



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 & Teacher Education and Professional Development

Seminar on Narrative Studies

2023-3

COURSE PROFESSOR

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ROOM

503

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DESCRIPTION & JUSTIFICATION:

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

The rationale behind this elective seminar stems from an emerging research interest of local scholars in using narrative inquiry for voicing what language teachers have to say and do about those inner and outer factors that play a key role in the construction of the self-as-teacher as a concept and as a way of accounting for the personal, academic, and professional profiles of language teachers.

COURSE GOALS

1. To practice one's (re)storying meaningful life experiences.
2. To analyze meaningful life stories as related to LTI.
3. To conduct a conceptual defense of a narrative approach to study LTI.

TOPICS



The course addresses two main topics.

TOPIC I: Narrative inquiry 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 inquiry 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 scheduled sessions in which the students will play the role of both story tellers and narrative analysts, maintaining a relationship of interest and commitment to knowledge construction, in a climate of collaboration and active participation. There will be independent work sessions as well as group meetings.

ASSESSMENT

Weight	Activity	Due date
10 %	Participation & attendance	All sessions
15%	Reading discussions	All sessions
20%	Narrative study report (oral presentation) I: Initial ideas on a narrative study about LTI. Preferably a topic that is addressed in degree work. (Guidelines will be announced with time in advance)	Sept. 18 th
25%	Narrative study report (oral presentation) II: Advances in narrative data analysis. (Guidelines will be announced with time in advance)	Oct. 30 th
30%	Final Narrative study report (written): Focus on the findings of the narrative study. (Guidelines will be announced with time in advance)	Nov. 27 th

COURSE PLANNER		
Week	Topic	Assigned Readings
Week 1	Introduction to the course	



Aug. 14th		
Week 2 August 21	Holiday	
Week 3 August 28	Narrative inquiry in language education	<p>Barkhuizen (2013). <i>Narrative research in applied linguistics</i>. Introduction</p> <p>Barkhuizen, G., Benson, P., & Chik, A. (2014). <i>Narrative inquiry in language teaching and learning research</i>. Chapter 1</p> <p>Clandinin & Huber (in press). Narrative inquiry</p>
Week 4 September 4	Narrative dimension of research in language education	<p>Bruner (2004). Life as narrative.</p> <p>Golombek, P. R., & Johnson, K. E. (2017). Re-conceptualizing teachers' narrative inquiry as professional development.</p> <p>Barkhuizen, G. (2011). Narrative Knowledgeing in TESOL</p>
Week 5 September 11	Independent work I Meaningful life experiences: negotiating identities	<p>Barkhuizen (2013). <i>Narrative research in applied linguistics</i>. Chapter 12 by Benson</p> <p>Frank, A. (2002). Why Study People's Stories? The Dialogical Ethics of Narrative Analysis</p>
Week 6 September 18	Narrative study report I	
Week 7 September 25	Independent work II Narrative as research method	<p>Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i>. Chapter 2</p> <p>Blanco, Mercedes. (2011). Investigación narrativa: una forma de generación de conocimientos</p>
Week 8 October 2	Language teacher identity from a pedagogical and research perspective	<p>Elliot, J. (2005). <i>Using narrative in social research: Qualitative and quantitative approaches</i>. Chapter 3</p> <p>Quintero Polo, A. H. (2016). Creating a pedagogical space that fosters the (re)construction of self through</p>



		life stories of pre-service English language teachers. http://dx.doi.org/10.19183/how.23.2.293
Week 9 October 9	Independent work III Narrative and language teacher identity I	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 by Donato (click here)
Week 10 October 16	Holiday	
Week 11 October 23	Narrative and language teacher identity II	Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapter 9 by Hayes (click here) Quintero A.H., Guerrero C.H. (2018) The (Re)Construction of Self Through Student-Teachers' Storied Agency in ELT: Between Marginalization and Idealization. https://doi.org/10.1007/978-3-319-72920-6_5
Week 12 October 30	Narrative study report II	
Week 13 November 6	Holiday	
Week 14 November 13	Holiday	
Week 15 November 20	Social and critical dimensions of language teacher identity	Barkhuizen, G. (2017). <i>Reflections on language teacher identity research</i> . Chapters 32 by Morgan, 33 by Kubota, 34 by Motha (click here) Quintero-Polo, A., Duarte-González, C., y León-Castro, A.(2022). Identity as a Source of Agency for Transformative English Language Teachers. <i>Educación y Humanismo</i> , 24(43), 110-128. https://doi.org/10.17081/eduhum.24.43.5758



Week 16 November 27	Final written report due
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- Quintero A.H., Guerrero C.H. (2018) The (Re)Construction of Self Through Student-Teachers' Storied Agency in ELT: Between Marginalization and Idealization. In: Yazan B., Rudolph N. (eds) *Criticality, Teacher Identity, and (In)equity in English Language Teaching*. *Educational Linguistics*, vol 35. Springer, Cham https://doi.org/10.1007/978-3-319-72920-6_5



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>

Quintero-Polo, A., Duarte-González, C., y León-Castro, A.(2022). Identity as a Source of Agency for Transformative English Language Teachers. *Educación y Humanismo*, 24(43), 110-128. <https://doi.org/10.17081/eduhum.24.43.5758>

AHQP/August/2023