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Research Timeline

Narrative research in language teaching and learning

Gary Barkhuizen University of Auckland, New Zealand
g.barkhuizen@auckland.ac.nz

Narrative research in language teaching and learning (LTL) is concerned with the stories teachers and learners tell about their lived and imagined experiences. Teachers typically tell about their professional development and their practices, and learners about their experiences of learning and using languages. What stories are, and indeed what narrative research is, however, remains far from agreed upon in LTL research. There is no single, all-encompassing definition of narrative (research), probably because the same situation exists in other disciplines from which empirical work in LTL draws its theoretical and methodological assumptions and approaches. Stanley & Temple (2008: 276), for example, say that generally there is 'little shared sense of core concerns, of approach, and even of what NARRATIVE is seen as'. In LTL, narrative, whether as text/artefact, method of analysis, or both, has become a popular catchall term for much activity in qualitative, interpretive research which focuses on the experiences of research participants. In other words, it has been appropriated by researchers who exhibit varying degrees of epistemological commitment to narrative, and this is evident in the design and reporting of their research.

What complicates matters is that there ARE researchers who are fully committed to a narrative epistemology, but who come to their work with different perspectives on what narrative and narrative research is or should be; for example, those who are interested in the big stories of teachers' and learners' lives and focus on the content of what they say in large banks of biographical data, such as life history interviews and written reflective journals, compared to those who are more concerned with the discursive construction of small stories extracted from recorded conversational data. Those new to narrative research in LTL, therefore, are caught in the midst not only of definitional uncertainty, but of various, often competing, perspectives. Perhaps it is true to say that since narrative research has emerged only relatively recently in LTL (research, that is, which is explicitly framed as narrative), it is still in the process of coalescing as a visible and legitimate research approach. I would argue that this creates a convenient opportunity for researchers to explore narrative work more freely without the constraints of prescriptive methodological parameters and to begin to locate themselves and their practice within the possibilities that narrative research has to offer.

In this timeline I have brought together empirical research that reports on narrative studies, so I exclude published work ABOUT narrative research (e.g. Cortazzi 2001; Bell 2002; Pavlenko

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2002, 2007; Barkhuizen 2011). I also exclude examples from the huge body of qualitative research in LTL that is not framed as narrative. Exceptions in this regard are the early learner diary studies, which although not reported as narrative, are clearly autobiographical, foreshadowing later research which is framed more explicitly as narrative. Early narrative researchers from the 1980s and 1990s and into the 2000s tended to focus on the content of the narrative data they constructed, and this approach remains dominant (although there is currently an increasing trend for narrative analysis to acknowledge the conditions of narrative production). Life history interviews or written teacher journals, for example, are analysed thematically to discover salient meanings in the lives of the participants. At the urging of scholars such as Pavlenko (2007), researchers were reminded of the importance of context in narrative research: not only the local contexts of their participants' lives but also the broader sociopolitical discourses that made particular meaning-making options available to them. More recently, following narrative work in sociolinguistics (De Fina & Georgakopoulou 2011), researchers in LTL have begun to pay analytical attention to the STORYTELLING context: the discursive construction of narrative in interaction and the specific, ethnographic contexts in which narratives are (re)produced. The timeline includes studies from all these methodological traditions.

In terms of topics covered, I include studies which report on language teaching and learning in educational contexts. This means that analyses of immigrant memoirs (see Pavlenko 2001) or memoirs not specifically written for research purposes (Gao 2010) are not included. Also set aside are immigrants' accounts of their language learning if they do not make connections with educational contexts.

This timeline organises the research literature into the three categories below, noted in the final column of the timeline. The distinction between 'autobiographical' and 'biographical' is often blurred in research, being complicated by who is doing the research, who the participants are, and how narrative data and reports are constructed. Nevertheless, for the sake of categorisation in the timeline I make a broad distinction based on the roles of the researchers, who either study themselves (autobiographically) or others (biographically).

T Language TEACHERS' professional development and practices

- **T1** Autobiographical accounts
- **T2** Biographical accounts, with single or multiple participants

L Language LEARNERS' learning and language use

- **L1** Autobiographical accounts
- **L2** Biographical accounts, with single or multiple participants

A Primary approach to ANALYSIS

- **A1** Thematic/content analysis
- **A2** Discourse and positioning analysis
- **A3** Mixed methods
- **A4** Reflections and writing as analysis

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As narrative research in LTL gains traction and acceptance amongst communities of language teachers and researchers, I see scope for further development of methods that make use of innovative forms of narrative analysis and reporting (Canagarajah 1996; Nelson 2011), particularly multimodal narratives (using electronic, mobile and social media resources) and crafted narratives (such as playscripts, poetry and stories). Experimenting with new forms of analysis and reporting will mean that researchers will by necessity pay increased attention to relationships between narrative form, content and context.

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Pavlenko, A. (2001). Language learning memoirs as a gendered genre. *Applied Linguistics* 22. 2, 213–240.
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GARY BARKHUIZEN is Associate Professor and Head of the School of Cultures, Languages and Linguistics at the University of Auckland, New Zealand. His teaching and research interests are in the areas of language teacher education, learner language, applied sociolinguistics and narrative inquiry. He has published in a wide range of journals and has guest edited issues of *TESOL Quarterly*, *Language Teaching Research* (which he co-edited 2012–2014) and the *International Journal of the Sociology of Language*. He is author, with Rod Ellis, of *Analysing learner language* (Oxford University Press, 2005); with Phil Benson, Peter Bodycott and Jill Brown, of *Second language identity in narratives of study abroad* (Palgrave Macmillan, 2013); and, with Phil Benson and Alice Chik, of *Narrative inquiry in language teaching and learning research* (Routledge, 2013). He edited *Narrative research in applied linguistics* (Cambridge University Press, 2013).

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YEAR	REFERENCE	ANNOTATION	THEME
1977	Schumann, F. E. & J. H. Schumann (1977). Diary of a language learner: An introspective study of second language learning. In H. D. Brown, R. H. Crymes & C. A. Yorio (eds.), *On TESOL '77: Teaching and learning English as a second language: Trends in research and practice*. Washington, DC: TESOL, 241–249.	**Schumann & Schumann** conducted longitudinal case studies, later known as diary studies (BAILEY[1] 1983), to explore their own personal social-psychological experiences of learning Arabic and Persian both inside and outside language classrooms. They were interested in examining INDIVIDUAL experiences as opposed to GROUP profiles, which was more common in SLA at the time. They discovered a number of PERSONAL variables (which interact with social, psychological and cognitive variables) that affect L2 acquisition.	**L1, A1**
1980	Bailey, K. M. (1980). An introspective analysis of an individual's language learning experience. In R. Scarcella & S. Krashen (eds.), *Research in second language acquisition: Selected papers of the Los Angeles Second Language Research Forum*. Rowley, MA: Newbury House, 58–65.	**Bailey** kept a journal while learning French in a formal instructional setting: a university level course. Like SCHUMANN & SCHUMANN (1977), her focus when writing and analysing the journal entries was on personal experiences of learning, in particular, her affective responses to learning in a classroom situation. She suggested that introspective analyses of journals 'hold considerable promise both as a research tool and as an aid to self-awareness' (p. 65).	**L1, A1**
1983	Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking *at* and *through* the diary studies. In H. W. Seliger & M. H. Long (eds.), *Classroom oriented research in second language acquisition*. Rowley, MA: Newbury House, 67–103.	**Bailey** reported her diary study findings again (see BAILEY 1980), but this time provided considerable theoretical and empirical context in relation to both topic (anxiety in L2 learning) and method (the use of diary studies as research tools). She noted a number of potential benefits and limitations regarding the latter.	**L1, A1**
1983	Schmidt, R. W. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson & E. Judd (eds.), *Sociolinguistics and language acquisition*. Rowley, MA: Newbury House, 137–174.	**Schmidt** presented an account of the English learning and acculturation of a Japanese man, Wes, over a three-year period. Unlike in autobiographical diary studies, the researcher was not the research participant. In this study, the focus was on the learner's development of communicative (including grammatical) competence. However, the report is rich in contextual and life-experience description and analysis.	**L2, A3**

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1995	Polanyi, L. (1995). Language learning and living abroad: Stories from the field. In B. F. Freed (ed.), *Second language acquisition in a study abroad context*. Amsterdam: John Benjamins, 271–291.	**Polyani** examined the narrative journals of university students studying abroad in Russia. Approximately 160 students kept logs of their daily activities, of whom 40 wrote extensive journals or tape-recorded oral accounts of activities in which their language skills were involved. Polyani was particularly interested in reports by female students of unpleasant gender-related incidents. She suggested that these gendered language experiences had an effect on their progress in learning Russian. Unlike diary studies, this study reported on the experiences of multiple participants.	**L2, A1**
1995	Oxford, R. L. (1995). When emotion meets (meta)cognition in language learning histories. *International Journal of Educational Research* 23.7, 581–594.	**Oxford** claims that writing introspective language learning histories (LLHs) enables learners to become aware of their learning processes and related feelings in specific contexts over time. LLHs also provide researchers with rich information about 'situated cognition': learning occurring in a particular setting. Oxford's content analysis of three LLHs selected from 18 written by teachers in a university L2 acquisition class revealed rich details of learning processes embedded in particular cultures or communities of learning.	**L2, A1**
1996	Campbell, C. (1996). Socializing with the teachers and prior language learning experience: A diary study. In K. M. Bailey & D. Nunan (eds.), *Voices from the language classroom*. Cambridge: Cambridge University Press, 201–223.	**Campbell** wrote a diary containing 71 entries during a two-month stay in Mexico to learn Spanish. She recorded her experiences of both formal study and learning while socialising with teachers and friends outside the classroom. The data for her study included the diary, an LLH, and five letters written to friends. She attributed the good progress she made to using Spanish in meaningful and emotionally charged situations. After the experience, Campbell edited the diary data to construct a public journal (like BAILEY 1983) for use by herself and other researchers.	**L1, A1**
1997	Johnston, B. (1997). Do EFL teachers have careers? *TESOL Quarterly* 31.4, 681–712.	**Johnston**'s study focused on the working lives of teachers. He was interested to know whether English teachers in Poland regard themselves as professionals and whether they see English teaching as a profession. He conducted life history interviews with 17 EFL teachers. Using a Bakhtinian approach to analysis, he examined the context-specific discourses the teachers drew on to talk about their working life stories.	**T2, A1**

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YEAR	REFERENCE	ANNOTATION	THEME
1997	Casanave, C. & S. Schecter (eds.) (1997). *On becoming a language educator*. Mahwah, NJ: Erlbaum.	**Casanave & Schecter**'s book is a collection of stories and reflections written by language educators from diverse backgrounds and working contexts. Each contribution is a personal narrative, and the book overall presents a study of personal issues in language education. Whereas JOHNSTON (1997) retells the professional stories of other educators, this book presents the narratives in the teachers' own words, with commentary from Casanave & Schecter.	**T1, A4**
1997	Bell, J. S. (1997). *Literacy, culture and identity*. New York: Peter Lang.	**Bell**'s book-length narrative inquiry describes her experiences of attempting to become literate in Chinese. The autobiographical approach provides rich detail of these experiences as well as in-depth analysis of her developing understandings of what second language (L2) literacy means.	**T1, A1, A4**
1997	Spack, R. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication* 14.1, 3–62.	This study traces the academic English literacy development of a Japanese student (Yuko) studying at a college in the United States. The study is exceptional in that it is longitudinal in design. It examines Yuko's reading strategies and approaches to writing during her first three years of college. It also makes comparisons with her L1 literacy acquisition in Japan. During the extended data-collection period, **Spack** gathered a large amount of data, including interviews and unscheduled conversations with Yuko, classroom observations, conversations with Yuko's professors, Yuko's writing, course materials, small-group and whole-class discussions, and the researcher's journal.	**L2, A1**
1998	Block, D. (1998). Tale of a language learner. *Language Teaching Research* 2.2, 148–176.	**Block** tells the tale of an adult ESL learner in Spain who spoke during nine interviews with Block about his perceptions of his EFL classroom events. Block claims that the information he received gives a much fuller account of classroom practices than what is possible with end-of-course evaluation forms. Block's published article is written in a narrative style in that it presents extended interview quotes in the participant's own words chronologically (CASANAVE 2012).	**L2, A1**

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YEAR	REFERENCE	ANNOTATION	THEME
1999	Braine, G. (ed.) (1999). *Non-native educators in English language teaching.* Mahwah, NJ: Erlbaum.	Like CASANAVE & SCHECTER (1997), this book presents autobiographical contributions from language educators and researchers, but the authors in **Braine**'s volume are non-native speakers of English from diverse geographical origins and language backgrounds. Besides sharing accounts of their personal experiences they address sociopolitical issues relevant to their working lives and contexts.	**T1, A4**
2000	Kouritzin, S. (2000). Immigrant mothers redefine access to ESL classes: Contradiction and ambivalence. *Journal of Multilingual and Multicultural Development* 21.1, 14–32.	**Kouritzin** conducted qualitative life history interviews with 19 adult immigrant mothers in Canada in order to investigate their access to ESL classes. She conducted the interviews in English, believing that the use of a translator would diminish the quality of the interviews. Kouritzin began the interviews by asking participants to tell their stories in their own words. She found that themes related to ambivalence and contradiction complicated the mothers' access to English classes. She used five narratives to illustrate her findings.	**L2, A1**
2001	Belcher, D. & U. Connor (eds.) (2001). *Reflections on multiliterate lives*. Clevedon, UK: Multilingual Matters.	This book continues the tradition of CASANAVE & SCHECTER (1997) and BRAINE (1999) by presenting professional language educators' autobiographic reflections on language learning. In this case **Belcher & Connor** ask contributors to outline their struggles and successes during their formative L2 LITERACY experiences. In the process the writers construct representations of themselves as multiliterates.	**L1, A4**
2002	Carson, J. G. & A. Longhini (2002). Focusing on learning styles and strategies: A diary study in an immersion setting. *Language Learning* 52.2, 401–438.	**Carson & Longhini**'s study investigated the learning styles and strategies of one of the researchers (Carson, a learner of Spanish) during a visit to Argentina for eight weeks. In this study, extensive diary data recording experiences of learning in naturalistic settings were compared with data obtained from two standardised quantitative surveys measuring strategies and styles. Diary data were coded deductively for themes representing categories in the surveys.	**L1, A3**
2002	Johnson, K. & P. Golombek (eds.) (2002). *Teachers' narrative inquiry as professional development*. Cambridge: Cambridge University Press.	In this volume of language teachers' narrative inquiries, **Johnson & Golombek** present a collection of stories in which teachers describe their understanding of their teaching practice and professional development experiences: specifically, how they know what they know. The contributions vary in the extent to which they collect and analyse narrative data; that is, some stories represent narrative reflective writing more than systematic inquiry.	**T1, T2, A3**

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2002	Benson, P. & D. Nunan, D. (eds.) (2002). The experience of language learning. Special issue, *Hong Kong Journal of Applied Linguistics* 7.2.	In this volume **Benson & Nunan** bring together a collection of studies which are more than autobiographies and biographies of language learning; i.e. the telling of language learning stories. Instead, the authors used first person accounts of their own or their participants' learning as research data, demonstrating a wide range of research methods associated with (auto)biographical research. Benson & Nunan suggest in their editorial that journal editors at the time might have been reluctant to publish such research.	**L1, L2, A3**
2003	Pavlenko, A. (2003). 'I never knew I was a bilingual': Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education* 2.4, 251–268.	**Pavlenko**'s study aimed to discover ways in which English teachers enrolled in a TESOL programme imagine their linguistic and professional memberships. Discursive positioning analysis (see also BARKHUIZEN 2010, RUGEN 2010, SIMPSON 2011) was used to examine 30 linguistic autobiographies. As well as content analysis, particular attention was paid to lexical choices and use of verbs to signal positioning within particular imagined groups. Pavlenko concluded that imagination can be productively exploited in critical pedagogy.	**T2, A3**
2004	Golombek, P. & K. Johnson (2004). Narrative inquiry as a mediational space: Examining emotional and cognitive dissonance in second-language teachers' development. *Teachers & Teaching: Theory & Practice* 10.3, 307–327.	**Golombek & Johnson** examined three teacher narrative inquiries (published in JOHNSON & GOLOMBEK 2002) to demonstrate how they function as culturally developed tools that mediate the teachers' professional development. The analysis, which focuses on selected aspects of the content of the narratives, revealed that development is emotional as well as cognitive.	**T2, A1**
2004	Kinginger, C. (2004). Alice doesn't live here anymore: Foreign language learning and identity reconstruction. In A. Pavlenko & A. Blackledge (eds.), *Negotiation of identities in multilingual contexts*. Clevedon, UK: Multilingual Matters, 219–242.	**Kinginger** tells the 'dramatic and mundane' (p. 219) story of Alice's attempts to learn French in formal settings as well as outside the classroom (CAMPBELL 1996). Data included interviews, journals describing language learning experiences while abroad, and emails and letters. These were analysed thematically, focussing particularly on how Alice (re)negotiated her social and linguistic identities within imagined communities. Alice collaborated at all stages of the study, including the analysis.	**L2, A1**

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YEAR	REFERENCE	ANNOTATION	THEME
2004	Menard-Warwick, J. (2004). 'I always had the desire to progress a little': Gendered narratives of immigrant language learners. *Journal of Language, Identity, and Education* 3.4, 295–311.	Similarly to KOURITZIN (2000), **Menard-Warwick** addressed how her adult, female, immigrant participants respond to the gendered L2 learning expectations their communities and families place on them. Life history interviews were conducted in Spanish with two focal participants and were coded thematically. Menard-Warwick used extensive narrative data to illustrate how the gender ideologies and practices of the participants' communities mediate their learning.	**L2, A1**
2004	Benson, P. & D. Nunan (eds.) (2004). *Learners' stories: Difference and diversity in language learning*. Cambridge: Cambridge University Press.	This book continued the theme of the special topic issue of the *Hong Kong Journal of Applied Linguistics* edited by BENSON & NUNAN (2002). It includes stories of language learners presented as analyses of first-person accounts of language learning in particular diverse social contexts over time. **Benson & Nunan** argue that (auto)biographical research such as that included in the volume uncovers aspects of difference and diversity in language learning that experimental and survey research cannot reveal.	**L2, A3**
2004	Simon-Maeda, A. (2004). The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly* 38.3, 405–436.	**Simon-Maeda** conducted in-depth, open-ended life history interviews with nine female EFL teachers working in higher education contexts in Japan. She was interested in how the participants constructed their identities and contested oppressive forces within the sociocultural and ideological contexts of their workplaces (JOHNSTON 1997). She analysed the interview data thematically using the qualitative data analysis software program NVivo.	**T2, A1**
2005	Wu, Z. (2005). Being, understanding and naming: Teachers' life and work in harmony. *International Journal of Educational Research* 41, 307–323.	**Wu**'s study on curriculum change combined narrative analysis with a philosophical inquiry about teacher learning. The study presents the case of a group of English teachers in China who respond to a curriculum innovation by holding informal meetings with no particular agenda or purpose, except to 'talk about the possibilities of novelties' (p. 312). Interview data and transcripts of meetings were used to explore tensions and harmonies in the personal and institutional lives of the teachers.	**T2, A1**

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2006	Curtis, A. & M. Romney (eds.) (2006). *Color, race, and English language teaching: Shades of meaning*. Mahwah, NJ: Erlbaum.	In this volume **Curtis & Romney** address the following question: What does it mean to be a TESOL professional of colour? They asked contributors to describe critical events in their lives as TESOL professionals of colour and to consider how these events had a bearing on their practice. The autobiographies therefore deal explicitly with themes of race and ethnicity. The narratives take the form of personal reflection rather than inquiries which analyse first person data (see also CASANAVE & SCHECTER 1997, BRAINE 1999).	**T1, A4**
2006	O'Móchain, R. (2006). Discussing gender and sexuality in a context-appropriate way: Queer narratives in an EFL college classroom in Japan. *Journal of Language, Identity, and Education* 5.1, 51–66.	**O'Móchain** presents a narrative account of an EFL, content-based course he taught at a Christian women's college in Japan, which he describes as strongly heteronormative. His aim in the course was to find 'a context-appropriate way of exploring gender and sexuality issues' (p. 51). The article is constructed as a narrative, telling the story of the process and outcome of his curriculum development.	**T1, A4**
2007	Tsui, A. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly* 41.4, 657–680.	**Tsui** drew on Wenger's (1998[2]) social theory of identity formation to examine the lived experience of Minfang, an EFL teacher in China. Data, which included written reflective diaries and lengthy face-to-face conversations, covered a six-year period of his teaching life. The construction of Minfang's multiple identities, particularly that of a communicative language teaching (CLT) teacher, were explored within the contexts of his institutional and personal lived experiences.	**T2, A1**
2007	Menard-Warwick, J. (2007). 'Because she made the beds. Every day': Social positioning, classroom discourse, and language learning. *Applied Linguistics* 29.2, 267–289.	**Menard-Warwick** used critical discourse analysis (CDA) to analyse gender positioning (see PAVLENKO 2003) in two classroom events. Transcripts of classroom interaction were analysed in detail to show how the two focal participants (Latina immigrant women) are interactively positioned and socialised through classroom discursive practices. This article demonstrates a discourse approach to the analysis of narrative data.	**L2, A2**

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2008	Kalaja, P., V. Menezes & A. M. F. Barcelos (eds.) (2008). *Narratives of learning and teaching EFL*. Basingstoke, UK: Palgrave Macmillan.	This volume by **Kalaja, Menezes & Barcelos** brings together a collection of research reports, both biographical and autobiographical, which focus on English learning and teaching in EFL contexts. Of particular interest are the studies which use multimodal narratives as data, including photographs, self-portraits, and multimedia (hyperlinks, images, sounds) language learning histories.	**T1, T2, A3**
2008	Barkhuizen, G. (2008). A narrative approach to exploring context in language teaching. *English Language Teaching Journal* 62.3, 231–239.	**Barkhuizen** demonstrates in this article a narrative inquiry approach to exploring teaching context for the purposes of professional development (JOHNSON & GOLOMBEK 2002). Two teachers enrolled in a graduate course in South Africa wrote personal journals about their language teaching and learning experiences and had regular conversations about these with Barkhuizen, who was the class instructor. Three levels of story, or narrative context, were found to be significant in the teachers' lives.	**T2, A1**
2008	Barkhuizen, G. & R. Wette (2008). Narrative frames for investigating the experiences of language teachers. *System* 36.3, 372–387.	**Barkhuizen & Wette** introduced NARRATIVE FRAMES as an instrument for collecting and analysing narrative data. Narrative frames are storied templates which are completed by research participants to tell and reflect on relevant experiences. Barkhuizen & Wette demonstrate the use of frames in a professional development programme in China. Over 200 teachers completed the frames. A thematic analysis was conducted on 83 responses. Strengths and limitations of the use of frames were discussed.	**T2, A3**
2008	Murray, G. (2008). Pop culture and language learning: Learners' stories informing EFL. *Innovation in Language Learning and Teaching* 2.1, 2–17.	**Murray** examined the role that pop culture (e.g. movies, TV programmes, music, novels and magazines) played in the English learning of adult Japanese learners who had not studied or lived abroad. Using a life history research approach he interviewed each of the eight participants twice, and then configured the data into a story (which the participants commented on). Pop culture was found to have played a pervasive and powerful role in their English learning.	**L2, A1**

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YEAR	REFERENCE	ANNOTATION	THEME
2008	Coffey, S. & B. Street (2008). Narrative and identity in the 'Language Learning Project'. *The Modern Language Journal* 92.3, 452–464.	**Coffey & Street** analysed interview data and the written language learning autobiographies of two British adults who had successfully learned a foreign language. These two forms of life history accounts provide both an ETHNOGRAPHIC and a PERFORMANCE perspective on identity and language learning. The authors used this combined approach to demonstrate how participants discursively construct their identities and learning experiences both idiosyncratically and through 'culturally shaped, shared discursive practices' (p. 462).	**L2, A2**
2009	Wette, R. & G. Barkhuizen (2009). Teaching the book and educating the person: Challenges for university English language teachers in China. *Asia Pacific Journal of Education* 29.2, 195–212.	**Wette & Barkhuizen** report on a study which investigated the teaching practices of 83 college English teachers in China. They analysed a selection of responses generated by the narrative frames designed by BARKHUIZEN & WETTE (2008). Both qualitative (using NVivo software) and quantitative (frequency counts of themes) analyses were conducted to reveal tensions between the teachers' subject-centred and socially-oriented goals.	**T2, A3**
2009	Xu, Y. & Y. Liu (2009). Teacher assessment knowledge and practice: A narrative inquiry of a Chinese college EFL teacher's experience. *TESOL Quarterly* 43.3, 493–513.	Drawing on the narrative inquiry work of Connelly & Clandinin (2006[3]) in general education, **Xu & Liu** examined the experiences of assessment reform of a college EFL teacher (Betty) in China. They analysed interview data (which they configured into three stories), personal communications with Betty about her teaching and learning experiences, and her personal records (e.g. assessment plans, evaluation sheets) to explore tensions between the secret stories of assessment Betty actually lived and the sacred, prescribed stories told by those in authority.	**T2, A1**
2009	Vandrick, S. (2009). *Interrogating privilege: Reflections of a second language educator*. Ann Arbor, MI: University of Michigan Press.	In this book, **Vandrick** examined the function and consequences of privilege in L2 education. She blended theory, research and personal narrative to explore topics such as age, sexual identity and social class. The very personal reflections (see CASANAVE & SCHECTER 1997) on issues related to these topics have implications for others in the field, learners and teachers, whatever types of privilege they embody.	**T1, A3, A4**

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YEAR	REFERENCE	ANNOTATION	THEME
2010	Hayes, D. (2010). Duty and service: Life and career of a Tamil teacher of English in Sri Lanka. *TESOL Quarterly* 44.1, 58–83.	Based on an extended life history interview with Krishnan, a Tamil teacher of English in Sri Lanka, **Hayes** presents an account of his experiences working within the government education system and within the context of ethnic conflict in the country. Hayes paid particular attention to the co-constructed nature of the interview data, his own subject position as researcher, ethical issues involved in life history research, and particularly the contextual detail of Krishnan's experiences.	**T2, A1**
2010	Coryell, J. E., M. C. Clark & A. Pomerantz (2010). Cultural fantasy narratives and heritage language learning: A case study of adult heritage learners of Spanish. *The Modern Language Journal* 94.3, 453–469.	**Coryell, Clark & Pomerantz** were interested in why seven female adult heritage Spanish learners chose to return to college to learn Spanish. Through interviews and many follow-up telephone and email discussions, they identified a 'cultural fantasy metanarrative' which tells how the learners desire to learn a 'proper Spanish' variety (a standard form as opposed to a more local variety) in order to attain an idealised (fantasy) Spanish identity.	**L2, A1**
2010	Barkhuizen, G. (2010). An extended positioning analysis of a pre-service teacher's *better life* small story. *Applied Linguistics* 31.2, 282–300.	**Barkhuizen** conducted a positioning analysis (Bamberg 1997[4]) of a 'small story' extracted from an interview with a Tongan pre-service English teacher studying in New Zealand. He extended Bamberg's positioning analysis approach by considering ethnographic data (see COFFEY & STREET 2008) – written autobiographical essays – in addition to the small story data. His analysis identified a number of positions discursively constructed by the teacher, including immigrant, language teacher, investor and activist.	**T2, A2**
2010	Rugen, B. D. (2010). The relevance of narrative ratifications in talk-in-interaction for Japanese pre-service teachers of English. *Narrative Inquiry* 20.1, 62–81.	Like BARKHUIZEN (2010) **Rugen** used Bamberg's positioning analysis to examine talk-in-interaction: on this occasion, naturally occurring conversational narratives of pre-service teachers of English in an outside-classroom university context. He was particularly interested in the relevance of ratifications for the emergent social identities of those participants offering the ratifications.	**T2, A2**

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2010	Nunan, D. & J. Choi (eds.) (2010). *Language and culture: Reflective narratives and the emergence of identity*. New York and Abingdon, UK: Routledge.	**Nunan & Choi** present a collection of reflective narratives from prominent scholars and teachers which tackle the interrelated constructs of language, culture and identity. Each contribution presents and then discusses a brief language learning history, including one or two narrative events or critical incidents. Whereas BENSON & NUNAN (2004) presented biographical accounts of language learning (i.e. the learners were not the researchers), in this volume the contributions are autobiographical.	**T1, A4**
2011	Barkhuizen, G. (ed.) (2011). Narrative research in TESOL. Special issue, *TESOL Quarterly* 45.3.	**Barkhuizen** edited this special-topic issue on narrative research in TESOL, the aim of which was to bring together discussions on recent and innovative narrative approaches to the collection and analysis of data in the field. Contributions include illustrative data and demonstrate analysis in relation to associated issues. In the opening article, Barkhuizen introduced the construct of 'narrative knowledging'.	**T2, L2, A3, A4**
2011	Nelson, C. D. (2011). Narratives of classroom life: Changing conceptions of knowledge. *TESOL Quarterly* 45.3, 463–485.	**Nelson** (in BARKHUIZEN 2011) introduced 'critical narrative studies', a body of work which aims to democratise knowledge production and exchange. In this article she proposed the use of crafted narratives of classroom life for analysing and reporting research. Such narratives include playscripts (and she illustrated how these are crafted from narrative interview data; see also her chapter in BARKHUIZEN 2013), poetry and stories.	**T2, L2, A3, A4**
2011	Chik, A. & S. Breidbach (2011). Online language learning histories exchange: Hong Kong and German perspectives. *TESOL Quarterly* 45.3, 553–564.	**Chik & Briedbach** (in BARKHUIZEN 2011) reported on an online project which involved learners and teachers in Hong Kong and Germany. LLHs were constructed by participants and exchanged online (wiki web sites, Facebook or Skype) as multimodal texts (writing, videos and visuals). The participants' experiences varied greatly in terms of the investment and technical skills required to engage effectively. Chik & Breidbach conclude, nevertheless, that with the pervasiveness of Web 2.0 tools, social networking sites may provide optimal spaces for intercultural LLH exchange.	**T2, L2, A3**

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YEAR	REFERENCE	ANNOTATION	THEME
2011	Liu, Y. & Y. Xu (2011). Inclusion or exclusion? A narrative inquiry of a language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education* 27.3, 589–597.	**Liu & Xu** continued their work (see XU & LIU 2009) on teacher identity negotiation in the midst of institutional reform. Drawing once again on the narrative inquiry work of Connelly & Clandinin (2006[2]) and also on Wenger's (1998[3]) communities of practice framework (see TSUI 2007) they investigated how an EFL teacher in China adapts to curriculum reform in her English department. An extensive data set includes a series of interviews, reflection reports, reflective journals and email exchanges.	**T2, A1**
2011	Baynham, M. (2011). Stance, positioning, and alignment in narratives of professional experience. *Language in Society* 40, 63–74.	**Baynham** examined the relationship between the notion of 'stance' and discursive positioning, focussing particularly on the role of narrative performance in interview data with ESOL teachers. He identified different narrative types in the data and related these to performance. He concluded that the research interview is indeed a 'dynamically co-constructed speech genre rather than … a neutral locus for gathering data' (p. 63) (HAYES 2010).	**T2, A2**
2011	Simpson, J. (2011). Telling tales: Discursive space and narratives in ESOL classrooms. *Linguistics and Education* 22.1, 10–22.	**Simpson** conducted a positioning analysis (BARKHUIZEN 2010, RUGEN 2010) of a small story recorded during interaction between himself and a student in an adult ESOL classroom in the UK. Simpson shows how aspects of students' life stories outside the classroom are brought into the classroom by negotiating discursive space in which to do so, consequently bringing into the classroom identity positions that are typically under-explored in classrooms.	**L2, A2**
2012	Park, G. (2012). 'I am never afraid of being recognized as an NNES': One teacher's journey in claiming and embracing her non-native-speaker identity. *TESOL Quarterly* 46.1, 127–151.	**Park**'s study explored the identity transformations of a Chinese student enrolled in a TESOL programme in a US university. A thematic analysis was carried out on three sets of data: electronic autobiographies (email exchanges) prior to the TESOL programme; E-journals maintained during the programme; and individual interviews with the five participants over a six-month period. The experiences of one student, Xia, are discussed and interpreted in relation to seven snapshots (short excerpts of data).	**T2, A1**

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2012	Canagarajah, A. S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly* 46.2, 258–279.	In this analytical autoethnography, **Canagarajah** adopted the communities of practice orientation to scaffold his story of professionalisation as a periphery professional in TESOL (Braine 1999, Curtis & Romney 2006, Tsui 2007). Canagarajah makes the case, with cautions, for brokering and boundary crossing in the TESOL global community in order for peripheral teachers to negotiate a voice within the community, or 'constellation of practices' (p. 274).	**T1, A4**
2012	Casanave, C. P. (2012). Diary of a dabbler: Ecological influences on an EFL teacher's efforts to study Japanese informally. *TESOL Quarterly* 46.4, 642–670.	**Casanave** reported on a diary study which recounts her Japanese learning efforts over an eight-year period while living in Japan. She described her informal learning as active but low-pressure learning, and frames the analysis and the report within an ecological perspective; i.e. interrelated contextual, personal and emotional factors that cannot be separated from learning. Her journals consisted of records of her learning activities, notes on vocabulary and syntax, and *kanji* writing practice.	**L1, A1**
2012	Macalister, J. (2012). Narrative frames and needs analysis. *System* 40.1, 120–128.	**Macalister** made use of a narrative frame (Barkhuizen & Wette 2008) as a needs analysis tool for the purpose of designing an EFL curriculum for training seamen in Kiribati. The frame consisted of nine sentence starters, and aimed to elicit the seamen's stories of learning and using English. A content analysis led to the discovery of useful themes which informed subsequent curriculum development, such as the design of appropriate listening materials and a focus on fluency.	**L2, A3**
2012	Pomerantz, A. & E. Kearney (2012). Beyond 'write-talk-revise-(repeat)': Using narrative to understand one multilingual student's interactions around writing. *Journal of Second Language Writing* 21.3, 221–238.	**Pomerantz & Kearney** adopt Ochs & Capps' (2001[5]) multidimensional analytic framework to demonstrate and advocate for a narrative approach to understanding the sense writers make of interactions about academic writing in an L2. Like Spack (1997), they use numerous forms of data within a longitudinal design to focus on the experiences of an individual student studying in a US university, this time a graduate student from Taiwan. Through an analysis of small stories excerpted from the data they show how the student attempts to understand what counts as 'good' English writing and how she develops a sense of herself as a multilingual writer.	**L2, A3**

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2013	Benson, P., G. Barkhuizen, P. Bodycott & J. Brown (2013). *Second language identity in narratives of study abroad*. London: Palgrave Macmillan.	**Benson, Barkhuizen, Bodycott & Brown** reported on a study which investigated the L2 identity development of Hong Kong students studying abroad. Interview data recorded before and after the study abroad experience, as well as multimodal blogs maintained during the overseas visit, were configured into 2,000-word narratives. A selection of these is used to illustrate dimensions of L2 identity development in study abroad contexts.	**L2, A1**
2013	Barkhuizen, G. (ed.) (2013). *Narrative research in applied linguistics*. Cambridge: Cambridge University Press.	This volume brings together contributions representing a wide range of narrative topics and approaches to narrative analysis in applied linguistics. In the introduction, **Barkhuizen** presents a narrative analysis framework within which each of the contributions can be located. The chapters, presenting actual narrative studies, briefly introduce the study and the researcher's theoretical approach to narrative, and then describe in detail the methods of data collection and analysis used in the study. Personal researcher reflections on the study and the methods used are included.	**T2, L2, A3**
2014	Giroir, S. (2014). Narratives of participation, identity, and positionality: Two cases of Saudi learners in the United States. *TESOL Quarterly* 48.1, 34–56.	This study focuses on the discursive practices of two male English learners who are members of a particularly politicised and racialised cultural group (Muslims of Arab descent) as they renegotiate peripheral participation in L2 communities in the United States. In telling their stories, **Giroir** draws on interview and classroom observation data, and also what she calls 'oral photo narratives'. These took the form of a class assignment which involved learners using photography to document their experiences. In classroom presentations they visually arranged and discussed the photographs. The presentations were digitally recorded and later transcribed, and then analysed thematically together with the other data.	**L2, A3**

[1]Authors' names are shown in small capitals when the study referred to appears in this timeline.

[2]Connelly, F. M. & D. J. Clandinin (2006). Narrative inquiry. In J. L. Green, G. Gamilli & P. B. Elmore (eds.), *Complementary methods for research in education* (3rd edn). Mahwah, NJ: Erlbaum, 375–385.

[3]Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

[4]Bamberg, M. (1997). Positioning between structure and performance. *Journal of Narrative and Life History* 7.1–4, 335–342.

[5]Ochs, E. & L. Capps (2001). *Living narrative: Creating lives in everyday storytelling*. Cambridge, MA: Harvard University Press.