

## Index

- advertising
  - pros and cons as recruitment technique, 39
- advertising for participants, 38
- aims for the book, 7
- analyzing for shared meanings, 83–84
- analyzing for similarities, 92
- annotating excerpts, 90
- anonymity
  - in interview transcripts, 75
  - in report writing, 175
- argumentative landscape, 129
- arguments, 128
- assessing feasibility, 30
- being open to the unexpected, 93
- Billig, Michael, 126
- Bruner, Jerome, 103
- Capps, Lisa, 2
- categorization, 127–128
- chain-referral
  - pros and cons as recruitment technique, 39
- chain-referral to recruit participants, 38
- characteristics of interpretative research, 24
- comparing groups, 35, 98–99
- confidentiality, 41
- contacting participants, 41
  - the first conversation, 42
- conversational features, 130
  - category entitlement, 141
  - contradictions and variability, 136–137
  - contrasting, 134
  - descriptions, 139–140
  - descriptions without agents, 140–141
  - emphasizing consensus, 137–138
  - expressions of disagreement, 133–134
  - extreme case formulations, 134
  - metacommunications, 135–136
  - reported speech, 138–139
- conversations, argumentative character
  - of, 128
- critical discursive psychology, 153
- cultural framework, 4
- culture, definition, 4
- Curry, Dawn, 3
- Davidson, Larry, 13
- discourses, see implicit cultural meanings, 144
- Dottolo, Andrea, 3
- Edley, Nigel, 3
- enlisting participants, 41
- ensuring quality in interpretative research, 78
- ethical regulations, 44
- ethics in writing, 174–175, 176
- ethos, 4
- excerpts, using in research reports, 172–173
- feasibility
  - assess early, 31
  - assessing, 30
  - of projects, 30
  - safety issues, 31
- follow-up questions, 54–55
  - focused, 54
  - for clarification, 55
  - general, 54
- formulating sub-questions for analysis, 84
- implicit cultural meanings, 142, 160
  - analyzing individual meaning-making, 152–153
  - as “just the way things are,” 152
  - avoiding causal explanations, 162
  - avoiding circular reasoning, 162
  - definition, 142–144
  - group-focused analysis, 145–151
  - individual meanings, analysis example, 164
  - synthesizing the analysis, 164
  - verifying the analysis, 151–152
- informed consent, 44, 59
  - and children, 45
- institutional settings
  - participants in, 35
  - studies in, 31
- integrative summaries, 94, 100, 113
  - synthesizing, 100

- interpretation, 1, 5, 83, 90
- interpretative repertoires, *see* implicit cultural meanings, 144
- interpretative research, 1
  - common features, 24–26
  - compared to other scientific research, 178
  - contributions, 3
  - distinctive features, 178
  - quantities in, 26
- interpretive community, 2, 102, 142, 148, 149
- interview
  - definition, 6
  - overview, 58–60
- interview content
  - asking for concrete experiences, 52
  - developing topics, 51–52
- interview guide, 46
  - composing questions, 52–54
  - final segment, 57
  - main body, 56
  - need for specificity, 46
  - opening segment, 55
  - ordering questions, 55
  - pilot testing, 57
  - pre-testing, 57
  - sensitive topics, 56
- interview items, 52
- interview process
  - closing the interview, 60
  - establishing conversational tone, 61
  - main part, 60
  - opening phase, 59
- interview questions, 52
  - follow-up questions, 54–55
  - general principles, 53
  - vs.* researchable questions, 50
  - vs.* researchable questions – examples, 50
- interviewer's role, 49–50, 67
- interviewer–participant relationship, 49, 69
- interviewers
  - stance and responsibilities, 68
- interviewing, 6
  - active listening, 64
  - adjusting to participants, 61
  - keeping the interview on track, 62
  - participants' discomfort, 66
  - practical techniques, complicated situations, 64–67
  - practical techniques, typical situations, 61–64
  - questions that don't "work," 66
  - reticent participants, 64
  - taciturn participants, 65
- interviews
  - preliminaries, 58
- justifications, 131–133
- justifications in talk, 128
- knowledge interest, 10, 27, 34, 144
- knowledgeable people to learn from, 29
- Lafrance, Michelle, 22
- language
  - categories in, 127
  - expresses ideas, 6
  - shapes ideas, 6
- language environments, 6
- locating participants
  - advertising, 38
  - avoid personal acquaintances, 39
  - chain-referral, 38
  - feasibility, 31
  - targeted nominations, 38
- Magnusson, Eva, 19
- Marecek, Jeanne, 15
- meaning, definition, 5–6
- meaning-making, 5, 102
- meanings
  - and power relations, 6
  - culturally available, 5
  - implicit cultural meanings, 142–144
- Miller, Peggy, 11
- moving between languages, 136, 76, 175
- notation system for transcriptions, 81
- number of participants, 36
  - and researchable questions, 37
  - vs.* amount of material, 37
- Ochs, Elinor, 2, 104
- open-ended questions, 47
- participants
  - number of, 36
  - purposive selection, 35
  - specifying whom to study, 34
- patterns of shared meanings, 83
- paying participants, 43
- percentages in interpretative research, 170
- personal meanings, 5
- Phoenix, Ann, 3
- pilot testing, 57, 71
- plagiarism, 176
- planning a project, 27
  - difficulties, 31
- pre-testing, 57, 71
- protecting participants, 31
- purposive selection of participants, 35, 179
- qualitative research
  - contributions, 3
  - distinctive features, 178
  - misunderstandings about, 1

- qualitative research, see interpretative research, 1
- quantities in interpretative research, 26
- range of experiences among participants, 35, 179
- reaching potential participants, 37
- reading as a researcher, 28
- recruitment techniques, 39
  - advertising, 39
  - chain-referral, 39
  - problematic, 40
  - recruitment message, 41
  - screening questions, 40, 41
  - targeted nominations, 40
- reimbursing participants, 44
- repeating ideas, 94
  - descriptive labels for, 94
  - guidelines for identifying, 97–98
  - integrative summary, 94
- research interviews, 6
- research journal, 27, 73, 78, 166
- research report
  - concluding section, 171
  - content, 167–168
  - introduction section, 170–171
  - method section, 168–169
  - moving between languages, 175
  - results and discussion section, 169–170
  - translating excerpts, 176
  - using excerpts, 172–173
  - writing style, 173–174, 175
- researchable questions, 11, 50, 180
  - adjusting, 31
  - and relevant categories of people, 34
  - augmenting as the research unfolds, 180
  - compared to *a priori* hypotheses, 33, 180
  - definition, 32
  - developing them as you go, 33
  - examples, 32
  - need for specificity, 33
  - unacceptable to participants, 31
- researcher safety, 31
- rhetoric, 126
- rhetorical contexts, 129, 132
- rhetorical psychology, 126–127
- rich talk, 6, 47, 48–49
- roadmap for the book, 8
- screening questions, 40, 41
- selection of participants, purposive, 35, 179
  - including atypical experiences, 35
- semi-structured interviews, 25, 47, 62, 73, 178
  - departures from the interview guide, 62
- sensitizing device, 133
- shared meanings, analyzing for, 83–84
- social context, 2, 28, 79, 178
- specifying participants to study, 34, 35
- statements plus justifications, 131–133
- Stewart, Abigail, 3
- stories
  - “Trouble,” 104
  - analytical procedures, 107–108, 109, 113
  - canonical narratives, 106
  - characteristics of, 103–104
  - comparing different groups, 118, 119
  - evaluative perspective, 105
  - synthesizing the analyses, 116
  - Theory of the Event, 105
  - verifying the analyses, 115
- stories in interviews, definition, 102
- subject positions, 153, 156
- sub-question files, 86
- sub-questions
  - examples, 86
  - formulating for analysis, 84
  - revising, 86
- synthesizing integrative summaries, 100
- talk
  - access to experiences, 2
  - and meaning-making, 6
  - to perform actions, 6
- talk-as-action, 6, 123
  - category membership, 129
  - definition, 124
  - phases of analysis, 131
  - researchable questions, 125, 130
- targeted nominations to recruit participants, 38
- textual subjects, 156
  - agreements between, 159
  - identifying, 156
  - textual subjects and physical subjects, 156
- thinking and speaking, rhetorical aspects, 127
- transcribing interviews, 73–76
  - ethical considerations, 75
  - notation system, 81
- translating excerpts for reports, 176
- where to hold interviews, 43
- witcraft, 131–133
- word use, personal and social, 6
- worldview, 4
- writing
  - ethical issues, 174–175
  - style and language, 174
  - throughout the research process, 27, 166–167