



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 2020-3**

#### **COURSE PROFESSOR**

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#### **VIRTUAL ROOM**

<https://classroom.google.com/c/MTQzNTI5OTk3NDQ4?cjc=chyrn6i>

#### **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. 21
25%	Project report (oral presentation) II: Advances in the narrative analysis of language teacher identity	Nov. 23
30%	Final written report: Guidelines will be announced with time in advance	Dec. 4 & 7

COURSE PLANNER		
Week	Topic	Assigned Readings
Week 1 Aug. 24	Introduction to the course	
Week 2 August 31	Independent work (guidelines to be announced)	
Week 3 September 7	Narrative inquiry in language education	Barkhuizen (2013). <i>Narrative research in applied linguistics</i> . Introduction Mendieta (2013). Narrative research: An alternative approach to study language teaching and learning.

Week 4 September 14	Independent work Meaningful life experiences: teaching languages	Bruner (2004). <i>Life as narrative</i> . Johnson & Golombek (2011). <i>Research on second language teacher education</i> . Chapter 3 "I'm not alone..."
Week 5 September 21	<b>Project report I</b>	
Week 6 September 28	Independent work Narrative as research method	Clandinin & Huber (in press). <i>Narrative inquiry</i> Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i> . Chapter 2 Barkhuizen (2013). <i>Narrative research in applied linguistics</i> . Chapter 12
Week 7 October 5	Narrative analysis	Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i> . Chapter 3 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>
October 12	Holiday	
Week 8 October 19	Narrative and language teacher identity	Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i> . Chapter 7 Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapter 4
Week 9 October 26	Language teacher identity from a pedagogical and research perspective	Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapter 9 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>
Week 10 November 2	Holiday	

Week 11 November 9	Identity negotiation through narratives	Barkhuizen (2013). <i>Narrative research in applied linguistics</i> . Chapters 8 & 10
Week 12 November 16	Holiday	
Week 13 November 23	Project report II	
Week 14 November 30	<b>Social and critical dimensions of language teacher identity</b>	<b>Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i>. Chapters 32, 33, 34</b>
Week 15 December 4	<b>Final written report</b>	
Week 16 December 7		

## 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.
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- Elliot, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*. London, UK: Sage Publications.
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- Mendieta, J. (2013). Narrative research: An alternative approach to study language teaching and learning. *Folios*, 37, pp. 135-147
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B., Rudolph N. (eds) *Criticality, Teacher Identity, and (In)equity in English Language Teaching*. Educational Linguistics, vol 35. Springer, Cham  
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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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