



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to TEFL

Optional Unit about the research area: Discourse Studies within Educational Contexts

## **Seminar on Narrative Studies**

**2021-3**

### **COURSE PROFESSOR**

Alvaro H. Quintero P.

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### **VIRTUAL ROOM**

<https://classroom.google.com/c/MTQzNTI5OTk3NDQ4?cjc=chyrr6i>

### **DESCRIPTION & JUSTIFICATION:**

This course takes on a discourse general outlook from which narratives are views as genre, research approach, and data to study the representation of experience and the self. Additionally, the reflections and discussions in every session of the course call for an introspective complexity and an alternative conception of language for (re)storying meaningful life experiences as related to language teacher identity.

### **COURSE GOALS**

1. To practice (re)storying meaningful life experiences.
2. To analyze meaningful life stories as related to language teacher identity
3. To conduct a conceptual defense of a narrative approach to research language teacher identity.

### **TOPICS**

The course addresses two main topics.

TOPIC I: Narrative research in applied linguistics

TOPIC II: Language teacher identity

### **METHODOLOGY**



This elective course uses the methodology of a research seminar. This means that the students are expected to study, discuss and exchange experiences of narrative research about specific topics that stem from Topic I & II above.

The seminar professor guides the selection of the main theme, topics, and materials with due relevance, and location in the contemporary context. The themes are developed in planned sessions in which the students will play the role of political discourse analysts, maintaining a relationship of interest and commitment to knowledge, in a climate of collaboration and active participation. There will be independent work sessions as well as group virtual meetings.

### ASSESSMENT

| Weight | Activity   | Due date     |
|--------|--|--------------|
| 10 %   | Participation & attendance   | All sessions |
| 15%    | Reading discussions  | All sessions |
| 20%    | Project report (oral presentation) I: Initial ideas on a narrative about language teacher identity (preferably a topic that is addressed in degree work) | Sept. 20     |
| 25%    | Project report (oral presentation) II: Advances in the narrative analysis of language teacher identity   | Nov. 22      |
| 30%    | Final written report: Guidelines will be announced with time in advance  | Dec. 6       |

| COURSE PLANNER      |   |   |
|---------------------|---|---|
| Week                | Topic                                   | Assigned Readings   |
| Week 1<br>Aug. 23   | Introduction to the course              |   |
| Week 2<br>August 30 | Narrative inquiry in language education | Barkhuizen (2013). <i>Narrative research in applied linguistics</i> . Introduction<br>Clandinin & Huber (in press). Narrative inquiry |



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|------------------------|---|---|
| Week 3<br>September 6  | Narrative dimension of research in language education                 | Bruner (2004). <i>Life as narrative</i> .<br>Johnson & Golombek (2011). <i>Research on second language teacher education</i> . Chapter 3 "I'm not alone..."   |
| Week 4<br>September 13 | Independent work<br>Meaningful life experiences: teaching languages   |   |
| Week 5<br>September 20 | <b>Project report I</b>   |   |
| Week 6<br>September 27 | Independent work<br>Narrative as research method                      | Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i> . Chapter 2<br>Barkhuizen (2013). <i>Narrative research in applied linguistics</i> . Chapter 12   |
| Week 7<br>October 4    | Narrative analysis  | Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i> . Chapter 3<br>Quintero Polo, A. H. (2016). Creating a pedagogical space that fosters the (re)construction of self through life stories of pre-service English language teachers. <a href="http://dx.doi.org/10.19183/how.23.2.293">http://dx.doi.org/10.19183/how.23.2.293</a> |
| Week 8<br>October 11   | Narrative and language teacher identity                               | Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i> . Chapter 7<br>Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapter 4  |
| Week 9<br>October 18   | Holiday   |   |
| Week 10<br>October 25  | Language teacher identity from a pedagogical and research perspective | Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapter 9<br>Quintero A.H., Guerrero C.H. (2018) The (Re)Construction of Self Through Student-Teachers' Storied Agency in ELT: Between Marginalization and Idealization. <a href="https://doi.org/10.1007/978-3-319-72920-6_5">https://doi.org/10.1007/978-3-319-72920-6_5</a>                      |



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|------------------------|---|---|
| Week 11<br>November 1  | Holiday   |   |
| Week 12<br>November 8  | Identity negotiation through narratives                     | Barkhuizen (2013). <i>Narrative research in applied linguistics</i> . Chapters 8 & 10                 |
| Week 13<br>November 15 | Holiday   |   |
| Week 14<br>November 22 | <b>Project report II</b>                                    |   |
| Week 15<br>November 29 | Social and critical dimensions of language teacher identity | Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapters 32, 33, 34 |
| Week 16<br>December 6  | <b>Final written report</b>                                 |   |

## REFERENCES

- Barkhuizen, G. (Ed.) (2013). *Narrative research in applied linguistics*. Cambridge, UK: Cambridge University Press.
- Barkhuizen, G. (2017). *Reflections on language teacher identity research*. New York: Routledge
- Bruner, J. (2004). Life as narrative. *Social Research*, 71(3), 691-710.
- Clandinin, D. J., & Huber, J. (in press). Narrative inquiry. In B. McGaw, E. Baker, & P. P. Peterson (Eds.), *International encyclopedia of education* (3rd ed.). New York, NY: Elsevier.
- Elliot, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*. London, UK: Sage Publications.
- Johnson & Golombek (2011). *Research on second language teacher education. A sociocultural perspective on professional development*. New York: Routledge.
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Quintero Polo, A. H. (2016). Creating a pedagogical space that fosters the (re)construction of self through life stories of pre-service English language teachers. *HOW*, 23(2), 106-124. <http://dx.doi.org/10.19183/how.23.2.293>

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