantification and statistical analysis play a subordinate role at most" (2007:3).

Given this view, I made use of both approaches - verbal descriptions as well quantifications of data. I used pie charts for some statistical analysis of classroom observation data. I used thematic analysis to analyse the interview and group interview data. Thematic analysis is a systematic and uniform technique for categorizing qualitative data (Boyatzis, 1998:4). In this process themes emerge from a close scrutiny of the collected data and themes are developed inductively (Aronson, 1994; Barun & Clarke, 2006).

Like most qualitative research, the analysis of data starts even before the data is collected. In my case, the analysis permeated the three years of my study. Braun and Clarke argue that, "The process starts when the analyst begins to notice, and look for, patterns of meaning and issues of potential interest in the data - this may be during data collection" (2006: 86). I followed a step –by- step process to analyze my data (Braun and Clarke, 2006; Patton, 1990). First, I familiarized myself with the data set- the observation data, audio recordings, original transcripts and translated data. I then highlighted the relevant excerpt to generate initial themes or patterns, analytic codes, and major themes. Aronson claims that "themes are identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone" (Leininger, 1985:60 quoted by Aronson). While transcribing the data I identified themes of the study but the final direction was only confirmed once all the data had been transcribed. Following Hammersley and Atkinson (1983:178), I engaged in "a careful reading of the data [...] in order to gain a thorough familiarity with it". This proved to be an important step in helping me identify patterns and themes as well as establishing the connections between them. While analyzing, I would go back and forth, in a circular study to make sense of the data, and also went beyond data to generate ideas to make clear sense within the data. According to Hammersley and Atkinson the data analysis process:
Ought to involve an iterative process in which ideas are used to make sense of data, and data are used to change our ideas. In other words, there should be movement back and forth between ideas and data. So, analysis is not just a matter of managing and manipulating data. We must be prepared to go beyond the data to develop ideas that will illuminate them, and this will allow us to link our ideas with those of others; and we must then bring those ideas back to test their fit with further data, and so on (2007: 159).

Given the aim of this study, two major themes emerged as significant and influential from teachers' and students' perspectives, pedagogical difficulties, and environmental and personal difficulties. I analyzed these two major themes in my thesis chapters. Considering that the amount of data is manageable, throughout data analysis, I have engaged in manual analysis. The benefit of a manual approach is that by manipulating the data intensively and extensively, I have acquired complete familiarity with the data at both a general and specific level. An example of data generation is given in Table 4.7 below:

Original Data (English Translation)	Initial Themes/ Patterns	Analytic Codes	Major themes
R: How long have you been workingas an English teacher? T: 13years R: How do feel now? T: It's a small question, but big in sense. I need time to tell about this. Actually i don'self t get-satifaction as R: So, you are not satisfied at your present position? T: Yes. R: Why are you not satisfied? T: I could not teach students what I wanted to teach in a class. Their basic English is very poor. They can't read English. They are X grade udentsst.but many students can not understand simple English, for example, ifl ask [a student] what is your father ? He can't say,but if I askin Bangla. He can answer it.	Students can't read Student can't understand	Students' poor English skills	Pedagogical difficulties

Table: 2: Techniques of Data Analysis

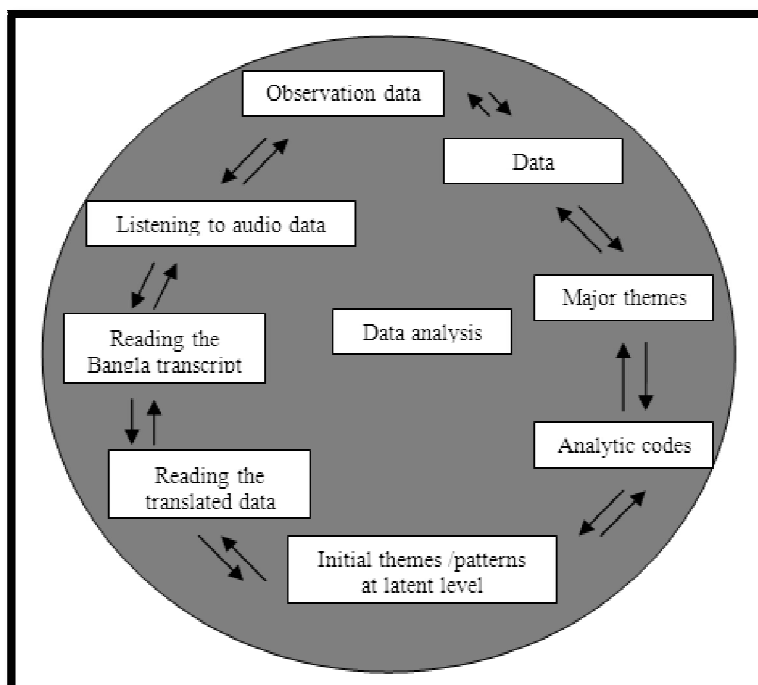Figure 3 provides a picture of the methodological framework for interview data analysis:

Figure: 3 Methodological Frameworks for Data Analysis

The above figure shows that my interview data analysis process was recursive in nature that started with data collection. I also made use of observation data as supplement to interview data. I used to listen to audio data and transcribe them into Bangla. I then translated the original data into English. I used to read translated data several times to be familiar and to identify initial themes. I also used to read original data when it needed. This technique informed the analytical codes and then major themes.

6. Conclusion

This paper explains the methodology applied in my PhD study. I have briefly described the origin of the general ethnographical approach used and a justification has also been made for this. Terms such as 'intermittent mode', and 'insider vs outsider' have been detailed considering my own experience and the pattern of data collection. Validity, reliability, and generalizability related to this qualitative research have been illustrated. The theoretical assumptions for data selection and conventions for transcription have been explained. A framework for data analysis has also been presented. An assessment is made for a research design and methodology that could be applied for undertaking a further research study and future researchers.

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