

Read the following example about a qualitative research and the **constrictive** paradigm it uses: [please re-read it after finishing all the file]:

In the dissertation research project that I have been conducting, I adopted a qualitative study approach, with the aim to explore struggling readers' experiences with English language (henceforth EL) reading at home and in the classroom. The objective was accomplished by investigating the way in which parents and teacher worked with struggling readers and the issues that parents and teachers faced while working with this group of children. Moreover, struggling readers' perceptions towards EL reading and their engagement with the activity were obtained. As the main instrument myself, I collected and analyzed data from the interviews, observations, and documents to gather information from and concerning struggling readers, their parents, and the classroom English teacher to meet the objectives of my study. The methods were selected because I intended to discover the participants' attitudes, thoughts, and feelings; therefore, I can provide a rich description from the investigation. The findings of the study were also analyzed inductively, and several themes were emerged and discussed. Numerical data such as percentage or frequency which are often generated from questionnaires or surveys from a quantitative study approach was not produced as the output or findings of the study.

I took the students, the parents, and the classroom English teacher on board as the research participants. I believe that the experiences of the participants of my study could be constructed into knowledge through interpretations and reflections. Even though interactions with multiple participants in this study is important in understanding the struggling readers' reading experiences, my personal opinions and judgments also play a role. Such an explanation concurs in that how I perceive the world and the way I view how knowledge is constructed are echoed within the constructivist paradigm. This paradigm is alternatively known as a **naturalistic** and **interpretive** paradigm.

**Qualitative study:** Is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It highlights what happens and what is discovered in a **real-world context** without controlling and manipulating what is being explored. the aims of qualitative research are to reveal the meaning of an occurrence for people who are involved in it. In conducting a study qualitatively, researchers are concerned with identifying how people **describe their own experiences**, how they construct their worlds, and what meaning they attribute to their experiences. And it focuses on building the theory (**inductive method**) on a social phenomenon under investigation, rather than testing the theory (deductive method). qualitative research uses words as data... collected and analyzed in all sorts of ways.

Important features: First, the aim of the study is to understand the experiences that people have. Second, **the instrument for data collection and data analysis is primarily the researcher**. Third, the data from the study is analyzed **inductively**. In other words, from the data the researcher will generate explanations in the form of concepts, hypotheses, or theories. Finally, **rich description** will be produced from multiple sources of data such as documents, field notes and interviews.

\*\*This is different to quantitative study which examines the relationship among measured variables to test objective theories. Quantitative study is also utilized to determine cause and effect, predicting, or describing the distribution of some attribute among a population. The data in a quantitative study is then analyzed statistically to produce the results of the study.\*\*

**Research Paradigm:** The term paradigm is derived from Greek meaning pattern. paradigm is perceived as a way of seeing the world that frames a research topic and influences the way that researchers think about the topic. it is a set of beliefs about the way in which particular problems exist and a set of agreements on how such problems can be investigated. It is also described as sets of beliefs that guide action which is embedded in all educational research. It is also argued that all social scientists approach their subject via explicit or implicit assumptions about the nature of the social world and the way in which it may be investigated.

A research is undergirded by paradigm, or a specific way of seeing the world and making sense of it. Every researcher has particular understandings on what is knowledge and what is truth. Such understandings shape researchers' thoughts and views about themselves and other people as much as the researchers' thoughts and views about the world.

Paradigms represent the researchers' beliefs and values about the world, the way they define the world and the way they work within the world. In relation to research, the researcher's thoughts and beliefs about any issues explored would subsequently guide their actions. In other words, the paradigm adopted directs the researchers' investigation which includes data collection and analysis procedures. Paradigm therefore has important implications for every decision made in the research process.

the following are essentially connected to a research paradigm: ontology, epistemology, and methodology. ontological assumptions will give rise to epistemological assumptions which have methodological implications for the choice of particular data collection techniques. In other words, the epistemological explanation is limited by the ontological explanation of a research. The methodological explanation is further obliged by the epistemological and ontological explanation of a research. Such an explanation alludes to the point that different ontologies and epistemologies that a researcher adopts require different kinds of methodology.

	Definition	Constructivism = Qualitative	Positivism = Quantitative
Ontology	<ul style="list-style-type: none"> <li>- is concerned with the nature of existence, or social entities or reality.</li> <li>- the way the investigator defines the truth and reality.</li> <li>- Is social reality external to individuals – imposing itself on their consciousness from without – or is it the product of individual consciousness?</li> <li>- <b>What is there that can be known? What is the nature of reality?</b></li> </ul>	<p>→ The constructivist paradigm mentioned that realities are multiple. The ultimate truth has been regarded as not existing and <u>reality is subjective and changing</u>. Proponents of constructivism also believe that entities exist only in the minds of the persons contemplating them.</p> <p>→ constructivism deals with the development of subjective meanings and understandings of one's personal experiences concerning specific topics based on</p>	<p>→ The positivist paradigm, in contrast, believe that reality is <u>hard, real and external</u>. Reality is also claimed as <u>objectively given and measurable</u> or <u>objective and quantifiable</u>. the world is instructed towards a principal objective truth.</p> <p>→ Reality is perceived as <u>unchanging</u> and dependent on universal laws beside from <u>static and fixed</u>. The positivist paradigm is often associated with the quantitative research</p>

		<p>their social and historical background. <u>Understandings about the world are constructed and interpreted by people.</u></p>	<p>approach in which the purposes are to predict, control and generalize the findings through surveys, questionnaires, or experimental methods.</p>
Epistemology	<p>Epistemology deals with the sufficient and valid kinds of knowledge.</p> <ul style="list-style-type: none"> <li>- <b>Is knowledge something which can be acquired on the one hand, or is it something which has to be personally experienced?</b></li> <li>- Epistemology has been explained as the process by which the investigator comes to know the truth and reality or, put another way, <b>how do we know what we know?</b> As such, epistemology examines the relationship between the inquirer and the inquired into.</li> </ul>	<p>With regards to the constructivist paradigm, reality is something relative as described in the previous section on ontology. The multiple realities that exist are built between the researcher and participants. Varied interpretations of the world are <u>constructed and not discovered</u> between both parties, researchers, and participants. the meaning of the world that one experiences is generated through social interaction among people. <u>The generation of meanings could be influenced by many factors</u> such as one’s prior experience and knowledge, political and social status, gender, race, class, sexual orientation, nationality, personal and cultural values.</p>	<p>Positivism, on the other hand, reflects <u>truth is possible to discover</u>. This is because human behavior is predictable, caused and subject to both internal pressures and external forces (for positivistic sociologists). The positivist paradigm also assumes the possibility of some kind of unmediated, direct grasp of the empirical world and that knowledge simply reflects or mirrors what is out there.</p>
Methodology	<ul style="list-style-type: none"> <li>- Methodology has been defined as the method used in conducting the investigation.</li> <li>- Methodology has also been described as, <b>how should we study the world.</b></li> <li>- <b>How does one go about acquiring knowledge?</b></li> <li>- methodological aspect of a research must agree with the ontological and epistemological stances of the research.</li> </ul>	<p>In relation to the constructivist paradigm, it is known that there is no single reality, and the construction of multiple realities are made through interactions. In addition, social, cultural, and historical perspectives play an important role in shaping people’s sense about the world. Therefore, the constructivist paradigm believes that <u>the methodology utilized in a research should explore the minds and meaning-making, sense-making activities</u> as is often practiced in qualitative research such as the case study approach that uses methods including interviews and observations.</p>	<p>In contrast, positivism argues that reality must be examined by utilizing the rigorous process of <u>scientific inquiry</u>. The paradigm is also characterized by the use of <u>the quantitative methodological approach</u> which emphasizes the need to generalize about the world and the need for accurate measurement. As human behavior can be observed, identified, predicted, and measured, the use of surveys and experiments have been put forth as examples in relation to the methodological aspect of a research.</p>

The summary was done by Noor Adnan