



ELN101: Intro to Bilingualism

Week 04 Introduction to Interview Research & Transcript Analysis

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Announcements this week

- Assignment deadlines are always on Sundays
- Scores on assignments and bonus activities on Brightspace
- Quiz 1 and Quiz 1 practice on Brightspace
- Start thinking about your interview project
 - Please begin arranging an interview appointment
 - Interview someone in two weeks
 - Try visiting the Modern Language Lab in Room B-206 if you cannot find your interviewee.
 - Contact me if you cannot find anyone for your interview.

Research Interviews (1)

- Let's discuss your interview questions. What kind of questions have you come up with?



What is interviewing in research? (Brinkmann & Kvale, 2015)

- Interviewing is
 - NOT "the spontaneous exchange of views in everyday conversation", but
 - "is a conversation that has a structure and a purpose"

We interview people to find out from them those things we cannot directly observe. ... We want the respondents' own perspective to emerge, explore the ways in which people working together share common understandings, get insight into particular experiences, find out motives behind decisions, get a view of informal procedures, consider apparent contradictions between attitudes and behaviour, and allow respondents time to provide their answers. ... The purpose of interviewing, then, is to allow us to enter into the other person's perspective." (Patton, 2015)

Types of Interviews (by structure)

- Standardized (highly structured)
- Semistructured
- Informal (unstructured)

TABLE 5.1. INTERVIEW STRUCTURE CONTINUUM.

<i>Highly Structured/ Standardized</i>	<i>Semistructured</i>	<i>Unstructured/Informal</i>
• Wording of questions is predetermined • Order of questions is predetermined • Interview is oral form of a written survey • In qualitative studies, usually used to obtain demographic data (age, gender, ethnicity, education, and so on) • Examples: U.S. Census Bureau survey, marketing surveys	• Interview guide includes a mix of more and less structured interview questions • All questions used flexibly • Usually specific data required from all respondents • Largest part of interview guided by list of questions or issues to be explored • No predetermined wording or order	• Open-ended questions • Flexible, exploratory • More like a conversation • Used when researcher does not know enough about phenomenon to ask relevant questions • Goal is learning from this interview to formulate questions for later interviews • Used primarily in ethnography, participant observation, and case study

Types of Interviews (by style)

- Individual (face-to-face) interview
- Group interviews (focus groups, etc.)
- Online interviews

Asking Good Questions in Interviews (1)

Six Types of Questions (Patton, 2015)

1. **Experience and behavior questions:** This type of question gets at the things a person does or did, his or her behaviors, actions, and activities. (e.g., "Tell me about a typical day at work.")
2. **Opinion and values questions:** Here the researcher is interested in a person's beliefs or opinions, what he or she thinks about something. (e.g., "What is your opinion about Brexit?")
3. **Feeling questions:** These questions "tap the affective dimension of human life. In asking feeling questions, the interviewer is looking for adjective responses: anxious, happy, afraid, intimidated, confident, and so on" (e.g., "What do you feel about that?")
4. **Knowledge questions:** These questions elicit a participant's actual factual knowledge about a situation.
5. **Sensory questions:** These are similar to experience and behavior questions but try to elicit more specific data about what is or was seen, heard, touched, and so forth.
6. **Background/demographic questions:** These questions refer to the particular demographics (age, income, education, number of years on the job, and so on) of the person being interviewed.

Asking Good Questions in Interviews (2)

- Some examples of the interview question types (Experience/Behavior, Opinion/Value, Feeling, Knowledge, Sensory, Background/Demographics)
- **languages that the participant speaks:**
 1. "How many languages do you speak?" [B/D]
 2. "Which languages did you learn before?" [E]
 3. "What do you consider your first language (or second language(s))?" [O]
 4. "Which language do you feel more comfortable with?" [F]
 5. "How many languages do you know?" [K]
 6. "What language do you hear most often in your typical day?" [S]

Asking Good Questions in Interviews (3)

- Let's analyze some examples (Experience/Behavior, Opinion/Value, Feeling, Knowledge, Sensory, Background/Demographics)
 1. "How old were you when you learned that language?"
 2. "Growing up, what languages were you exposed to?"
 3. "At what age did you realize that you had two languages?"
 4. "Do you find it beneficial to speak multiple languages? Why?"
 5. "Do the two languages you speak sound different to you? How?"
 6. "What do you think of people who study your Language X?"
 7. "Do certain emotions make you shift to another language?"
 8. "What do you know about the culture of Language X?"
 9. "Have you made a formal speech in your second language?"
 10. "What language(s) do you dream in?"
 11. "Did you experience any difficulties understanding language or expressing yourself as a child?"

Asking Good Questions in Interviews (4)

- How do you change "How well do you speak that language?" [Knowledge] into different interview question types?
 1. Experience/Behavior
 - *Have you given a formal speech in that language?*
 - *Have you written a long essay in that language?*
 2. Opinion/Value
 -
 3. Feeling
 -
 4. Knowledge
 - *How well do you speak that language?*
 5. Sensory
 -
 6. Background/Demographics
 -

Asking Good Questions in Interviews (5)

- Let's develop interview questions for your paper, including at least one of each type: Experience and Behavior, Opinion and Values, Feeling, Knowledge, Sensory, and Background/Demographic.



Asking Good Questions in Interviews (6)

Probing

- Probes are questions or comments that follow up on something already asked.
- "Probing can come in the form of asking for more details, for clarification, for examples."
- Probes are typically *who*, *what*, *when*, and *where* questions
- "[P]robes may take numerous forms; they range from silence, to sounds, to a single word, to complete sentences"
 - "uh huh, uh huh"
 - "Yes, yes"
 - What did you do then?
 - When did this happen?
 - What do you mean?

- Some questions should be avoided in research interviews.

TABLE 5.3. QUESTIONS TO AVOID.

<i>Type of Question</i>	<i>Example</i>
Multiple questions	How do you feel about the instructors, the assignments, and the schedule of classes?
Leading questions	What emotional problems have you had since losing your job?
Yes-or-no questions	Do you like the program? Has returning to school been difficult?

- Also, avoid "offensive or inappropriate questions"
 - Do you feel your English is not good enough?
 - Do your parents speak English?
 - Where were you born? / Are you a U.S. citizen?

Questions to avoid (2)

- Let's analyze some examples. Why should we avoid these questions (multiple questions, leading questions, yes-no questions, or offensive questions)?
 1. Where were you born?
 2. When did you come to the U.S.?
 3. What kind of benefits do you have as a bilingual speaker?
 4. Do you think you have a thick accent in your second language?
 5. Do you wish you spoke your second language better?
 6. How did you learn your second language? Also, do you wish that you had learned it differently?
 7. Do you feel disconnected from your parents because of your limitations in your home language?
 8. Do you really think you are a native speaker of English?



- Ethical responsibility as an interviewer: What would you do in these circumstances?
 1. The interviewee is somewhat concerned about how the interview data (especially the recording) will be used.
 2. The interviewee inadvertently disclosed sensitive information such as his/her immigration status, health information, and criminal history. The interviewee wants to remove it from the record.
 3. You have noticed a sign of suicidal thoughts from the interviewee's responses, but the interviewee said that she/he was fine.
 4. You have noticed that the interviewee experienced or is experiencing domestic violence or psychological harassment, but the interviewee said that his/her relationship was perfect.

How to start your interview

1. Introduce yourself.
2. Ask for permission to audiotape/videotape your interview. Start the audio/video recording (with permission).
3. Introduce your motives and intentions for the interview (the research purpose).
4. Discuss the protection of the respondent's identity through the use of pseudonyms (or initials).
5. Confirm who has final say over the study's content.
6. Confirm that the interviewee can withdraw from the interview if she/he feels uncomfortable with the process.
7. Discuss compensation (if any).
8. Start the interview.

How to start your interview (2)

- Let's listen to one example interview and see what kind of techniques the interviewer uses.
 - <https://t-nagano.link/YugjF>
 - <https://t-nagano.link/RNnkL>



How to start your interview

- There are many ways to record your interview. Here are a few websites that might be useful:
 - <https://resonaterecordings.com/2020/01/zoom/>
 - <https://www.cnet.com/how-to/how-to-record-phone-calls/>
 - <https://www.pcmag.com/how-to/how-to-record-calls-on-your-android-phone>
 - <https://www.rev.com/blog/how-to-record-a-conversation-on-an-iphone>
- Make sure to test the recording quality first. Check the noise level, volume, and overall quality of the recording.
- Save the audio file. The preferred audio formats are MP3, M4A, and WAV.

How to start your interview (4)

- Let's practice interviewing your classmates.

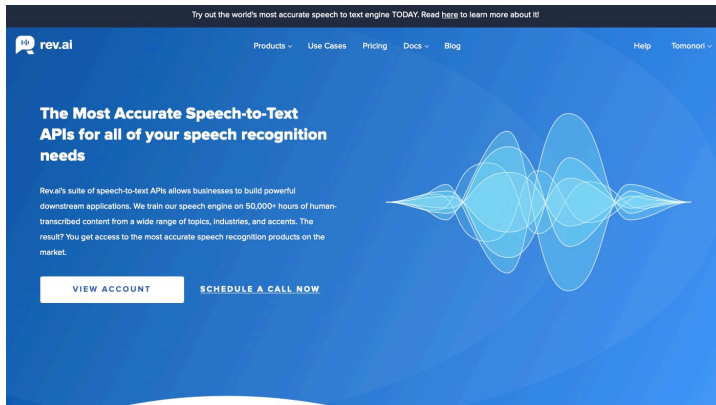


Interview transcription

- Prepare your audio files in standard formats (MP3, M4A, or WAV)
- Choose an auto-transcription service
 - Rev.ai: <https://rev.ai> (\$0.023/minute)
 - OpenAI's Whisper: <http://chatgpt.com/> (free)
- Review and edit the transcript
 - Accuracy check – Machine-generated transcripts often contain errors
 - Over-accuracy check – Machine-generated transcripts often over-correct errors
- Format the transcript:
 - Popular transcript formats include TXT (text files), SRT, and VTT.
 - The transcript should include header information (interviewer's name, date, location, etc.), speaker identification (e.g., "Interviewer" and "Interviewee"), and timestamps.

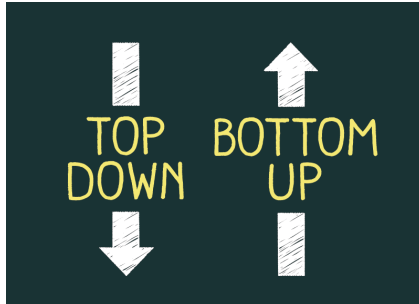
How to start your interview (6)

- Transcription demo with <https://rev.ai>



Qualitative research: Transcript analysis

- Transcript analysis can be:
 - **Inductive and data-driven**
 - **Deductive and theory-driven**



Process of the transcript analysis

1. Prepare transcript
2. Immerse yourself in the data
3. Cluster key phrases
4. Check reliability

Immerse yourself in the data

- Read through the transcript
 - Highlight anything that may be significant
 - Write a key phrase for each highlight
 - Do not try to analyze or cluster yet
-
- Let's try with examples.
 - Example 1: Interview with an Urdu bilingual speaker.
 - Example 2: Interview with a Tagalog bilingual speaker.

Introduction to Transcript Analysis (4)

- Highlight any words, phrases, or sentences that you find significant in your analysis. Label each highlight (key phrases).

1 ELN101 Transcript Sample 1

2

3 1. How was it like growing up in Pakistan? (A. Becoming Bilingual)

4

5 For me, growing up in Pakistan was an experience that was both different and similar to

6 America. The culture is more family-oriented and you have this large family and you

7 basically know everyone. Then there are the neighborhood friendships which define

8 your childhood, but I think this experience is also present for most American kids.

9 would say my school life back in Pakistan was very much like the American system

10 because I went to a school where English was the medium of instruction. I had friends

11 who belonged to the upper-class of society and this experience is certainly not present

12 for most kids because of the social dynamics ... and stratification.

13

14 2. Tell me about the languages of Pakistan, in what language did you communicate with

15 your family and your peers? (B. Maintaining Bilingualism)

16

17 In school I was expected to speak in English with my friends at all times. The teachers

18 would scold us and get angry if we violated this rule but as children we certainly felt

19 more comfortable with Urdu. One's ability to speak English is seen as a symbol of

20 privilege, status or even superiority in Pakistan. We have this concept of 'English

21 Medium' versus 'Urdu Medium' schools in the country and 'Urdu Medium' schools are

22 seen as inferior and their students, illiterate.

23

24 3. When and how were you introduced to the English Language? (C. Attitudes Towards

25 One's Bilingualism)

26

27 I was introduced to the English language from a very young age in school; I think I was

Handwritten annotations:

- family (pointing to "family-oriented")
- neighborhood (pointing to "neighborhood friendships")
- similarity with the U.S. (pointing to "also present for most American kids")
- school (pointing to "school where English was the medium of instruction")
- social stratification (pointing to "social dynamics ... and stratification")
- school (pointing to "In school I was expected to speak in English")
- English as a privilege (pointing to "a symbol of privilege, status or even superiority")
- school (pointing to "English Medium' versus 'Urdu Medium' schools")
- social classes (pointing to "seen as inferior and their students, illiterate")

Ink-shedding (10 min)

1. Whom are you planning to interview? What language do they speak? How well do you know this person?
2. When do you plan to conduct your interview? Is there a suitable quiet, private space for it? How will you arrange an appointment with your interviewee?
3. One question that you have about today's class.

Bibliography (1)

Merriam, S. B. and Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass, Hoboken, NJ.

This slide deck was created with $\text{\LaTeX}$ and the *beamer* class.