

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 Mendieta¹

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.

Keywords:

Narratives, narrative research, TESOL, education.

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.

Palabras clave:

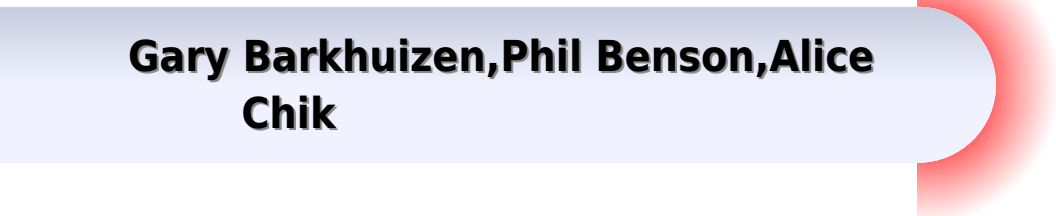
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Artículo recibido el 20 de junio de 2012 y aprobado el 8 de febrero de 2013

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Narrative In Teaching Learning And Research

**Gary Barkhuizen, Phil Benson, Alice
Chik**



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 topics 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

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 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

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

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

Critical Narrative as Pedagogy Ivor Goodson,Scherto Gill,2014-05-08 Literaturverz S 249 263 [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

Narrative Soundings: An Anthology of Narrative Inquiry in Music Education Margaret S. Barrett, Sandra L. Stauffer, 2012-02-27 This volume focuses specifically on narrative inquiry as a means to interrogate research questions in music education offering music education researchers indispensable information on the use of qualitative research methods particularly narrative as appropriate and acceptable means of conducting and reporting research This anthology of narrative research work in the fields of music and education builds on and supports the work presented in the editors first volume in *Narrative Inquiry in Music Education Troubling Certainty* Barrett Stauffer 2009 Springer The first volume provides a context for undertaking narrative inquiry in music education as well as exemplars of narrative inquiry in music education and commentary from key international voices in the fields of narrative inquiry and music education respectively

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

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

Narratives of Academics' Personal Journeys in Contested

Spaces Namrata Rao, Anesa Hosein, Ian M. Kinchin, 2023-05-18 Narratives of Academics Personal Journeys in Contested Spaces provides theoretically informed personal narratives of 11 emerging and established leaders in learning and teaching in Australia Finland New Zealand Singapore the UK and the USA The academics narratives focus on how the individuals have navigated to their current leadership role in learning and teaching whilst negotiating contested identities such as gender and physical and social marginalised spaces such as interstitial middle leadership positions These international narratives provide unique perspectives on the sense making of academics as they reflect on their learning and teaching leadership journey and how these journeys are shaped by their contested identities and the marginalised spaces they inhabit Often such identities and spaces are not recognised in higher education which may lead to even more isolating and challenging leadership journeys The book contributes to our understanding of the subjective experiences that academics encounter in their leadership journeys Further the personal narratives included in the book capture how the contested identities and marginalised spaces influence the learning and teaching leadership practices in various educational cultural and national contexts

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web circle the correct answers the mass of the system a b is m 2m the force that accelerates a b is the weight of a b the weight of b is mg 2 acceleration of a b is less than mg 2mg g g more than g use a to show the acceleration of a b as a fraction of conceptual physics

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web dec 12 2012 1 draw sample force of shown hand 3 a which the b which the 4 it is important to distinguish between force and velocity vectors force vectors combine with other force vectors and velocity vectors combine with other velocity

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web mar 4 2013 the distance between the balls decreases the wavelength decreases just as the distance between the balls in question 5 decreases 30 m 30 cm 1 m s

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