Content

List of Figures vii
List of Tables ix
Preface xi
List of Contributors xiii

1 Introduction
Juliana Othman and Maskanah Mohammad Lotfie 1

2 Phenomenology
Hyeseung Jeong 9

3 Grounded Theory
Hidayah Mohd Fadzil and Rohaida Mohd Saad 31

4 Case Study
Shanina Sharatol Ahmad Shah 57

5 Research in Literary Studies
Lim Jia Wei 73

6 Content Analysis
Fatiha Senom 93
INTRODUCTION

This chapter provides a comprehensive overview on content analysis method in the field of language education. The three types of content analysis are addressed in this chapter: basic content analysis, interpretive content analysis, and qualitative content analysis, along with samples of research in language education. A discussion on the epistemology foundations for the three types of content analysis is also included in this chapter. To shed light on the principles of conducting this research method, this chapter discusses the procedure of its application in language education research in terms of the research design, sampling and data collection, coding and data analysis, as well as researcher role and responsibilities. Additionally, this chapter addresses the ethical issues pertaining to content analysis method, ways to enhance rigour, as well as strengths and limitations of content analysis research.

WHAT IS CONTENT ANALYSIS?

Content analysis is a research technique used to make systematic and credible, or valid and replicable inferences from texts to the context of their use (Drisko & Maschi 2015; Krippendorff 2013). Texts can be defined broadly as books, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversations, images, social media or any other forms