

Assignment One- Choosing Among Five Approaches
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This paper aims to identify this researcher's topic of study and the best qualitative approach to inquiry. This researcher has chosen cross-cultural leadership as her focus issue for this course and as her leadership concentration for this program. As a language teacher and

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former exchange student, this researcher developed a desire to help teachers of multicultural classrooms succeed in their cross-cultural leadership skills.

Creswell and Poth (2018) provide the reader with guidelines to choose from five qualitative approaches: narrative research, phenomenology, grounded theory, ethnography, and case study. This researcher believes that case study is the most suitable qualitative approach to address her topic of study. The focus of a case study approach is “to develop an in-depth description and analysis of a case or multiple cases” (Creswell & Poth, 2018, p. 121). This researcher wants to focus on an issue (cross-cultural leadership in classrooms) through different case studies. Creswell and Poth (2018) state that in a collective case study, the inquirer selects several cases in order to reveal different perspectives on the issue. This researcher wants to provide an in-depth comparison of several cases.

Creswell and Poth (2018) discuss four foundational considerations in order to choose the best approach: research focus of approach, unit of analysis, type of research problem best suited for approach, and nature of disciplinary origins. The authors state that “all five approaches have in common the general process of research that begins with a research problem and proceeds to the questions, the data, the data analysis and interpretations, and the research report” (Creswell & Poth, 2018, p. 103). Additionally, the authors recommend that the researcher considers what he or she is attempting to accomplish, the audience question, the background question, the scholarly literature question, and the personal approach question. This researcher aims to investigate the role of cross-cultural awareness in multicultural leadership. She also aims to gather extensive material from multiple sources of information to provide an in-depth picture of the issue. This researcher has developed a great interest in the case study approach by reading books and articles about the approach. Case studies are frequently used by gatekeepers in multicultural and/or cross-cultural leadership. For instance, this researcher has examined the case study entitled *ESL*

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teacher candidates' perceptions of strengths and inadequacies of instructing culturally and linguistically diverse students: post clinical experience (Chin-Yin, Indiatsi & Wong, 2016 pp. 57-62). The study presented a qualitative approach research to assess English as a second language (ESL) teacher candidates' views on their preparedness on instructing culturally and linguistically diverse students. The approach was crucial to address the authors' needs to examine the capabilities of teacher candidates to cater for the learning needs of CLD students.

References

- Chin-Yin, W., Indiatsi, J., & Wong, G. W. (2016). ESL teacher candidates' perceptions of strengths and inadequacies of instructing culturally and linguistically diverse students: post clinical experience. *Journal of cultural diversity*, 23(2), 57.
- Creswell, J., & Poth, C. (2018). *Qualitative inquiry & research design: Choosing among five approaches*(4th ed.). Thousand Oaks, CA: SAGE.

