

# Narrative research: An alternative approach to study language teaching and learning

## Investigación Narrativa: Un enfoque alternativo para estudiar la enseñanza y el aprendizaje de idiomas

Jenny Alexandra Mendieta<sup>1</sup>

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### Abstract

The use of stories in research help us better understand the world of teaching and learning since teachers and learners, like any other human being, are storytellers who engage in narrative acts to make sense of their and others' knowledge and experiences. Yet, narrative research is a path not widely walked in the Colombian language teaching and learning field. This article is therefore an attempt to review some of the epistemological and methodological underpinnings underlying this approach to qualitative research so as to add to the local knowledge of our ELT community. It discusses the role of the researcher, the different orientations narrative studies can take, and the processes involved in narrative analysis. Some of the challenges narrative researchers face in their work as well as the contributions that this method of inquiry has made to both the educational and the TESOL fields are also considered.

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### Keywords:

Narratives, narrative research, TESOL, education.

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### Resumen

El uso de historias en procesos de investigación nos ayuda a entender mejor el mundo de la enseñanza y el aprendizaje dado que nuestros maestros y estudiantes, al igual que cualquier otro ser humano, construyen narraciones a fin de dar sentido a sus experiencias. Sin embargo, la investigación narrativa es un camino que no ha sido ampliamente recorrido en el campo de la enseñanza de idiomas en Colombia. Este artículo, por tanto, intenta revisar algunos de los fundamentos epistemológicos y metodológicos que subyacen a este enfoque de investigación cualitativa a fin de contribuir al conocimiento local de nuestra comunidad. Aspectos tales como el papel del investigador, las diferentes orientaciones que los estudios de tipo narrativo pueden tomar y los procesos involucrados en el análisis narrativo serán examinados. Algunos de los retos que los investigadores enfrentan en sus trabajos, así como las contribuciones de este método de investigación tanto al campo de la educación como al campo de la enseñanza de idiomas serán igualmente considerados.

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### Palabras clave:

Narrativa, investigación narrativa, TESOL, educación.

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1. Universidad de la Sabana, Bogotá, Colombia. Correo electrónico: jennymendieta@yahoo.com

# Narrative In Teaching Learning And Research

**Margaret S. Barrett, Sandra L. Stauffer**

## **Narrative In Teaching Learning And Research:**

Narrative in Teaching, Learning, and Research Hunter McEwan, Kieran Egan, 1995-01-01 A distinguished group of contributors surveys the topic from various perspectives Part I includes chapters by Philip W Jackson Sigrun Gudmundsdottir Carol Witherell and Shirley Pendlebury and looks at narrative in the practice of teaching while considering the use of stories in organizing teaching and curriculum content and the moral and personal features of teaching that a narrative focus brings to the fore In Part II Brian Sutton Smith Vivian Gussin Paley Sophie Haroutunian Gordon and Kieran Egan examine narrative's meaning for the learner leading us beyond simplistic characterizations of children as concrete thinkers whose cognition is radically different from adults Part III with chapters by Michael Huberman Hunter McEwan Ivor Goodson Robert J Graham and Nancy Zeller examines narrative accounts that help teachers make sense of their professional lives how narrative can bridge the gaps between teachers and others especially students the crucial centrality of literature as opposed to other media the how of storytelling and the narrative form's special appropriateness for case reports

**Narrative Inquiry in Language Teaching and Learning Research** Gary Barkhuizen, Phil Benson, Alice Chik, 2013-11-20 Narrative Inquiry in Language Teaching and Learning Research provides an entry level introduction to research methods using stories as data or as a means of presenting findings that is grounded in published empirical research within the field of language teaching and learning It discusses basic definitions and concepts in narrative inquiry explains how and why narrative methods have been used in language teaching and learning research and outlines the different approaches and topics covered by this research It also examines the different ways of eliciting analyzing and presenting narrative inquiry data Narrative inquiry offers exciting prospects for language teaching and learning research and this book is the first focused and practical guide for readers who are interested in understanding or carrying out narrative studies

The Quest for Meaning, 2009-01-01 The Quest for Meaning Teaching Learning and the Arts presents a narrative arts based approach to pedagogy and research in higher education Through narratives of experience the book offers revealing poignant examples of the transformative power of the arts and of narrative inquiry in learners lives and of the centrality of story in their ongoing quest for meaning The Quest for Meaning will be valuable in a wide range of graduate and undergraduate settings It provides a framework for the development of new pedagogies which integrate the theory and practice of narrative arts based approaches to education The work makes a contribution to the fields of narrative and arts based inquiry and pedagogy qualitative research methods holistic and integrated studies and self directed inquiry It will appeal to a range of audiences who are interested in this creative integrative approach to education and who want to gain insights into how students learn from their own unique perspectives Grounded in Dr Beattie's interconnected approach to research and pedagogy the book begins with her own story of teaching learning research and the arts This provides the backdrop to an account of a collaborative pedagogy designed to enable students to conduct in depth narrative inquiries into

their lives and to learn how to do narrative arts based research with others The author provides insights into the practices and processes of solitary and collaborative inquiry and the interaction and integration that take place within the three kinds of dialogue she proposes the dialogue with the self the dialogue with others and the dialogue between the dialogues The book's other twelve narratives show from learners unique perspectives how the creation and re-creation of their ways of knowing and being is a distinctively individual process involving all aspects of their humanity Individually these narratives provide valuable glimpses into the challenges the joys the frustrations and emotionality and the important personal satisfactions involved in the processes of learning unlearning and re-learning In their own voices these learners tell of the diverse ways in which they became more responsive to their own inner lives to the perspectives and understandings of others and to the creation of more meaningful narratives for their current and future lives Collectively the narratives highlight the importance of recognizing personal experience in settings of higher education They also present compelling evidence for acknowledging the significance of inquiry creativity imagination dialogue interaction and integration in enabling learners to bring the whole of their being to the learning process to the exploration of the stories by which they live and to the creation of new narratives for their future lives

**Quest for Meaning** Mary Beattie, 2009 This book presents a narrative arts based approach to pedagogy and research in higher education Through narratives of experience the book offers revealing poignant examples of the transformative power of the arts and of narrative inquiry in learners' lives and of the centrality of story in their ongoing quest for meaning This book provides a framework for the development of new pedagogies which integrate the theory and practice of narrative arts based approaches to education The work makes a contribution to the fields of narrative and arts based inquiry and pedagogy qualitative research methods holistic and integrated studies and self-directed inquiry Grounded in Dr Beattie's interconnected approach to research and pedagogy the book begins with her own story of teaching learning research and the arts This provides the backdrop to an account of a collaborative pedagogy designed to enable students to conduct in depth narrative inquiries into their lives and to learn how to do narrative arts based research with others

[Narrative Inquiry in Language Teaching and Learning Research](#) Gary Barkhuizen, Phil Benson, Alice Chik, 2024-08-30 Narrative Inquiry in Language Teaching and Learning Research is the only entry level introduction to research methods using stories either as data or as a means of presenting findings and a practical guide for those interested in carrying out narrative studies This successful text is grounded in published empirical research within the field of language teaching and learning and clearly defines basic concepts in narrative inquiry explaining how and why narrative methods have been used in language teaching and learning research and outlining different choices and approaches It also examines the different ways of eliciting analyzing and presenting narrative inquiry data which offers exciting prospects for language teaching and learning research This second edition has been fully revised and updated to reflect the latest research and includes new sections on multimodal digital narrative research and the reporting of findings in dissertations and theses This

original and well respected textbook is an ideal course book for specialist courses on narrative inquiry in language teaching and learning It is an excellent entry level text for undergraduate students preparing honours projects postgraduate masters and doctoral students embarking on narrative projects and more advanced researchers seeking to understand the role of narrative inquiry in language teaching and learning research It is also the go to choice as a reference on narrative in more general applied linguistics research methodology courses

**Using Narrative Inquiry as a Research Method** Patricie Mertova, Leonard Webster, 2019-10-16 Using Narrative Inquiry as a Research Method is the ideal introduction to a growing field of study A full and accessible guide that covers the theory and practical applications of this qualitative method it provides researchers with a rich framework through which they can investigate the ways people experience the world depicted through their stories Looking at how this method can effectively be applied in a range of contexts it demonstrates the value and utility of employing narrative as a research tool in a range of teaching and learning settings Connecting with the broader academic debate on the value of narrative as an alternative or addition to quantitative and other qualitative methods and updated to reflect changes in the field this book explores how to use narrative inquiry and gives tested and applied examples builds on theory to consider practical applications explores the narrative cross boundaries between research and practice and presents a selection of case studies of research on quality in higher education internationalisation and quality in cross cultural contexts Using Narrative Inquiry as a Research Method provides the ideal grounding for all students and researchers looking to learn more about narrative inquiry or use this method within their research

*Using Narrative Inquiry as a Research Method* Leonard Webster, Patricie Mertova, 2007-08-07 This book provides a much needed up to date introduction to the topic of narrative inquiry which has seen a growing interest in recent years Narrative inquiry provides researchers with a framework through which they can investigate the ways humans experience the world depicted through their stories The book looks at how this method can effectively be applied as a means of research in a range of contexts including flexible open and distance or workplace learning It demonstrates the value and utility of employing narrative as a research tool in a range of teaching and learning settings and includes chapters on background methodology and case studies to illustrate the application of narrative inquiry as a research method

**Explorations in Narrative Research** Ivor F. Goodson, Avril M. Loveless, David Stephens, 2013-02-12 There has been a major turn towards narrative biographical and life history approaches in the academy over the last 30 years What are some of the new directions in narrative research How do narrative research approaches help us to understand the world differently What do we learn by listening to stories and narratives How do narratives extend our understanding that other research approaches do not This collection of work grows from a symposium organised to explore new directions in narrative research What emerges is a fascinating innovative and generative series of essays generally exploring narrative enquiry and more specifically themes of culture and context identity teacher education and methodology This book will be useful for students and researchers using

narrative and biographical methods in a range of disciplines including education sociology cultural and development studies

- Technology-Enhanced Learning** Nicolas Balacheff, Sten Ludvigsen, Ton de Jong, Ard Lazonder, Sally Barnes, 2009-03-24 Technology enhanced learning is a timely topic the importance of which is recognized by educational researchers practitioners software designers and policy makers This volume presents and discusses current trends and issues in technology enhanced learning from a European research and development perspective This multifaceted and multidisciplinary topic is considered from four different viewpoints each of which constitutes a separate section in the book The sections include general as well as domain specific principles of learning that have been found to play a significant role in technology enhanced environments ways to shape the environment to optimize learners interactions and learning and specific technologies used by the environment to empower learners An additional section discusses the work presented in the preceding sections from a computer science perspective and an implementation perspective This book comes out of the work in Kaleidoscope a European Network of Excellence in which over 1 000 people from more than 90 institutes across Europe participate Kaleidoscope brings together researchers from diverse disciplines and cultures through their collaboration and sharing of scientific outcomes they are helping move the field of technology enhanced learning forward
- Learning and Teaching for the Twenty-First Century** Rupert Maclean, 2007-10-05 This book stresses learning and teaching over teaching and learning The contributors contend that education should not focus primarily on teachers and teaching but on learners how best to facilitate learning in the most effective enjoyable relevant and cost effective ways for learners at any age The book brings together thoughts and insights by international leaders in the fields of teaching and learning It seeks to build bridges between researchers policy makers and practitioners
- Using Narrative Inquiry as a Research Method** Leonard Webster, Patricie Mertova, 2007-08-07 This book provides a much needed up to date introduction to the topic of narrative inquiry which has seen a growing interest in recent years Narrative inquiry provides researchers with a framework through which they can investigate the ways humans experience the world depicted through their stories The book looks at how this method can effectively be applied as a means of research in a range of contexts including flexible open and distance or workplace learning It demonstrates the value and utility of employing narrative as a research tool in a range of teaching and learning settings and includes chapters on background methodology and case studies to illustrate the application of narrative inquiry as a research method
- From Teacher Thinking to Teachers and Teaching** Cheryl J. Craig, Paulien C. Meijer, Jan Broeckmans, 2013-07-04 This volume covers advances that have occurred in the thirty year existence of the International Study Association on Teachers and Teaching ISATT the organization that helped transition the study of teacher thinking to the study of teachers and teaching in all of its complexities
- Handbook of Qualitative Research in Education* Michael R.M. Ward, Sara Delamont, 2020-08-28 This updated second edition unpacks the discussions surrounding the finest qualitative methods used in contemporary educational research Bringing together scholars from around the world this

Handbook offers sophisticated insights into the theories and disciplinary approaches to qualitative study and the processes of data collection analysis and representation offering fresh ideas to inspire and re invigorate researchers in educational research

**Multimodal Narratives in Research and Teaching Practices** Lopes, J. Bernardino, Viegas, Maria Clara, Pinto, José Alexandre, 2019-02-01 While already validated by the scientific community multimodal narratives have the potential for a broader application especially for improved teaching practices from a professional or a theoretical point of view Applying multimodal narratives within professional development courses creates a focus on the teaching practices rather than the content itself Multimodal Narratives in Research and Teaching Practices provides educator and researcher perspectives on the use of multimodal narratives as a tool to reflect and improve teaching practices Covering such topics as professional development online learning and teacher education this publication is designed for educators academicians administrators and researchers

*K-12 Classroom Research in Language Teaching and Learning* Kate Mastruserio Reynolds, Khanh-Duc Kuttig, 2024-07-31 This edited volume presents narratives on a range of methods for research on second language teaching and learning appropriate to the elementary middle and high schools K 12 Teacher researchers in different worldwide contexts narrate their processes to explain and demonstrate practitioner research in context contributors describe their research from exploring the rationale for the project to designing the study analyzing the data and disseminating it As such the book illustrates how K 12 practitioners design gather analyze interpret and strategically employ data to make data driven evidence based and analysis informed instructional assessment and programmatic decisions This volume empowers teacher researchers and allows them to envision research projects in their own classrooms Offering new insights into the researchers thinking processes challenges and solutions and advocating teacher research for understanding learning the teaching of language and the development of SLA this text will appeal to educators and researchers involved in language education second language acquisition TESOL ESL EFL ELT and applied linguistics

**Arts-Based Educational Research Narratives of Academic Identities** Inbanathan Naicker, Daisy Pillay, Kathleen Pithouse-Morgan, Lungile Masinga, Theresa Chisanga, Anita Hiralaal, 2024-09-12 This book delves into the complexities of being and becoming an academic in higher education Inspired by the arts the book introduces new voices and insights to scholarly discussions about what constitutes data and analysis in higher education research It demonstrates ABER s ability to shape and critique academic identity narratives in response to pressing problems and dilemmas in higher education The book includes exemplars from studies conducted primarily in South African contexts and led by South African researchers It explores diverse modes including collage digital artwork letter writing metaphor creative nonfiction and theatre making Contributions from expert scholars in Canada and the USA supplement this research and show how it has been enriched by critical transcontinental conversations The authors offer new perspectives on the entwined and complex relationship between the ABER narratives and identities

**Narrative Learning** Ivor F. Goodson, Gert Biesta, Michael Tedder, Norma Adair, 2010-02-26 Based on data gathered for

the Learning Lives project which sought to understand learning by questioning individuals about their life histories this book seeks to define a new learning theory based on the life story narrative *Self-Narrative and Pedagogy* Mike Hayler, Jess Moriarty, 2017-04-18 In this book teachers from a variety of backgrounds reflect upon their journeys into and within teaching to discuss the impact of their diverse experiences on the ways in which they teach The authors adopt a variety of autoethnographic approaches in telling stories of transition and profound transformation as they each discuss how certain events in their lives have shaped their professional identities and methods of teaching In telling their stories they also tell stories of the culture and process of education This offers the opportunity to consider the narratives as examples of how individuals and groups respond in different ways to institutional and national policies on education In these chapters the authors offer illumination from a number of perspectives of how practitioners of education make meaning of their lives and work in our changing times By capturing these personal stories this book will inform and support readers who are studying to become teachers and those already working in education by developing their understanding and empathy with the role Autoethnography can develop self knowledge and understanding in the reader and writer of such texts offering unique insights and individual ways of being that will benefit students and staff in a range of educational settings This book values the telling and sharing of stories as a strategy for enabling teachers to learn from one another and help them to feel more supported The book will be useful for teachers and teacher educators students of education and all researchers interested in autoethnography and self narrative Learning and Teaching Narrative Inquiry Sheila Trahar, 2011-08-09 In the final chapter of this volume the authors refer to the pedagogical vantage points offered by narrative inquiry an apt comment that encapsulates the volume s purpose and its spirit As an increasing number of people throughout the world and from a broad range of disciplines are turning to narrative as a research methodology this volume is timely in its focus on the learning and teaching of this approach The contributors to the volume all narrative scholars themselves write about the creative and challenging pedagogical activities that they use in order to enable others to learn about and do narrative research The volume will be of particular interest to those teaching narrative research methodologies at both undergraduate and postgraduate level in the social sciences medical sciences and the humanities The contributions from Hong Kong Israel Europe and North America all reflect critically on the rich complexities of using and teaching narrative in those contexts and attend closely to the diverse constituencies of their learning communities **Methodological Musings: Thinking with Narrative in Music Education Research** Tiri Bergesen Schei, Kari Holdhus, Amira Ehrlich, 2024-12-11 This book focuses on narrative forms of research and inquiry in music education As narrative approaches gain momentum questions of methodology become salient This research anthology highlights a diverse array of narrative methodologies and offers strategies for new researchers The authors reflect transparently on how they did their narrative analyses how they position themselves and which narrative tradition s they align with In this book editors and authors aim at conceptualizing and

clarifying narrative approaches in music education showing how narrative thinking can be combined with theoretical stances such as discourse analysis and phenomenology The book demonstrates how awareness of multi layered dialogical meaning production can inform narrative research It also addresses performative narratives of musicians and educators The authors forefront narrative research methods as highly valuable for arts based research because of their potential for being expressive and performative as well as conceptual

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