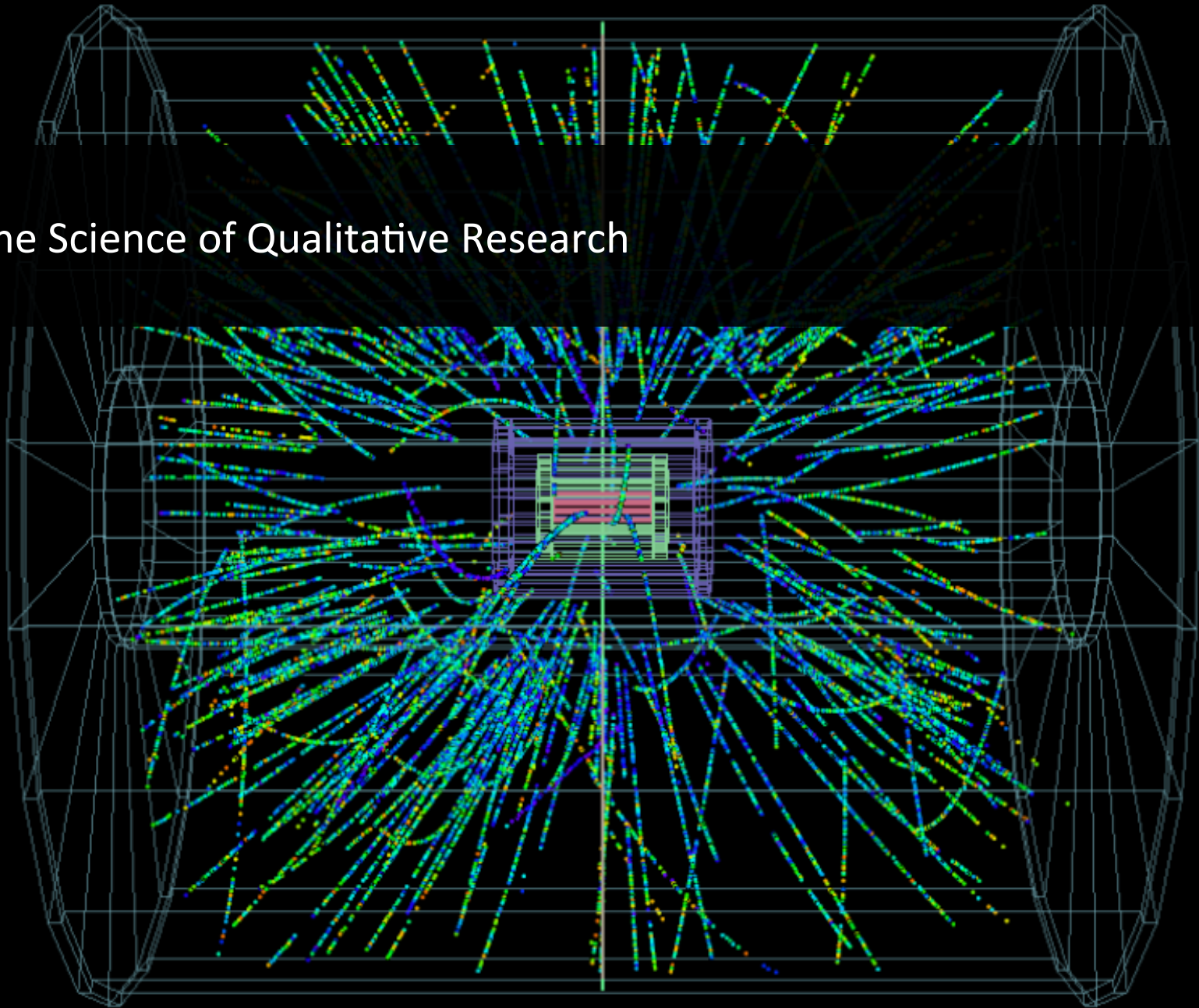


The Science of Qualitative Research



S E M E I O L O G Y

(the study of signs of which linguistics is but one field, other fields include biosemiotics, cognitive semiotics, cybersemiotics, computer semiotics, organisational semiotics, cultural semiotics etc.)

L i n g u i s t i c s

Semiotics

- Syntax (grammar)
- Semantics (meaning)
- Pragmatics (meaning in context that lead to action)

Visual Semiotics

Discourse Analysis

- Conversation Analysis
- Critical Discourse Analysis
- Rhetoric
- Narratology
- Literary Stylistics

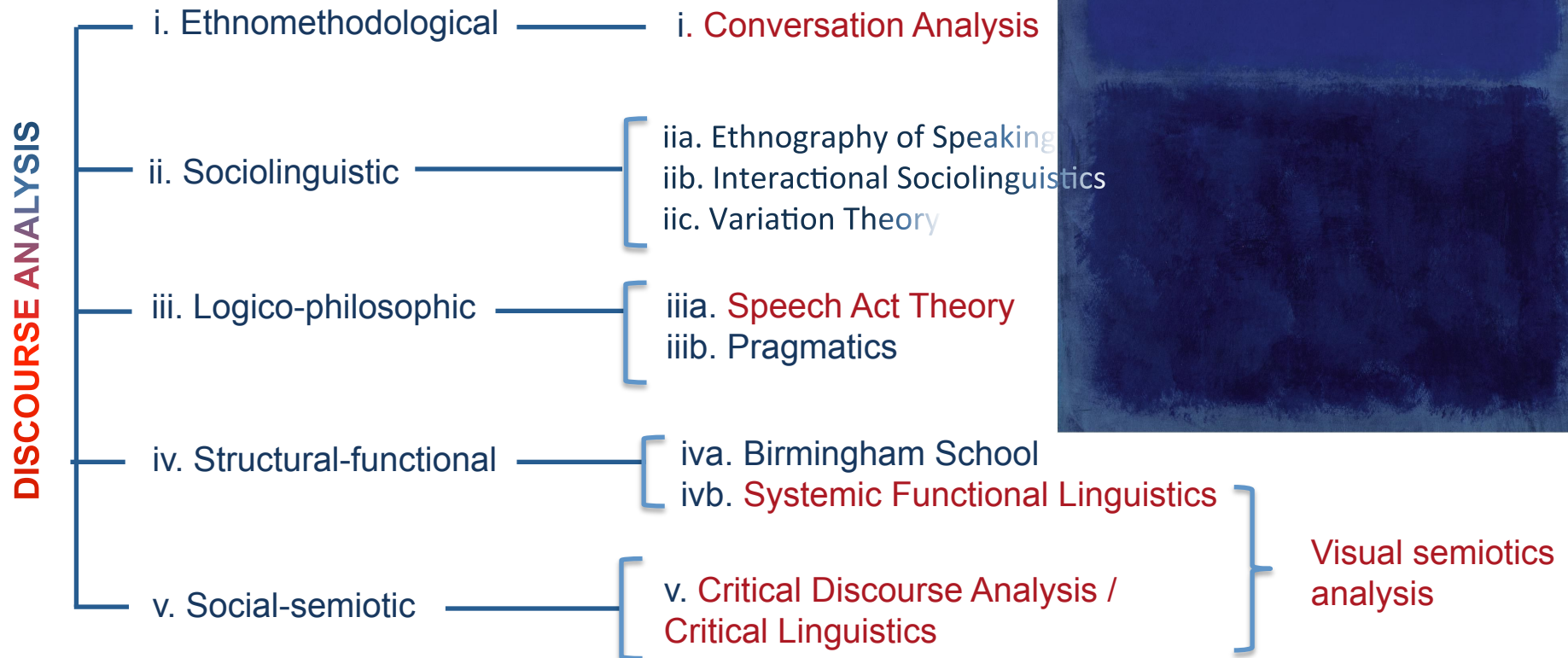
In terms of methodology, many tools from DA can be and have been applied in the field of visual semiotics, i.e. in the deconstructing and analysis of visuals in context such as marketing posters, newspaper layouts, magazine layouts etc.

Language is a system of meaning. It is a *semiotic system*.

Other kinds of systems include, the physical, the biological and the social. Each system has an ascending order of complexity, each encompassing the one below.

A P P R O A C H E S

TO ANALYSING DISCOURSE IN TALK, TEXT AND VISUAL REPRESENTATIONS



Reference: S. Eggins & D. Slade, 1997. *Analysing Casual Conversation*. London: Cassell, chapter 2.

DISCOURSE ANALYSIS

‘Discourse’ can be defined as a *collection of (spoken / written) texts and/or visuals*.

DA rests on the *theoretical foundation* that language reflects thinking whilst at the same time, creates reality (known as the *linguistic relativity principle*).

DA is a *systematic method* of investigation of language in use in context, organized at and above the level of the sentence, that includes spoken and written forms of text.

DA has been applied primarily to spoken language, face-to-face interactions in the form of Conversation Analysis (CA) in a variety of contexts – classrooms, courtrooms, hospitals / clinics, organizations, political debates etc.

DA can investigate features that of language that are *small and specific*, e.g. whether speakers / writers preface their sentences with markers like *oh* and *well*, or whether they organize sentences according to the pattern of given information followed by new information.

DA can investigate aspects of language that are *complex and abstract*, i.e. how speakers and writers orient their language to institutional settings, or how socio-cultural worldviews affect the production and interpretation of language.

The **functional view of language** works on the assumption that language has evolved both as a process and tool to serve the social functions of the human species.

The social functions of language determine the pattern of language varieties and genres, representing different resulting discourse types.

A discourse database can be built from collecting primary and secondary data, i.e. interviews, texts in print, texts from the internet.

Qualitative data is often framed within the context of a discourse. As such, all qualitative data analysis is discourse analysis (DA) of which conversation analysis (CA) is but one example of how DA can be conducted.

Reference
 Martin, J. R. 2011. Systemic Functional Linguistics. In K. Hyland & B. Paltridge (eds), *Continuum Companion to Discourse Analysis*, London, UK, pp 101-119.

	GENRE	PURPOSE	STAGES
Stories	recount	recounting events	Orientation Record of events
	narrative	resolving a complication in a story	Orientation Complication Resolution
	exemplum	judging character or behaviour in a story	Orientation Incident Interpretation
	anecdote	sharing an emotional reaction in a story	Orientation Remarkable event Reaction
Histories	autobiographical recount	recounting life events	Orientation Record of stages
	biographical recount	recounting life stages	Orientation Record of stages
	historical recount	recounting historical events	Background Record of stages
	historical account	explaining historical events	Background Account of stages
Explanations	sequential explanation	explaining a sequence	Phenomenon Explanation
	factorial explanation	explaining multiple causes	Phenomenon:outcome Explanation:factors
	consequential explanation	explaining multiple effects	Phenomenon:cause Explanation:consq.
Procedures	procedure	how to do experiments & observations	Purpose Equipment Steps
	procedural recount	recounting experiments & observations	Purpose Method Results
Reports	descriptive report	classifying & describing a phenomenon	Classification Description
	classifying report	classifying & describing types of phenomena	Classification Description:types
	compositional report	describing parts of wholes	Classification Description:parts
Arguments	exposition	arguing for a point of view	Thesis Arguments Reiteration
	discussion	discussing two or more points of view	Issue Sides Resolution
Text Responses	review	evaluating a literary, visual or musical text	Context Description of text Judgement
	interpretation	interpreting the message of a text	Evaluation Synopsis of text Reaffirmation
	critical response	challenging the message of a text	Evaluation Deconstruction Challenge

Aspects of interest

- (1) **Identifying actors**: The researcher attempts to establish, within the given context of study, the main actors. This can be uncovered through salience / prominence of discourse presence.
- (2) **Identifying agency**: The researcher tries to understand and study each actor's agency, or capacity for influence in the given context of study. This could be done in two ways,
 - (i) studying the internal world of the actors, such as the person's emotions, expectations, hopes, disappointments, frustrations, world outlook etc. through their use of language, and
 - (ii) studying the relation of internal world of actors in relation to the external contextual reality.
- (3) **Correlating the interaction between actors** through social discourse: The researcher attempts to study and understand, by means of language, the social interactions taking place in the social group, in the context of study.

Whether interview data or group discussions, interactions both perpetuate and create new symbols of group meaning (part of culture making for example), and images of status, territory, power, authority etc. Interactions and discourse reflect, perpetuate and shape group ideology.

Questions to ask in applying DA:

- a) What does language allow the interacting actors to do?
- b) What does it prevent them from doing?
- c) Does it allow them to realize their goals?
- d) Does it assist in constructing the social reality in which they live and act?

There is an attempt to understand what language is and what functions it serves in the professional world in organizational settings.

Discourse in its social and cultural contexts is an attempt to understand how users of language generate meaning for the community of users themselves.

CRITICAL DISCOURSE ANALYSIS

CDA stems from a critical theory of language which sees the use of language as a form of social practice. All social practices are tied to specific historical contexts and are the means by which existing social relations are reproduced or contested, and different interests are served.

It is the questions pertaining to the interests that relate discourse to relations of power.

Questions to ask:

- a) How is the text positioned or positioning?
- b) Whose interests are served / negated?
- c) What are the consequences of this positioning?

Photo: Robert Scherer, Hair: Tredwell, Ian Byrne

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The **CDA model of analysis** consists of three interrelated facets of analysis which are tied to three interrelated dimensions of discourse:

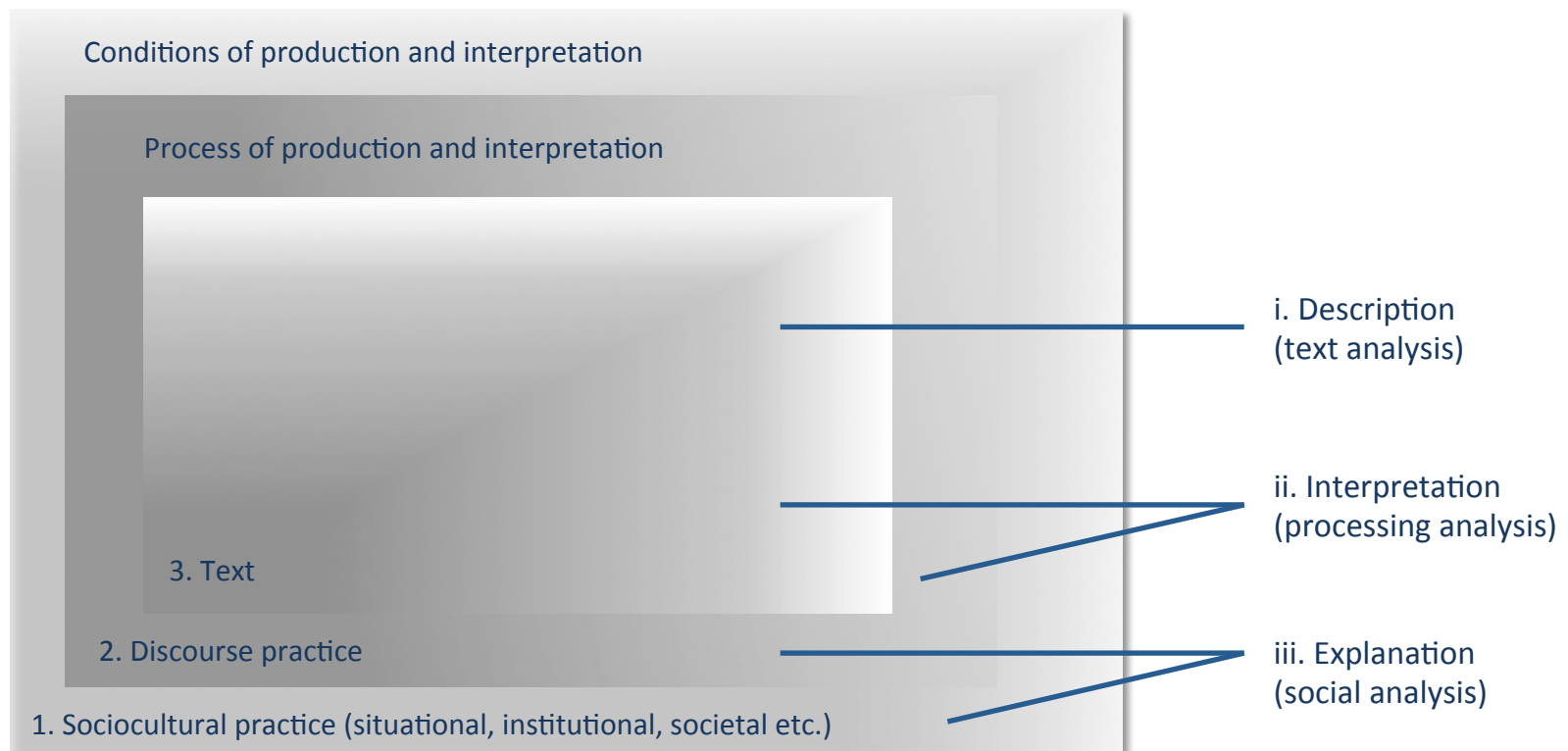
1. The object of analysis (including verbal, visual, and / or verbal-visual texts).
2. The process by which the object is produced and received (writing, speaking, designing, reading, listening, viewing) by humans.
3. The socio-historical conditions that govern these processes.

Each of the three dimensions requires a different kind of analysis:

1. Text analysis (description)
2. Processing analysis (interpretation)
3. Social analysis (explanation)

What is useful about this approach is that it enables the analyst to focus on the different layers of text production, interpretation and dissemination. It shows how texts are instantiations of socially regulated discourse and that the processes of production and reception are socially constrained.

With this model by Norman Fairclough (b.1941-), you have multiple points of analytic entry, where the aim is to have comprehensive mutual explanations with interesting patterns that can be described, interpreted and explained.

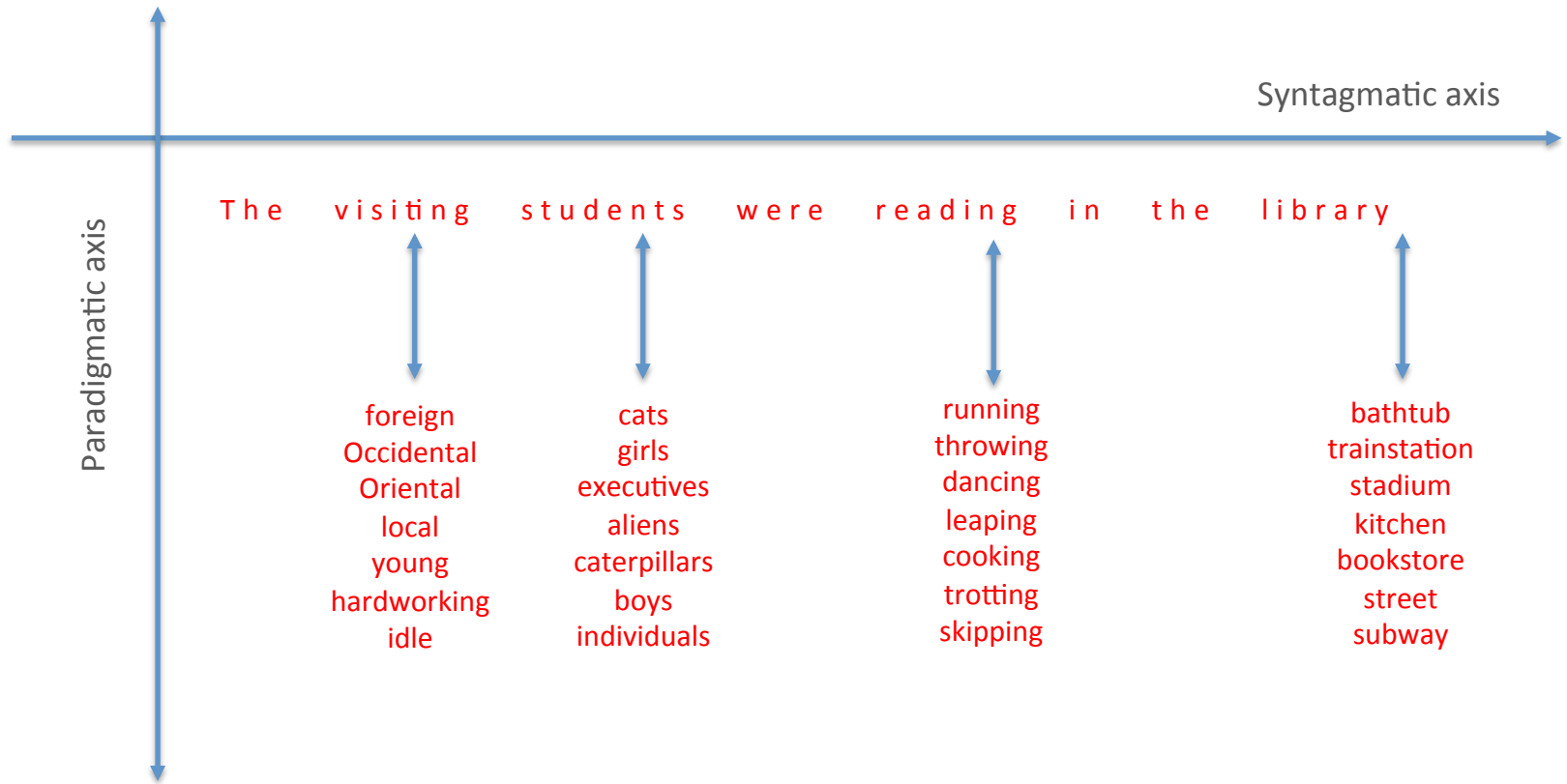


CRITICAL DISCOURSE ANALYSIS MODEL

Fairclough, N. 1995. *Critical Discourse Analysis*, London, Longman.

SYSTEMIC FUNCTIONAL
LINGUISTICS

“A fundamental property of language is that it enables human beings to build a mental picture of reality, to make sense of their experience of what goes on around them and inside them... Our most powerful conception of reality is that it consists of ‘goings-on’: of doing, happening, feeling, being. These goings-on are sorted out in the semantic system of the language, and expressed through the grammar of the clause” (p.101)



3 METAFUNCTIONS OF LANGUAGE

- i. **Ideational** – which expresses the world of experience, language that captures our mental or cognitive experiences and representations of the world. The ideational metafunction is analysed via the *use of Transitivity* in language. It tells us about who is doing what and who feels or thinks what, for example.
- ii. **Interpersonal** – language that establishes and maintains social relationships, it reflects how individuals interact with each in social contexts, what values, attitudes and what aspects of each individual's personality is expressed. The interpersonal metafunction is analysed via the *use of Mood* and modality, how obliged do people feel about doing something for example.
- iii. **Textual** – which brings out the themes of what is being communicated, it helps interlocutors construct a coherent text. The textual metafunction is analysed by looking at *clausal theme*, i.e. what comes first when people say things.

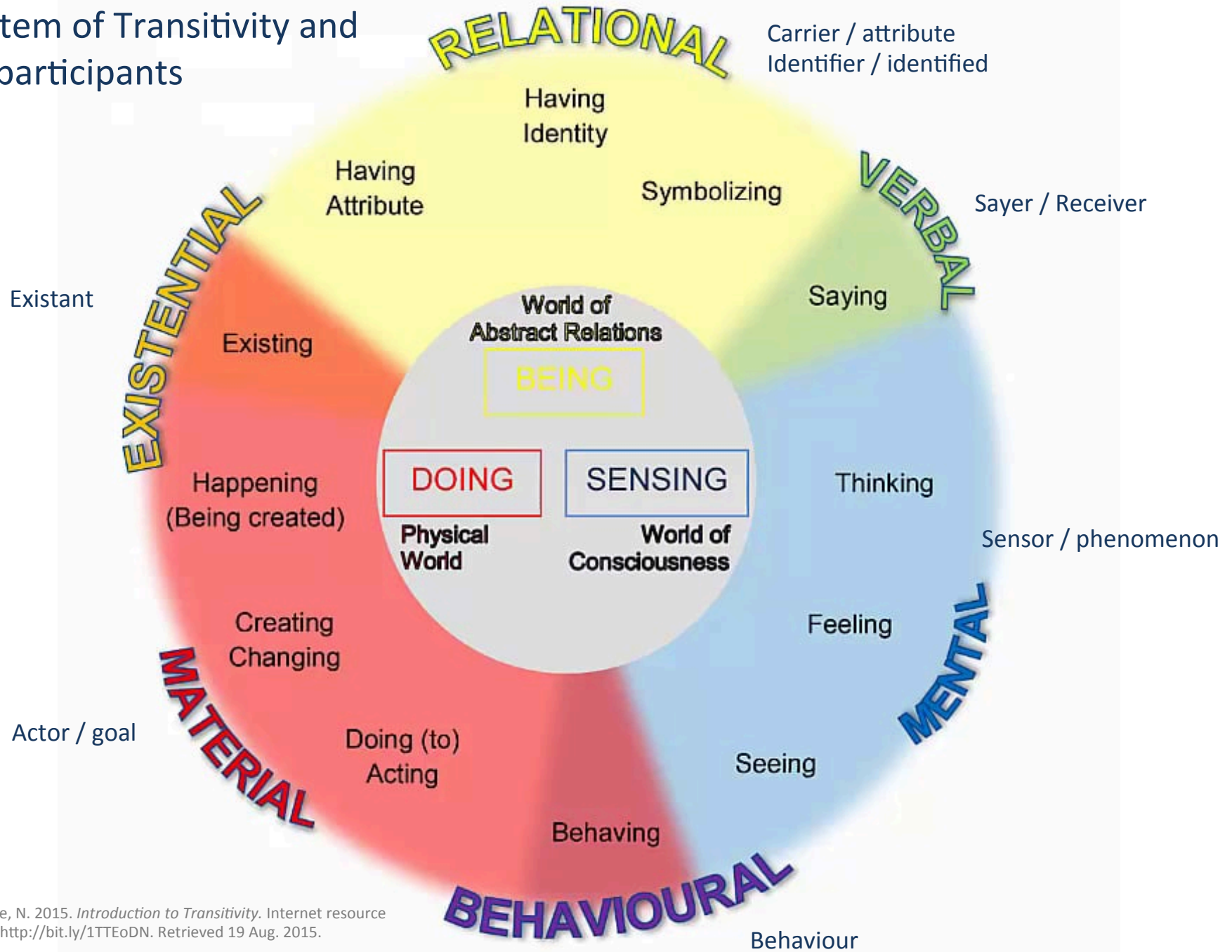
These 3 metafunctions occur *simultaneously* in the lexicogrammar of the language.

Table checklist of grammatical tools based on M.A.K. Halliday's (b.1925-) *Introduction to Functional Grammar*, 2nd ed. (1994).

Context	Semantics (meanings)	Lexicogrammar (lexical / words + grammar system)
Field	Ideational - Experiential - Logical	Transitivity Taxis, Logico-Semantic Relations
Tenor	Interpersonal	Mood Modality Appraisal Systems
Mode	Textual	Thematic structure Cohesion

Register variables, metafunctions and lexicogrammatical realizations (Halliday 1994)

System of Transitivity and its participants



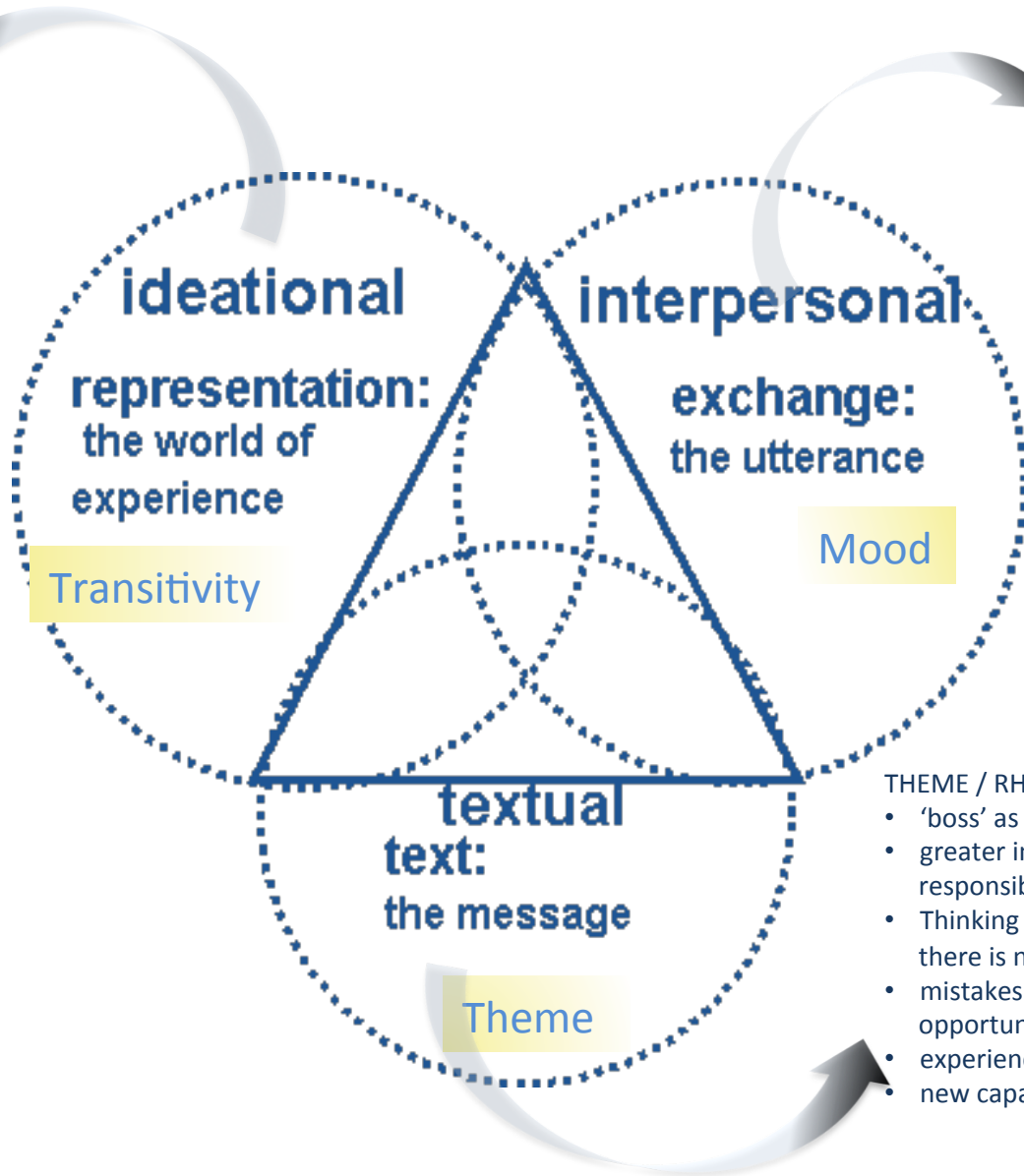
Example of leadership in MNEs

MATERIAL ACTORS

- responsibility as 'culture carrier'
- actively changing / re-writing organizational structure
- creators of organizational ideology / culture
- to educate and train employees
- responsibility barer - take full responsibility for mistakes of decisions made by themselves and/or employees

GOAL

- organizational change
- lateralization of hierarchy - > makes individual and organizational knowledge more accessible to everyone at every level
- more creative / innovative environment



MODALITY

- high obligation on the part of the manager, as leader / initiator of change, '*must*', '*has to be done*', '*needs to change*'
- high obligation on employees in the effort of change, '*no more boss to go to*'
- high obligation to take on personal responsibility
- low obligation for perfection
- low / median obligation to stick to timeline for change, over period of ca. 2-3 years

THEME / RHEME

- 'boss' as mentor
- greater individual responsibility
- Thinking outside the box / there is no box
- mistakes are learning opportunities
- experience as painful
- new capacities found

Choice of MOOD indicated in auxiliary verbs

Modal auxiliary	meaning contribution	Examples
can ₁	dynamic modality	She can really sing.
can ₂	epistemic modality	That can indeed hinder.
could ₁	dynamic modality	He could swim when he was young.
could ₂	epistemic modality	That could happen soon.
may ₁	deontic modality	May I stay?
may ₂	epistemic modality	That may be a problem.
might	epistemic modality	The weather might improve.
must ₁	deontic modality	Sam must go to school.
must ₂	epistemic modality	It must be hot outside.
shall	deontic modality	You shall not pass.
should ₁	deontic modality	You should stop that.
should ₂	epistemic modality	That should be surprising.
will ₁	epistemic modality	She will try to lie.
will ₂	deontic modality	I will meet you later.
would	epistemic modality	Nothing would accomplish that.

Dynamic:
objects in motion

Epistemic:
cognitive qualities

Deontic:
moral obligation



Active Voice

You stole the cookie
from the cookie jar.



Passive Voice

The cookie was stolen
from the cookie jar.