

**State of The Art of Narrative Inquiry**  
**Research Analysis from 2012 to 2016**

**Monica Garcia Valencia**

**Martha Liliana Jimenez Santamaria**

**Santo Tomás University**

**Faculty of Education**

**Bachelor of English as a Foreign Language**

**Bogotá D.C.**

**September - 2017**

**State of The Art of Narrative Inquiry**

**Research Analysis from 2012 to 2016**

**RESEARCH FIELD**

**The use of the English Language and its Contexts**

**RESEARCH SUBPROJECT**

**The Voices of the LLEI realities: Life stories and experiences**

**Research report presented as a requirement for the title in Bachelor of  
English as a Foreign Language**

**DIRECTED BY:**

**Mg. Sandra Milena Rodríguez**

**Mg. Martha Isabel Bonilla**

**Santo Tomás University**

**Faculty of Education**

**Bachelor of English as a Foreign Language**

**Bogotá D.C.**

**September- 2017**

## ACCEPTANCE NOTE

The research project “State of The Art of Narrative Inquiry Research Analysis from 2012 to 2016” presented by **MONICA GARCÍA VALENCIA** and **MARTHA LILIANA JIMÉNEZ SANTAMARIA** as a final project to receive the title of Bachelor in English as a Foreign Language has been approved.

RESEARCH TUTORS: Sandra Milena Rodríguez

Martha Isabel Bonilla

JUROR: Johanna Lopez

Bogotá, D. C., September 5th, 2017

## STATE OF THE ART OF NARRATIVE INQUIRY- RESEARCH ANALYSIS FROM 2012 TO 2016

### ABSTRACT

The present research aims to present evidence of use of narrative research in the teaching of English as an EFL foreign language. Starting from the theoretical conception of narrative research and addressing the different classes, to finally analyze the concerns that arise in the teaching and learning of a second language. The analysis is carried out in forty (40) studies carried out in the period from 2012 to 2016, presenting interesting evidences for the teaching practice and that according to the objective of the present research to enrich the macro project of the B.A in English as Foreign Language of the Santo Tomas University.

**Key words:** Narrative research, narrative in English Foreign Language (EFL) context, teaching and learning.

## ESTADO DEL ARTE DE LA INVESTIGACIÓN NARRATIVA - ANÁLISIS DE INVESTIGACIONES DESDE 2012 HASTA 2016

### RESUMEN

La presente investigación tiene la finalidad de presentar evidencias de uso de la investigación narrativa en la enseñanza del inglés como lengua extranjera EFL. Iniciando desde la concepción teórica de la investigación narrativa y abordando las diferentes clases, para analizar finalmente las inquietudes que surgen en la enseñanza y el aprendizaje de una segunda lengua. El análisis se realiza a cuarenta (40) estudios realizados en el período de 2012 a 2016, presentando evidencias interesantes para la práctica docente y que de acuerdo al objetivo de la presente investigación para un enriquecer el proyecto macro de la Licenciatura en Lengua Extranjera, Inglés de la Universidad Santo Tomás.

**Palabras Claves:** Investigación narrativa, narrativa en el contexto del inglés como lengua extranjera, enseñanza y aprendizaje.

## TABLE OF CONTENT

|                                                                                                |            |
|------------------------------------------------------------------------------------------------|------------|
| <b>RESEARCH QUESTION.....</b>                                                                  | <b>9</b>   |
| <b>RESEARCH OBJECTIVES.....</b>                                                                | <b>10</b>  |
| <b>LITERATURE REVIEW.....</b>                                                                  | <b>10</b>  |
| <b>RESEARCH DESIGN.....</b>                                                                    | <b>15</b>  |
| <b>DATA ANALYSIS.....</b>                                                                      | <b>24</b>  |
| <b>1. PERIOD .....</b>                                                                         | <b>26</b>  |
| <b>2. GEOGRAPHICAL .....</b>                                                                   | <b>27</b>  |
| Theme No. 1 Narrative research in Arabian Countries.....                                       | 29         |
| Theme No. 2 Narrative research in Asian Countries .....                                        | 32         |
| Theme No. 3 Narrative research in Latin America .....                                          | 35         |
| Theme No. 4 Narrative research in United States of America, Finland and<br>United Kingdom..... | 39         |
| <b>CONCLUSIONS .....</b>                                                                       | <b>42</b>  |
| <b>APPENDIX.....</b>                                                                           | <b>46</b>  |
| <b>REFERENCES .....</b>                                                                        | <b>112</b> |

## RESEARCH STATEMENT

Research teachers of our program “Licenciatura en Lengua Extranjera Ingles” (LLEI) of Universidad Santo Tomás VUAD Bogotá designed and implemented the macro projects to establish a research agenda for the pre-service teachers of the program, these are: **“Innovate practices in English teaching and learning practices of the LLEI pre-service teachers”** and **“understanding and characterizing English Foreign Language (EFL) in the LLEI: experiences and phenomena in the pre-service teachers’ educational context”** that are divided in sub projects, the projects with educational intervention and those without pedagogical intervention. To start with the development of these macro projects and subprojects, the teachers of the bachelor degree of English (as a foreign language), proposed that some students who were studying the last semesters of the program were chosen as research assistants, these assistants would have specific research tasks.

From the sixth semester, as undergraduate students, we started the research process, taking as idea to our research project a narrative study, which focused on the graduates’ perceptions of our program and their experience as English teachers, taking into account that this proposal had a narrative design, we were invited by the teachers of the research line to participate in the subproject “The voices of the LLEI realities: Life stories and experiences” of narrative

research, in order to provide theoretical contributions that serve as a foundation and support for the subproject of narrative research.

Taking into account the above, our research begins with the theoretical approach to understand the concepts and authors that define all aspects of the narrative in English Foreign Language (EFL) context and English Learning and Teaching (ELT) after understanding the foundation, we searched for forty narrative studies conducted in different worldwide places between 2012 and 2016. The sample corresponds to the last five years because we wanted to identify the narrative research trends in English Foreign Language (EFL) context and English Learning and Teaching (ELT).

This type of study responds to a state of the art, which is defined such as process in which a search, selection and analysis of information on a specific topic is performed, in order to know if it was addressed, how, when and results obtained. To do a state of the art is very important because it permits us to understand our research topic and address it efficiently, since we obtain theoretical basis and we also have knowledge of what was already researched and thus we can deepen into a subject or avoid wasting time on something that was already researched. In order to present academic evidence that allows, through an analytical and reflexive action, to present the findings found in our field Study on ELT. Therefore, it is our



interest to present, through the content of this document, the different tendencies found and their impact

in the academic world context, since we were investigating investigative exercises carried out in various scenarios of the world and from different contexts.

We believe that this experience as research assistants has allowed us to strengthen our reading skills, to improve our writing and to develop a reflexive and critical competence towards the different scenarios where the English Learning and Teaching (ELT) process is developed, as well as to learn from the experiences of others, to strengthen ties of friendship between colleagues and professors who have given us all their support to this research process which has had different difficulty stages.

## RESEARCH QUESTION

How through the analysis of English learning and teaching narrative studies made in the period from 2012 to 2016, can we identify trends to strengthen the subproject of the Bachelor's degree in foreign language of the University Santo Tomás VUAD?

## RESEARCH OBJECTIVES

### *MAIN OBJECTIVE:*

To understand how narrative inquiry focused on (ELT) English Teaching and Learning has been applied from 2012-2016 for contributing to the sub project of Voices of the LLEI realities: life stories and experiences of B.A. program of foreign language, English at Universidad Santo Tomás.

### *SPECIFIC OBJECTIVES*

1. Identify trends and establish contributions of the revisited projects focused on narrative research in EFL.
2. Reflect from our perspective as research assistants on what we found about narrative research.

## LITERATURE REVIEW

In addressing narrative research, we understood that we should begin the investigative process in the first instance with understanding the concept and dimensions involved in narrative research, therefore, we approach concepts from the perspectives of authors such as Clandinin & Connelly, Polkinghorne and Barkhuizen as the foundations for Understand why narrative research and the

scope in educational context, in order to understand the pertinence as an object of study in ELT around the world.

According to the above, we consider it necessary to present in the first instance, the definition of narrative research, identified as an approach and that its purpose is centered on the life experiences of people, expressed through their own stories, which is very pertinent to educational context, and even more to analyze and understand different situations in the learning and teaching context, in that sense, we consider relevant the contribution that teachers Connelly & Clandinin (1990) to literally understand this conception, *“The study of narrative, is the study of the ways humans experience the world. The main claim for the use of narrative in educational research is that humans are storytelling organisms who, individually and socially, lead storied lives. Education is the construction and reconstruction of personal and social stories”*. According to Barkhuizen (2014) *“Narrative research in Language Teaching and Learning (LTL) is concerned with the stories of 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”*. In this sense, understanding and valuing life stories as a primordial element for the construction of society allows us to understand that from any perspective in which we find ourselves we are collaborators of the social dynamics, either from our homes, work and even more in (Clandinin & Huber, Narrative inquiry, 2006) invite us to understand how the

experience and the histories lived have taken part in constructing lives and communities. The authors argue that the narrative is important to consider the time, places and events told by the participants, it is also important to understand the type of justification, it means, whether it is a personal experience or if we have social or political justification. Then we find that the Narrative inquiry has three commonplaces to do research: Temporality, that means the points of view toward past, present and future of the events studied; sociality that means the personal conditions that affect the view such as feelings, hopes, desires and moral dispositions; and the final one, the place that refers to specific and concrete physical and topological places where the events happen.

Nevertheless, it is interesting that Creswell (2006) mentions in detail both the procedure and the structure of this research design. The procedure consists of five steps: identify the problem, select the participants, collect information, analyze and reorganize information and finally work together with the participants, understanding this postulate we find that from our current exercise as research assistants we have been able to initiate this procedure and structure in the design of our investigation, because in a preliminary way we approached the authors who provided us with the necessary foundation to understand the narrative and that they give us the starting point to begin the approach to the research scenario, by searching the investigative resources that addressed the narrative in EFL, but, in understanding the schematic description of Creswell, we understand that we must

approach our stage of analysis and organization of the information found for finally from our position as researchers, present our reflection and the findings found.

At the beginning of our investigation we found that the majority of authors mentioned three types of narrative research such as life stories, autobiography and biography, for example Creswell (2006) mentions that the oral or written narrative gives us information about organized and chronologically events, evidence that was notorious in the narrative studies that we find and that undoubtedly, determine for us a starting point to identify the trends of the studies. In addition, Creswell clarifies the different ways of identifying the narrative by a biography where the researcher writes about the life of another person, or the autobiography that is the experience of the researcher told by himself, and life history describes the whole life of a person. Likewise (Atkinson, 1998) mentioned that life stories is a fairly complete narration of one's entire experience of life as a whole, highlighting the most important aspects. On the part of (Clandinin & Connelly, 2000) they said that autobiographies are a way to write about whole context of life. it is always a representation that is, retelling, because the life to which is supposedly refers is already a kind of narrative construction. Life is always a necessarily a tale, of all of the above, lies the importance of understanding that experiences and life histories are fundamental to understand the different scenarios that are presented in a social context, and even more where knowledge is constructed, from any position that one wants to reflect.

Considering the above, we took into account these types of narrative, but when we revised the 40 research projects, we found that some projects used auto ethnography research and we realized that this is one branch of narrative research. For example (Arikan, A. (2015) An Auto ethnography of Teaching English to Young Learners from Theory to Practice. *“Auto ethnography provides a venue for teachers and students to see the classroom in different perspectives, especially as an organic entity. Such research makes teachers examine and reflect upon how they think and work”*). We believe that this design is interesting, because it focuses not only on experience but involves teacher and try to understand the cultural part of the context that is a very important element in the process of teaching and learning. According to (Ellis, 2004; Holman Jones, 2005) Auto ethnography is an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno).

On the other hand, in addressing the studies we find some theoretical aspects related to English Learning and Teaching, ELT, which through the narrative are approached and allow to be related to academic aspects of interest of our program, allowing to identify problems focused on investigating the process of Teaching and Learning of the second language, in the reflections and theoretical elements of the revised articles, mention is made of what it entails

being a teacher taking into account aspects such as: theoretical and practical knowledge of teaching English to young learners, classroom management, pronunciation and phonics instruction, English Second Language, ESL instruction, Communicative Language Teaching (CLT), pedagogical acts, assessment, grammar forms and communicative functions.

Other research has investigated the processes of teaching and the factors that affect and influence the process of learning in second language, we found topics such as: Distance learning, communicative English Skills, communicative competence, cooperative learning approach, topics of interest to English students and teachers, and which is expected to provide support in the future learning processes. The reviewed studies show similarities in the teaching and learning of English as a foreign language, but most of the theories are focused on explaining the implementation of narrative research in formation in a second language.

## RESEARCH DESIGN

Taking into account the state of the art definition, according to: (Londoño, Maldonado & Calderon. 2014) States in Spanish that:

“Modalidad de la investigación documental que permite el estudio del conocimiento acumulado escrito dentro de un área específica; su finalidad es dar

cuenta del sentido del material documental sometió a análisis, con el fin de revisar de manera detallada y cuidadosa los documentos que tratan sobre un tema específico”.

That is why our research constitutes a state of the art, that is to say, the revision of a set of research projects from 2012-2016 in order to make contributions for the subproject of narrative at the Licenciatura en Lengua Extranjera Inglés. Likewise, data collection emerges from the revision of research projects, which allowed us to establish categories for analysis in regards to the study of narrative in ELT.

According to definition from Cambridge dictionary a state of art is “*very modern and using the most recent ideas and methods*” for this reason we take as a period of data collection 2012-2016, because It is intended that the subproject is that studies and theories are current, allowing students and undergraduates to be at the forefront of the methodologies used worldwide in the field of educational research, specifically in teaching and learning English.

The Methodology that our research is developing was based on the components or phases of the inquiry process of the state art; referring to two large quantities, the first a heuristic exercise, which involves the creation of the initial



theoretical objects the second one, the hermeneutic exercise corresponds to read, analysis and interpretation of the studies.

The following provides the phases of data collection applied in our project.

- **Phases of data collection**

a. Heuristic exercise, which involves the creation of the initial theoretical objects, then identify the study object that in our case corresponds at the narrative studies in EFL context; after that we carry out an exploration of the study object and relevance in our degree for deepening authors and theoretical references. In this way, we started a stage of collection and selection of studies that meet the requirements of our study field.

b. Hermeneutic phase corresponds to read, analysis and interpretation of the studies found in the results obtained in the research process. To perform the hermeneutic stage it is necessary to keep in mind the following steps:

1. Context: Refers to the problem statement that will be developed in the research, as a starting point to comprehend where it starts and where it is intended to reach out.

2. Classification: In this instance, the parameters that must be present are determined in order to advance the search for information that will fulfill the research, such as the temporality, the scope of study, the context and the scope of the research, which will be the input for the analysis of the state of the art.

3. Categorization: Once database is completed with the studies that fulfill the research, it is necessary to find categorization points that will be the basis for the analysis of the information. We found that it can be categorized internally, which refers to where documents are assessed from thematic, methodologies and findings, furthermore an external categorization that refers to associate these issues with internal aspects of the research area from a sociocultural perspective.

- **Procedure**

The revised projects (appendix 1) offer the possibility of observing and reflecting other situations that from the field of teaching and learning that can be study reflected and transformed. Aspects of importance for the research studies that are being approached in our bachelor degree, from appropriation of the

narrative as methodology of investigation in English Foreign Language, EFL context.

**Step 1.** As researchers, we searched information in electronic database of the university, where there are useful databases such as Science Direct, EBSCO hosts and Scientific Electronic Library Online - Scielo; the search range was from 2012 to 2016.

**Step 2.** We selected 40 research projects that involved narrative research in EFL context, after that we had to read, analyze and perform a matrix to compare the information in terms of: types of narrative, year, objectives, research problem, context, instruments, participants, data analysis and results among others. The number of research projects responded to a solid sample in narrative research projects, because defining the documentary sample is a basic point in the elaboration of a state of the art, it ensures the sufficient and valid identification of the aspects investigated in the thematic review and the process associated with obtaining the results.

The researcher starts from the selection of the criteria for the election and compilation of the documentary sample; this step allow us to sort the search processes through thematic and filter those studies by the determined chronological selection, additionally allow us to standardize the search of the

studies in order to complete all the information that the researcher requires to carry out the analysis of the information.

**Step 3.** As completing data collection and tabulation, we began the analysis and identification of trends, both in narrative and English Learning and Teaching as a foreign language. This step implied the design of a research matrix, which allowed us to highlight and categorize the main components of each research.

Taking into account that the heuristic methodology was used, and it is own of the state of the art for information collection, where a matrix was used in the excel computer system, and filled several aspects that provided the path of the interpretation and analysis of the Information, this matrix is composed of the following items: Research Title; Researchers; List of authors according to APA; Research Evolution Year; Main Research question and objectives; What aspects of English teaching, learning, teachers' experiences or stories were investigated?; Type of Narrative: Biography, Autobiographical study, Narrative, Auto ethnography; Methodological procedure, How did the researchers gather data?, Which sources or tools?; Research context, Country-Region, Main features of the participants and/or the context; How did the researchers interpret and analyze data through Narrative inquiry?, Content Analysis, Interaction analysis, Discourse analysis, Thematic analysis, Life stories or episodes; What theoretical support did the researchers discuss?, In terms of narrative inquiry, In terms of English

teaching and Learning or the language teachers' experiences even students' experiences; How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions; this matrix was fulfilled by forty narrative research developed around the world that fully complied with the above guidelines.

By selecting and organizing the information in the matrix we found certain trends of the studies according to the places where the research was developed, allowing us to make a first selection by continents identifying aspects like that the Asian continent has and develop more narrative studies. These studies described English learning and teaching Research from the perspective of narrative inquiry.

- **The role of the researchers**

Research assistant is the student who in his academic training process has reached a conceptual and methodological knowledge about the research process, which will allow him to integrate in a collaborative way with the research projects that advance in his field of study. The main activities that will accompany the development of the project will be the search, registration, analysis and synthesis of scientific information, as well as the processing of information and the elaboration of reports related to the processes and results of the research.

Some responsibilities may include:

1. Review primary and secondary sources related to the subject of the subproject.
2. Provide information about research findings.
3. To elaborate databases that shows the reviewed studies.
4. Participate and support the researchers in the development activities of the project.
5. To elaborate partial and final products that will contribute to the subproject.
6. To have ethical criteria for the good performance and development of the project.

Since the project was developed under the orientations of teachers of the B.A program, the initial intention is to make contributions in terms of finding the importance of narrative research in EFL, based on the experience and beliefs of the participants in the educational field, in addition, the opportunity to know the different phenomena studied in different educational environments in EFL worldwide, allowing us to have a global view of the state of research in contexts of English as a second language and of course in contributing to the professional training of our undergraduate students, as well as providing starting points for generating new knowledge.

From our role as research assistants, we comprehended that a state of the art is a process in which the search, selection and analysis of information on a specific topic is addressed focused on the obtained results. To do a state of the art is very important because it permits us to understand our research topic and address it efficiently, since we obtain theoretical basis and we also have knowledge of what was already researched and thus we can deepen into a subject or avoid wasting time.

At the beginning of our investigation, it was necessary to have clarity about what narrative investigation is and what its main characteristics are, for which we reviewed different sources where we found that Narrative inquiry is an approach inserted in the tradition of descriptive research.

In our opinion, we consider important to understand the development and the elements that constitute the state of the art as a research methodology, given that they provided us the guidelines and step by step to address the investigative process, starting with the heuristic phase, which means "discover, find and inquire" the sources that gave us the information to know the context of the narrative studies, through the collection of information and the different aspects that this exercise entails, and then we move on to the hermeneutical phase where we begin our process of analysis of the information collected evidencing in the studies common aspects and tendencies that fulfill our research to finally present the

findings and results obtained from the investigative exercise. The development of this research has allowed us to know the reality of the educational context in EFL and the object of our undergraduate study.

## DATA ANALYSIS

Our analysis of data refers to thematic analysis (approach) based on Barkhuizen (2014, p. 72), the author allows us to understand how thematic analysis, repeated reading exercise data or articles found, information coding to better organize the studies found and the categorization of the studies found, to finally carry out a reorganization under thematic headings. By performing this exercise, we were able to establish levels of importance in our field of study.

Next, we allow ourselves to present the evidence of our process of analysis of the narrative investigations found.

### Procedure for data analysis

(a) Revisit and read gathered data: We reorganized data looking for trends and patterns according to the period and the project's findings. As we mentioned before, the period of study of the investigations about narratives in EFL, is during



the years 2012 to 2016, therefore, this period allowed us to identify the years in which more research was developed in terms of resources accessible to the public.

(b) Identify trends in terms of geographical regions as revising data. Another aspect that we found relevant in the search of the studies, was the geographical location where it carried out, since we know the cultural diversity that our planet has, and of course, the varied interests in technology, economy, without leaving behind education and even more in our field of study as it is EFL. Therefore, we consider relevant the region where the research is conducted, because it invites us to know and inquire about the context and of course, to identify concerns that in the field of teaching and learning a second language are presented.

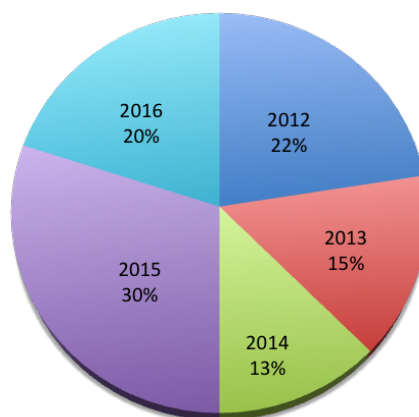
(c) Coding data: in terms of geographical regions and the common aspects, we identified the following themes and subthemes. Finally, our research performs an analysis determined by the geographical position of the studies, identifying in that region the relevant trends leading us to categorize by sub-themes the studies found, and identifying topics of interest for the subproject and for our undergraduate degree.

## Data Analysis

### 1. PERIOD

| Year Clasification |         |            |
|--------------------|---------|------------|
| Year               | Studies | Percentage |
| 2012               | 9       | 22,5 %     |
| 2013               | 6       | 15 %       |
| 2014               | 5       | 12,5 %     |
| 2015               | 12      | 30 %       |
| 2016               | 8       | 20 %       |

### Porcentaje de estudios encontrados por año



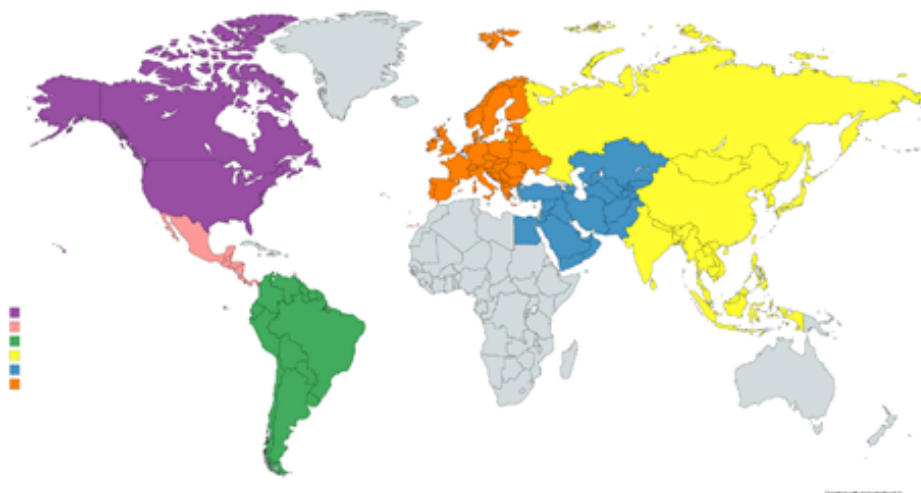
When analyzing the study period, we noticed that the 2015 year that has been the most investigated in EFL, with a percentage of 30% of the articles

observed with 12 of the 40 investigations selected. On the other hand, we found that the years 2012 and 2016 are the years in which interesting research was conducted in EFL with 9 and 8 investigations, respectively, equivalent to 22 and 20 percent, in addition, we observed that in 2014 and 2013 were the years in which less studies we read. Finally, the increase in studies in recent years shows a growing interest in developing research that impacts the classroom, and which of course serve as input for the educational field in terms of teaching and learning a second language.

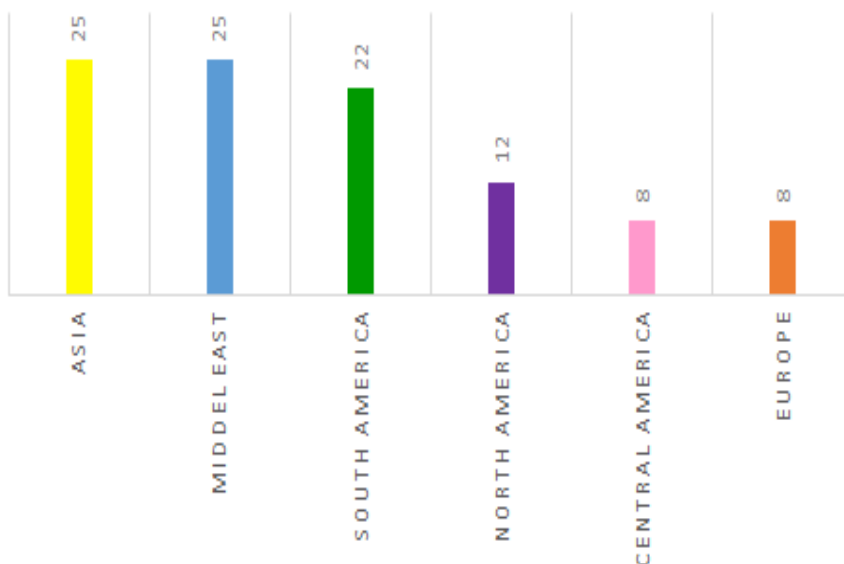
## 2. GEOGRAPHICAL

In reviewing the origin of the studies, we find that there is a marked tendency of narrative studies in some regions, which is why our first category was made highlighting the continents that more studies carried out in the period from 2012 to 2016. The graph shows us that the majorities of studies are from the American region, followed by Asian and Arabian region, and in the last position some form European region.

Narratives research in some



### NARRATIVE RESEARCH IN SOME REGIONS

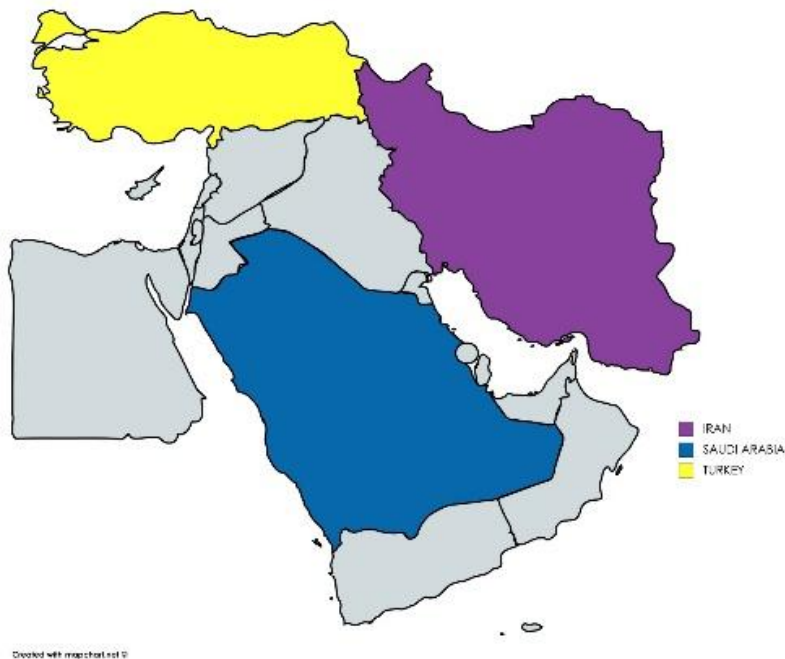


## Theme No. 1 Narrative research in Arabian Countries

### Theme No. 1 Narrative research in Arabian Countries

**Subtheme A:** Professional development in EFL teachers.

**Subtheme B:** Preservice teacher's practices and experiences.



It is taken as a trend, the Arabian countries because it was one of the regions where more narrative research in EFL were found, although we know that

the countries are part of the Asian continent, those studies were not associated, since the thematic dimension of this context in particular, focused on the teaching experience as such, which led us to identify the following sub-themes:

- Professional development in EFL teachers.
- Preservice teachers' practices and experiences.

Presenting below the findings those these allowed us to identify and consider relevant for the research.

#### ***Subtheme A: Professional development in EFL teachers.***

Most of the projects in this region noted the importance of teachers professional development in EFL, because they focused their efforts on developing specialized EFL knowledge through experience and practice, as well as reinforcing skills that allow him to exercise his teaching experience in the best way, as well as manifest: Alibakhshi, G., & Dehvari, N.(2015) EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers. *"Teachers' learning never ends. at is, teachers' teaching lives consist of two poles: teaching and learning, and they are always moving from one pole to the other. In addition to external motivation, teachers learn for their own interests", also "in addition to language knowledge, teachers need to develop other skills such as the*

*use of technology, teaching methodology, and so forth. It can be achieved only through continuing professional development, CPD".* Consequently, this continuous development is part not only of their motivation but also of their responsibility, since they must be prepared to meet the needs of students and the context, the role of the teacher is seen as a process of teaching and continuous learning, Interrelated in the educational and cultural field.

***Subtheme B: Preservice teacher's practices and experiences.***

This category addresses the reality faced by novice teachers when they reach their teaching experience, identifying that the theoretical aspects that they receive in their training process in many cases differ from the teaching activity in a real context, encountering difficulties therefore, they consider it is necessary that from the university practice have the support of teachers with more experience, who instruct them in the implementation of the pedagogical model in EFL more appropriate, as it affirms: Harmandaoğlu, E. (2016) The Stories of English Teachers as Learners in Terms of Teacher Socialization. This study contrasts the experiences of experienced teachers with novice teachers through a process of socialization *"Firstly, teacher educators need to build a bridge between themselves and cooperating teachers at the school in order to be able to close the gap between what is advised at universities and real-life challenges, which may be*

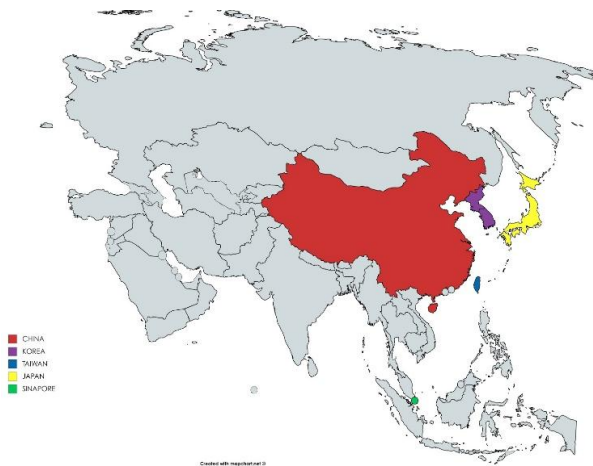
*about arranging sessions with school teachers about the problems they encounter in their own classes*". Finally, it is evident, the necessity of novice teachers to perform their practices in EFL from the first semesters, and additional they require a space in which they can share with experienced teachers the different situations presented in the classroom, in order to take elements that contribute to optimize the confidence to real immersion in a classroom, and to acquire knowledge and experience.

## Theme No. 2 Narrative research in Asian Countries

### Theme No. 2 Narrative research in Asian Countries

**Subtheme A:** Teachers' research practice and identity.

**Subtheme B:** English skills in non-native learning





The second category that was evident in the data collected, were the studies that are part of the Asian region; because as in the previous theme it was where a good number of narrative studies were found in EFL, and that the themes addressed are of great interest in the field of teaching and learning in EFL, the sub-themes that are addressed are:

- Teachers' research practice and identity.
- English skills in non-native learning

***Subtheme A: Teacher's' research practice.***

We consider important to highlight this sub-theme, because it shows us the challenges that teachers have at the time of research, which is not a simple task especially if one wants to be a university professor. The policies require that teachers become involved in the research; the study tells us about the realities of the novice teachers, and gives some suggestions that serve as referents to motivate teachers and student teachers to get involved in the field of research, taking into account that in the current reality the research is important at any stage of training that we encounter.

In agreement with: Xu. (2014) Becoming researchers: A narrative study of

Chinese university EFL teachers' research practice and their professional identity construction.

*The orientation of research interests, however, is only the first step to becoming researcher conclusions: Senior researchers or mentors help teachers orientate their research interests and give advice on publications. They may invite the younger teachers to join their research teams where they could work with colleagues, discuss their research, and receive advice for individualizing their research plans.*

**Subtheme B: English skills in non-native learning.**

We consider important to highlight this category, because the studies carried out in this region show us how we can use the narrative to study different themes and problems that arise in the learning of English as a foreign language.

Predominant studies related to topics such as writing, pronunciation and pedagogical practices of student teachers. It highlight the need to innovate the curriculum and build methodologies that fit the context, in such a way that teachers can have better training and in the learning second language process.

Considering the studies show that in general, the way in which a teachers teaches is influenced by the experiences in their learning process, as stated in: Chien, C-W (2014) “From Language Learners to Language teachers to Language Teacher Trainers: Narrative Stories of Four Instructional Coaches: “The study concludes that the way they have been taught to learn English has influenced the way they themselves teach English”.

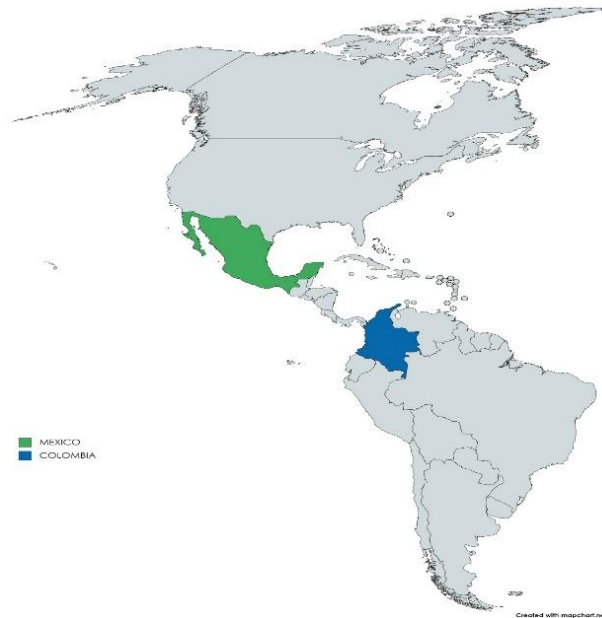
Taking into account the above, we consider it is important to guide and invite students to address these types of issues that help us to discover which are the situations that affect the development of our communicative skills to build a collective knowledge that allow us to develop our professional practices.

### **Theme No. 3 Narrative research in Latin America**

#### **Theme No. 3 Narrative research in Latin America**

**Subtheme A:** Pre-service teachers, their pedagogical practice.

**Subtheme B:** Cooperative learning.



Undoubtedly, one of the categories that should be evident in this research is the voice of Latin American researchers in EFL, identifying aspects that were evident in our training process, hence the importance of pedagogical practice as the fundamental foundations for future teaching experience. Additionally, it was interesting to find that the collaborative work in EFL is relevant, since it allows students to contribute in an optimal way in their learning process, while sharing with their peers in the same context.

Conducting the analysis of this region, allowed us to understand the expectations that arise in our learning process as EFL teachers are evident to our peers in different regions of Latin America, in that sense, our research process led us to determine the following sub themes for this category:

- Pre-service teachers, their pedagogical practice.
- Cooperative learning.

***Subtheme A: Pre-service teachers, their pedagogical practice.***

This sub-theme was representative in the narrative researches developed in Latin America; because knowing the teaching experience in the field of professional practice draws the attention of students in training who have not had any immersion in this field, and that of course, at the end of their curriculum will have to accomplish with this requirement. Therefore, we consider that the pedagogical practice is the primary moment in which the teacher will put into practice the knowledge acquired and the skills and abilities in the real scenario.

According to the opinion of: Morales Cortés, Y. A. (2016). Unveiling pre-service teachers' attitudes toward teaching: The role of pedagogical practicums.

*Pedagogical practicum within this study is referred to as those determining spaces provided to novice teachers in order for them to reflect, learn, and develop professionally; also teachers in training to consider what teaching entails and develop attitudes towards that job. Additionally, the novice teachers were involved*

*in different circumstances at schools, which permitted them to construct a professional identity.*

Finally, the pedagogical practice is the most important stage in the academic life of the teacher in training, so it is suggested that this experience can be started in the middle semester, so that the teacher is strengthening skills and tools to the extent that acquires knowledge and we only from their own learning, but also the accompaniment and advice of experienced teachers who train future generations of teachers.

***Subtheme B: Cooperative learning.***

In Latin America we found an interest of collaborative learning, involving not only the student and teacher in the learning process, but also among students stimulate learning and generate alliances that contribute to growth among peers.

We consider that the social context is important because it can be shared and grow together academically, as it suggests Ruiz-Esparza Barajas, E., Medrano Vela, C. A., & Zepeda Huerta, J. H. K. (2016). Exploring university teacher perceptions about out-of-class teamwork.

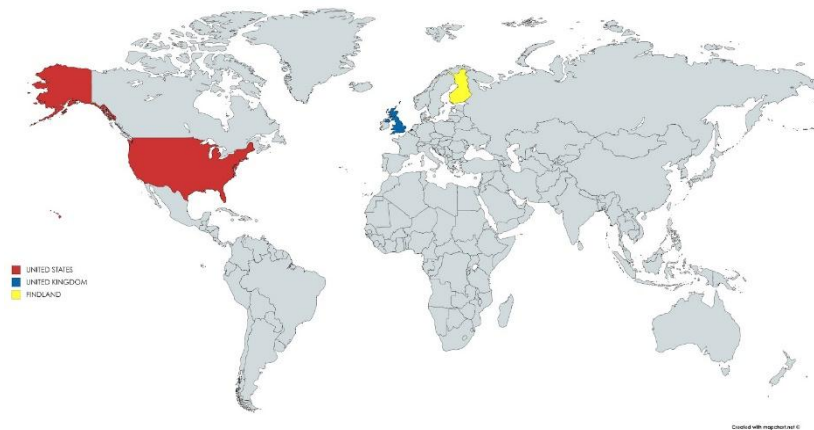
*According to Race and Pickford (2007), more learning happens when students*

*work in small groups, rather than listening to lectures. Moreover, they claim that learning can be enhanced when students interact simultaneously with each other, and learn from each other” (p. 32) in out-of-class small group meetings by discussing and exchanging ideas.* Therefore, considering collaborative learning is an alternative in which students will feel more comfortable with their learning process by interacting with not only the teacher but also contributing to the training of their colleagues, in this sense, EFL teaching, allows teachers to consider working groups as an alternative to achieve learning objectives, in addition to a way that integrates all students regardless of their level of learning, and develops in the students a critical thinking of the acquired knowledge.

#### **Theme No. 4 Narrative research in United States of America, Finland and United Kingdom.**

##### **Theme No. 4 Narrative research in United States of America, Finland and United Kingdom.**

##### **1. Subtheme A: The narrative of EFL teachers’ feelings and emotions**



This category allows us to address from the teachers' perspective how emotions and feelings in EFL context are involved, it is considered relevant in English teaching and learning, because we are social beings and our feelings and emotions can affect the activities we develop and without a doubt the school represents a place where the emotional issues are involved. Throughout the different studies analyzed we observed that teachers' emotions intervene in their motivation and commitment towards the students and the development of the class, of course, taking into account the feelings of the students.

*According to Benson, P. Barkhuizen G. Bodycott, P. & Brown, J. (2013). Emotions or affect, the way we feel, are closely tied to effort and success in language learning. Garrett and Young (2009: 210) tell us that 'the affective dimension is recognized as a crucial aspect of human mental and social life', and add that expressions of emotions in learner narratives 'not only supply information*



*about how different learners appraise their experiences but also provide insight into where learners focus their attention during foreign language lessons' (p. 83).*

*According to our experience, we consider these aspects important, because feelings and emotions are aspects relevant to motivation in the continuity of learning a second language.*

### ***Subtheme A: The narrative of EFL teachers' feelings and emotions***

During the professional exercise, teachers are immersed in different circumstances in the classroom where feelings and emotions are seen as a starting point for decision making for the selection of strategies and methodologies that affect the process of training students and the apprehension of knowledge. In this sense, we consider the contribution of Shelley, M., Murphy, L., White, C (2012). Language teacher development in a narrative frame: The transition from classroom to distance and blended settings. *"The significance of the emotional dimensions of teacher narratives, and the extent to which teachers' experiences of emotions influenced the decisions they took as teachers, how they chose to engage with and act within particular features of the new environments, and how this impacted on their sense of themselves as teachers.*

*Teacher cognitive development is more complex and conflictual than we*

*perhaps expected*", different studies allow us to show that in the EFL environment, the passion, feelings and commitment in the teaching activity is a paramount, as it determines the adaptability of the students to the learning of a new language, and involves the teachers in striving and determined to provide With quality knowledge.

## CONCLUSIONS

- Understanding the theoretical and descriptive conception of narrative research for the subproject of our B.A program. Also we found it pertinent to identify the types of narratives and their application in the investigations addressed that provide us aspects of relationship and identification of tendencies in our ELT field of study, because, would constitute the conceptual bases of the present state of the art in EFL.
- When conducting the investigative exercise to identify the trends, we take into account the years of studies, in order to show a chronological trend in the literature studied, however, the filter did not reveal a specific trend, therefore, We review the literature of the studies broken down by regions revealing the following findings: in the region of Arabian countries we find that the literature of the studies are focused on: the preparation and professionalism of EFL teachers in an integral way, where it is deepened In class management,

resources, communicative competence and the good development of the four skills; but also takes into account the ethical and moral part of the teacher both in their commitment to teaching as in their personal and professional training.

- On the other hand, the Asian region dominates aspects related to the development of teacher identity, English skills in non-native teachers, the evolution of beginner teachers through the development of their practices and identity, educational policies, research teachers' experiences, leading us to understand that in this region, are very interested scientific research in the field of education.
- Regarding Latin America is concerned, trends are focused on clarifying the use of narrative in education, therefore, studies show autobiographical, life stories, experiences and perceptions in teaching and learning in English, from the vision and experiences of novice teachers; some of the studies deal with topics such as the difficulties of teaching since practice and classroom management. In North America, studies are focused on the construction of the cultural identity of language, on the development of communicative competences in social contexts, through experiences and life stories.

- Once understood the foundation, we approach from the different types of narrative, a research of ELT studies that allowed us to understand from a living context, the application of the narrative methodology, to gather information through the experiences of actors in the field of teaching and learning, analysis of the elements found, to determine the phenomenon or problem to be identified in the field of study, and finally to present a result or conclusion of the study carried out in order to evidence new dynamics in the learning process and teaching, as well as to propose possible suggestions and recommendations for future similar situations.
- Finally, it is our intention from our investigative exercise and from our analysis to present to the reader our findings, reflections and conclusions so that it is a notable input that enriches the subproject and strengthens the future research processes of our colleagues.
- From our experience as undergraduate students and in the research process, finding the path enriched by the fact that participation in the macro project allowed us to find a new way of investigating from the narrative, not only by learning the theoretical concepts, but which also allowed us throughout the research, to put our voice, about each of the advances of research.

- Through the present state of art we understand the importance of narrative in EFL context research, because the experiences of teachers and learners of a second language enrich different scenarios, since learning is the same for any culture and Presents similar situations that solve questions in the educational field.
- Undoubtedly, the contributions provided by the present research will provide elements to the following generations that will understand the importance of research in the educational scenario, and which will not be limited to the classroom experience, but will transcend listening to the voices of the different participants in the educational experience in EFL.

## LIMITATIONS

- Few articles and researches, which can be read for free.
- We consider it important to study in depth; studies that have been advanced from other disciplines in teaching and learning English as a foreign language.

## APPENDIX

| No. | Research title                                                                                                                                                                                     | Researchers + List of authors according to APA | Research Evolution Year | Country        |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------|----------------|
| 1   | A narrative exploration of an EFL teacher's practicing professional identity in a Japanese Socio-educational context.                                                                              | Graham, K                                      | 2012                    | Japan          |
| 2   | Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work                                                                  | Ruohotie, M.                                   | 2012                    | Finland        |
| 3   | Language teacher development in a narrative frame: The transition from classroom to distance and blended settings                                                                                  | Shelley, M., Murphy, L., White, C.             | 2012                    | United Kingdom |
| 4   | English learning and teaching journey of second language learners in postgraduate program a study of bilingual and multilingual speakers' construction of identity in autobiographical narratives. | Zhang, T.                                      | 2012                    | United States  |
| 5   | Self-Access Language Learning: Students' Perceptions of and Experiences Within this New Mode of Learning                                                                                           | Herrera Díaz L.                                | 2012                    | Mexico         |
| 6   | Multi-membership in Communities of Practice: An EFL Teacher's Professional Development                                                                                                             | Takako, N                                      | 2012                    | Japan          |
| 7   | Teachers' Beliefs About Assessment in an EFL Context in Colombia                                                                                                                                   | Muñoz, A.P.; Palacio M. & Escobar, L.          | 2012                    | Colombia       |
| 8   | Formulation of Language Teachers Identity in the Situated Learning of Language Teaching Community of Practice                                                                                      | Sarani, A. Najjar, R.                          | 2012                    | Iran           |

| No. | Research title                                                                                                                                                  | Researchers + List of authors according to APA | Research Evolution Year | Country        |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------|----------------|
| 9   | Investigating ESL Graduate Students' Intercultural Experiences of Academic English Writing: A First Person Narration of a Streamlined Qualitative Study Process | Gao, L.                                        | 2012                    | United States  |
| 10  | Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program                                                                      | Duran, N., Lastra, S., Morales, A.             | 2013                    | Colombia       |
| 11  | Gaps too large: Four novice EFL teachers' self-concept and motivation                                                                                           | Kumazawa, M.                                   | 2013                    | Japan          |
| 12  | Listening To Teacher Voices: Using Narrative Inquiry To Understand The Lives Of Beginning, Experienced And Veteran Female English Teachers                      | Sedberry, T                                    | 2013                    | United States  |
| 13  | Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities                 | Gómez Rodríguez, L.F.; Olaya, A.               | 2013                    | Colombia       |
| 14  | Effects of Group Work on English Communicative Competence of Chinese International Graduates in United States Institutions of Higher Education                  | Xue, M.                                        | 2013                    | United States  |
| 15  | EFL Teaching Methodological Practices in Cali                                                                                                                   | Chaves, O.; Hernández, F.                      | 2013                    | Colombia       |
| 16  | Non-Native Pre-Service English Teachers' Narratives about Their Pronunciation Learning and Implications for Pronunciation Training.                             | Chin-Wen Chien                                 | 2014                    | Taiwan         |
| 17  | English language teacher educators' 'real world' approaches to professional learning                                                                            | Gülşah, Z.                                     | 2014                    | United Kingdom |

| No. | Research title                                                                                                                                      | Researchers + List of authors according to APA | Research Evolution Year | Country       |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------|---------------|
| 18  | Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction          | Xu, Y.                                         | 2014                    | China         |
| 19  | "Go for Broke and Speak Your Mind!" Building a Community of Practice with Bilingual Pre-Service Teachers                                            | Cho, H                                         | 2014                    | United States |
| 20  | From Language Learners to Language teachers to Language Teacher Trainers: Narrative Stories of Four Instructional Coaches                           | Chien, C-W                                     | 2014                    | Taiwan        |
| 21  | An Autoethnography of Teaching English to Young Learners: From Theory to Practice                                                                   | Arikan, A.                                     | 2015                    | Turkey        |
| 22  | Constraints that students of Licenciatura en Lengua Extranjera Inglés – VUAD face when learning English at distance.                                | Herrera, A.                                    | 2015                    | Colombia      |
| 23  | How people construct the meaning of becoming a language (English- Spanish) teacher during their personal and professional lives"                    | Martínez, F.                                   | 2015                    | Colombia      |
| 24  | The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices | Moodie, I                                      | 2015                    | Korea         |
| 25  | EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence: A Language Socialization Approach                                  | Ortaçtepe, D.                                  | 2015                    | Turkey        |



| No. | Research title                                                                                                          | Researchers + List of authors according to APA | Research Evolution Year | Country   |
|-----|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------|-----------|
| 26  | Exploring the Professional Beliefs of an EFL Teacher: A Narrative Inquiry                                               | Ostovar-Namaghi, S., Norouzi, S., Hosseini, M. | 2015                    | Iran      |
| 27  | EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers                | Alibakhshi, G., & Dehvari, N.                  | 2015                    | Iran      |
| 28  | A Story-Telling Approach to Teaching English to Young EFL Iranian Learners                                              | Kalantari, F.; Hashemin, M.                    | 2015                    | Iran      |
| 29  | Students' Perceptions of the Impact of CLL in a Mexican BA Program                                                      | Núñez Asomoza, A                               | 2015                    | Mexico    |
| 30  | Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers                                  | Macías, D. F., & Sánchez, J. A                 | 2015                    | Colombia  |
| 31  | Theorizing EFL Teachers' Perspectives and Rationales on Providing Corrective Feedback                                   | Ostovar-Namaghi, S. A., & Shakiba, K.          | 2015                    | Iran      |
| 32  | A Narrative Inquiry of Identity Formation of EFL University Teachers                                                    | Cheng, X                                       | 2016                    | China     |
| 33  | The Stories of English Teachers as Learners in Terms of Teacher Socialization <sup>1</sup>                              | Hammandaoğlu, E.                               | 2016                    | Turkey    |
| 34  | Context-model-based instruction in teaching EFL writing: A narrative inquiry                                            | Lin, Z.                                        | 2016                    | China     |
| 35  | Voices from the ground: The emotional labour of English teachers' work                                                  | Loh, C., Liew, W.                              | 2016                    | Singapore |
| 36  | Using Cooperative Learning to Foster the Development of Adolescents' English Writing Skills <sup>1</sup>                | Caicedo Triviño, P. A                          | 2016                    | Colombia  |
| 37  | Novice Non-Native English Teachers' Reflections on Their Teacher Education Programmes and Their First Years of Teaching | Akcan, S.                                      | 2016                    | Turkey    |

| No. | Research title                                                                                                                                                               | Researchers +<br>List of authors<br>according to APA                     | Research<br>Evolution<br>Year | Country  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------|----------|
| 38  | Exploring University Teacher Perceptions About Out-of-Class Teamwork                                                                                                         | Ruiz-Esparza Barajas, E., Medrano Vela, C. A., & Zepeda Huerta, J. H. K. | 2016                          | Colombia |
| 39  | Unveiling Pre-Service Teachers' Attitudes Toward Teaching: The Role of Pedagogical Practicums                                                                                | Morales Cortés, Y. A.                                                    | 2016                          | Mexico   |
| 40  | A Study on English Preparatory Program EFL Learners' Beliefs about Language Learning in Relation to Gender, Second Foreign Language Knowledge and Foreign Country Experience | Hismanoglu, M.                                                           | 2016                          | Turkey   |



UNIVERSIDAD SANTO TOMÁS  
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

| No. | Research title                                                                                                                    | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What aspects of English teaching, learning, teachers' experiences or stories were investigated?    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1   | A narrative exploration of an EFL teacher's practicing professional identity in a Japanese Socio-educational context.             | Why does she continue to follow this policy? what principles and beliefs is it grounded in ? How does she maintain it? How does this policy affect classroom atmosphere? How do students respond to it? the aim of this study is to seek an understanding and interpretation of an individual's unique experiences, values and emotions, and how they have contributed to a professional teaching identity working within a Japanese socio-educational context.                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teachers' beliefs and practicing professional identity, EFL teachers' classroom language policies. |
| 2   | Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work | 1. How do the two teachers use their identity, their self-stories, in interpreting the experiences they face (Polkinghorne, 1996a) and 2. In which ways does their identity develop through the process of making sense of their experiences? The aim of this study is to understand the differences between teachers' experiences of their first years in the profession and it represents an experience-centred approach which is interested not only in events but in the human experience and especially the constructive power of narratives.                                                                                                                                                                                                                                                                                                                                                      | teachers' identities.                                                                              |
| 3   | Language teacher development in a narrative frame: The transition from classroom to distance and blended settings                 | 1) How important are previous experience, context and challenge in the experience of becoming a distance language teacher for teacher participants? 2) How do these participants see changes to their practice and the interaction between previous and new knowledge? 3) To what extent has the transition involved emotional as well as cognitive development for these participants?experience 4) Can a narrative framework enable participant distance language teachers to outline and reflect on their? The aims of the study were twofold: on the one hand, to understand how classroom language teachers with diverse backgrounds and experience develop into distance/blended language teachers; on the other, to investigate the potential of using an adapted version of Barkhuizen and Wette's narrative framework to explore the experience and development of distance language teachers. | Language teacher education by online and distance learning.                                        |



BOGOTÁ • Línea gratuita nacional: 01 8000 1111180 PBX: (+571) 587 8797 / www.usita.edu.co / admisiones@usantotomas.edu.co / Carrera 9 No. 51-11  
VICERECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA (VUAD) • Tel.: (+571) 595 0000 / www.usitadistancia.edu.co / admisiones@usitadistancia.edu.co / Carrera 10 No. 72-50



| No. | Research title                                                                                                                                                                                     | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What aspects of English teaching, learning, teachers experiences or stories were investigated?                                       |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 4   | English learning and teaching journey of second language learners in postgraduate program a study of bilingual and multilingual speakers' construction of identity in autobiographical narratives. | 1. What aspects of identity are constructed in the bilingual and multilingual speakers' autobiographical narratives? 2. How do second language speakers perceive their learning experiences as contributing to their becoming language teachers themselves? The aim of this research is to study how individual ELLs construct identity in their autobiographies, the methodology that is going to be applied in this research will be focused on exploring each participant's autobiographical narrative through their bilingual or multilingual learning and educational experiences. | Second language acquisition and second language teaching pedagogies.                                                                 |
| 5   | Self-Access Language Learning: Students' Perceptions of and Experiences Within this New Mode of Learning                                                                                           | 1. Are the new "autonomous courses" (based on principles of self-direction and SALL) functioning according to the university's plans for them? 2. How do students studying English as a foreign language perceive the self-instruction mode? 3. What is the difference in perceptions between students who chose to study by this mode and those who had to do it? 4. What are the students' experiences within this innovation the self-instruction mode of learning and the use of the Self-access Centre?                                                                            | Self-instruction and/or self-direction as modes of learning foreign languages                                                        |
| 6   | Multi-membership in Communities of Practice: An EFL Teacher's Professional Development                                                                                                             | This study investigates the professional development of one EFL teacher, Gen, through narrative analysis and the notion of community of practice (CoP) (Lave & Wenger, 1991; Wenger, 1998). This study addresses two questions: 1. How did a Japanese high school teacher generate context-appropriate pedagogy? 2. How did multi-membership in CoPs influence this teacher's learning?                                                                                                                                                                                                 | Community of practice(CoP)                                                                                                           |
| 7   | Teachers' Beliefs About Assessment in an EFL Context in Colombia                                                                                                                                   | This study intends to respond to the following research questions: 1. What are the LC teachers' current beliefs about assessment in general and about the LC oral and writing assessment systems, specifically? 2. Do these beliefs match the assessment practices promoted by the LC?                                                                                                                                                                                                                                                                                                  | Teachers' beliefs on teaching and learning exert an influence on the way they teach and assess learning, and on what students learn. |
| 8   | Formulation of Language Teachers Identity in the Situated Learning of Language Teaching Community of Practice                                                                                      | The following questions form a framework for data collection: 1. How does learning situation in language teaching profession contribute to formulating English language teachers' identity? 2. How differently does the development of learning in the communities of practice shape English language teachers' identity from Arabic language teachers' identity?                                                                                                                                                                                                                       | The language teaching community of practice.                                                                                         |

| No. | Research title                                                                                                                                                  | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What aspects of English teaching, learning, teachers' experiences or stories were investigated?                                                                                                                    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9   | Investigating ESL Graduate Students' Intercultural Experiences of Academic English Writing: A First Person Narration of a Streamlined Qualitative Study Process | The following questions were investigated: 1. How do the participants describe their experiences of academic Chinese and English writing in China? 2. What factors associated with their previous writing experiences in China do they identify as impacting their academic English writing in American universities?                                                                                                                                                                                                                                         | Exploring the impact of ESL graduate students' native cultural and rhetorical conventions as well as classroom cultures on their academic English writing.                                                         |
| 10  | Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program                                                                      | How do autobiographies reveal student-teachers' beliefs about English language teaching strategies? How do autobiographies unveil the contribution of the preparatory subjects of the B.A. in English program to the course of student-teachers' beliefs? This paper aims at showing the significance of studying autobiographies as a source for examining student-teachers' beliefs, the way they are analyzed and the answers they provide regarding how students start framing their understanding about teaching by looking at their learning histories. | English teaching strategies.                                                                                                                                                                                       |
| 11  | Gaps too large: Four novice EFL teachers' self-concept and motivation                                                                                           | How the participant teachers' self-concept changes in their transition from student to teacher and how their motivation is influenced by their shifting self-concept. The present article reexamines the data set of the author's original study (Author, 2011) in an attempt to illuminate novice teachers' changing motivation and self-concept as situated in the routines of their first teaching posts.                                                                                                                                                  | Teachers' motivation, self-concept, transition from student to teacher.                                                                                                                                            |
| 12  | Listening To Teacher Voices: Using Narrative Inquiry To Understand The Lives Of Beginning, Experienced And Veteran Female English Teachers                      | The current study was conducted in hopes of understanding the lives of these teachers at various stages of their career.                                                                                                                                                                                                                                                                                                                                                                                                                                      | teacher retention is an issue of serious concern. Job dissatisfaction from personal and professional stressors is causing teachers at different experience levels to reevaluate their commitment to the classroom. |



| No. | Research title                                                                                                                                 | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                        | What aspects of English teaching, learning, teachers experiences or stories were investigated?                                                                                                 |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13  | Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competenceat Three Colombian Universities | Research Questions: Supported by the previous theoretical framework, our research was led by the following questions: What perceptions, knowledge, and attitudes do EFL pre-service teachers have in regard to the incorporation of the cultural component in the EFL class? How might EFL pre-service teachers foster ICC through the cultural contents studied in their English class?                                                                                  | Pre-service teachers' perceptions of and attitudes.                                                                                                                                            |
| 14  | Effects of Group Work on English Communicative Competence of Chinese International Graduates in United States Institutions of Higher Education | Research questions1. What are the lived experiences of Chinese graduate students with group work? 2. How did group work influence Chinese graduate students' English communicative competence in terms of grammatical competence, sociolinguistic competence, and strategic competence respectively?                                                                                                                                                                      | Graduate students' lived experiences with group work and the effects of group work on their English communicative competence.                                                                  |
| 15  | EFL Teaching Methodological Practices in Cali                                                                                                  | Research questions: Which are the EFL teaching approaches and methods English teachers usually adopt?<br><ul style="list-style-type: none"> <li>• Do they consider their teaching to be traditional or conservative?</li> <li>• Are they eclectic or do they adopt any particular method(s)?</li> <li>• If they are eclectic, which are the components of their eclecticism?</li> <li>• If they adopt any particular method(s), which method(s) do they adopt?</li> </ul> | Understanding language teachers' methodological conceptions and practices requires reviewing conceptual grounds mainly in relation to methodology, method, approach, curriculum, and syllabus. |
| 16  | Non-Native Pre-Service Teachers' Narratives about Their Pronunciation Learning and Implications for Pronunciation Training.                    | (1)How did the pre-service English teachers learn English pronunciation? (2) What were participants' common pronunciation problems and how did they overcome these problems? (3) What was the influence of their role as non-native English speakers on their pronunciation learning and teaching?. This study aims to analyze 58 non-native pre-service elementary school English teachers' narratives about pronunciation learning and teaching                         | English pronunciation learning and teaching.                                                                                                                                                   |

| No. | Research title                                                                                                                             | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | What aspects of English teaching, learning, teachers' experiences or stories were investigated?    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 17  | English language teacher educators' 'real world' approaches to professional learning                                                       | "How do ELT Educators approach to professional learning and the defining features of professionalism?" My purpose is to contribute to this neglected area that needs more studies conducted into the professional lives of teacher educators.                                                                                                                                                                                                                                                                                                                                  | Professional qualities of the teachers, teachers' practice, the issue of professionalism.          |
| 18  | Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction | 1. What is the status quo of Chinese university English teachers' research practice? 2. How do teachers construct their identities as researchers and what factors shape their identity construction? the present study attempts to gain an in-depth understanding of Chinese university EFL teachers' identity construction as researchers. This article, therefore, intends to make connections between the facts of teachers' research practice and their discursive positioning as researchers.                                                                            | Teachers' research practice and identity.                                                          |
| 19  | "Go for Broke and Speak Your Mind!" Building a Community of Practice with Bilingual Pre-Service Teachers                                   | Research questions: 1) What conditions facilitate a supportive community of practice in a teacher preparation program for bilingual prospective teachers? And 2) What challenges and tensions do occur in communities of practice?                                                                                                                                                                                                                                                                                                                                             | CoP to help bilingual pre-service teachers' learning.                                              |
| 20  | From Language Learners to Language Teachers to Language Teacher Trainers: Narrative Stories of Four Instructional Coaches                  | This study aims to discuss the following questions: First, what roles and identities did the instructional coaches perceive themselves? Second, why did the instructional coaches have particular perceptions of their roles and their identity? Third, how do the roles of language learners and language teachers influence the roles of instructional coaches as language teacher trainers? he study aims to discuss how these four participants' roles and identities, as well as the school district context, have influenced their development as instructional coaches. | Language teacher research has focused on understanding that language teachers are and their roles. |
| 21  | An Autoethnography of Teaching English to Young Learners: From Theory to Practice                                                          | "What are the experiences of a researcher who is a teacher educator while teaching 3rd graders in terms of what he previously considered to be true from a theoretical viewpoint? The impetus for conducting an autoethnography grew out of a willingness to understand to what extent theory driven conclusions work in primary school English language classrooms.                                                                                                                                                                                                           | Theoretical and practical knowledge of teaching English.                                           |

| No. | Research title                                                                                                                                      | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What aspects of English teaching, learning, teachers experiences or stories were investigated?                                       |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 22  | Constraints that students of Licenciatura en Lengua Extranjera Inglés – VUAD face when learning English at distance.                                | <ul style="list-style-type: none"> <li>• What difficulties affected my EFL learning process at distance? - How did I exceed the difficulties in the EFL learning process at distance? Research Objectives</li> <li>• To determine the difficulties that affected my EFL learning at distance in Licenciatura en Lengua Extranjera at distance at Universidad Santo Tomas.</li> <li>• To describe my difficulties that affected the EFL learning at distance in Licenciatura en Lengua Extranjera at distance at Universidad Santo Tomas.</li> <li>• To reflect on the ways the adult learner exceed the difficulties to succeed the EFL learning at distance</li> </ul> | The difficulties in my own academic process, as an EFL learner at distance and how I developed strategies to succeed in this career. |
| 23  | How people construct the meaning of becoming a language (English-Spanish) teacher during their personal and professional lives"                     | How do people construct the meaning of becoming a language teacher (English – Spanish) during their personal and professional characteristics of a language (English – Spanish ) teacher as revealed through the narration of three language teachers' life stories, and the second objective to reflect on the personal and professional characteristics of a language teacher revealed through the narration of three language teachers' life stories                                                                                                                                                                                                                 | Reflection of the life stories, both personal and professional characteristic of participants and their teaching practices.          |
| 24  | The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices | What were the prior experiences of Korean English teachers as English-language learners in the public school system? What are the stated influences of public school English-learning experience on the teaching practices of Korean English teachers? The aim of the present study is to contribute to this matter by problematizing one issue for English language teacher development, that is, the prior language learning of Korean public school English teachers and the implications of that experience regarding their knowledge about L2 teaching and learning.                                                                                               | The prior language learning experiences and the influence of that experience on their teaching beliefs and practices.                |
| 25  | EFL Teachers' Identity (Re)Construction as of Teachers Intercultural Competence: A Language Socialization Approach                                  | How did 2 EFL teachers' language socialization processes in the United States enable them to (re)construct their identities as teachers of intercultural competence? This study aims to explore the identity negotiation of 2 experienced language teachers who came to the United States to pursue graduate degrees. Several arguments contributed to the rationale for this study.                                                                                                                                                                                                                                                                                    | teachers' identities.                                                                                                                |



| No. | Research title                                                                                           | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | What aspects of English teaching, learning, teachers' experiences or stories were investigated?                                                                 |
|-----|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 26  | Exploring the Professional Beliefs of an EFL Teacher: A Narrative Inquiry                                | "What is your professional Modus Vivendi and what is the rationale behind it? This study aims to narrate the story behind the professional practice of an experienced EFL teacher who is locally famous for his practice.                                                                                                                                                                                                                                                                                                                                                    | The interplay between teachers' professional belief system and their teaching practice.                                                                         |
| 27  | EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers | Research questions are raised: (1) What do Iranian high school EFL teachers understand by CPD? and (2) What types of CPD activities do Iranian EFL teachers engage in while teaching EFL?                                                                                                                                                                                                                                                                                                                                                                                    | EFL teachers' perceptions of CPD and the types of activities they prefer to develop professionally.                                                             |
| 28  | A Story-Telling Approach to Teaching English to Young EFL Iranian Learners                               | 1) Does a storytelling approach help improve young Iranian EFL learners' English vocabulary knowledge? 2) Can the storytelling approach make young EFL learners more interested in learning the L2?                                                                                                                                                                                                                                                                                                                                                                          | EFL learners in the development of linguistic elements, but them understand sociocultural aspects, enabling them to engage in real and effective communication. |
| 29  | Students' Perceptions of the Impact of CLIL in a Mexican BA Program                                      | To explore the issues participants face regarding using CLIL at this stage of their learning process, the following research questions were proposed: (1) What are students' perceptions about CLIL courses in the BA in foreign languages program? (2) What are the major challenges students face in CLIL courses, and what are the strategies they use (if any) to help themselves reach their learning objectives? (3) What are students' perceptions regarding the benefits of taking CLIL classes?                                                                     | The perceptions of students in a BA program.                                                                                                                    |
| 30  | Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers                   | The questions that guided this study were as follows: To what extent is classroom management perceived as a problem for pre-service teachers in their practicum? What classroom management challenges do pre-service teachers typically encounter in their practicum? What characterizes the approach pre-service teachers use to deal with classroom management issues in their practicum? What are participants' views of possible alternatives for improving pre-service teachers' classroom management skills throughout their EFL teacher education program curriculum? | Improving pre-service teachers' classroom management skills.                                                                                                    |

| No. | Research title                                                                             | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What aspects of English teaching, learning, teachers experiences or stories were investigated? |
|-----|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 31  | Theorizing EFL Teachers' Perspectives and Rationales on Providing Corrective Feedback      | This study aims at presenting an insider's view of error correction by conceptualizing and theorizing experienced language teachers' concerns, views and perspectives concerning corrective feedback. The study is significant in that it: helps practitioners reflect on their experience, voice their views, and evaluate the efficiency of instruction, especially in providing effective error treatment-provides in-sights for researchers who are interested in modifying their ethic views concerning corrective feedback; and - adds to the knowledge-base of corrective feedback by generating propositions and hypotheses from interview an observation data under normal classroom conditions rather than testing hypothesis under controlled laboratory conditions; and uncovers situated knowledge of corrective feedback that complements the findings of theory-driven studies which are supposed to be cross-culturally applicable. | The practice while teachers condemn researchers.                                               |
| 32  | A Narrative Inquiry of Identity Formation of EFL University Teachers                       | The main concern of this study is the trajectory of identity formation rather than how to become a good or successful EFL teacher. The present article focus on the general themes, namely their identities as inexperienced EFL teachers, dual identities as both a PhD/MA student and a teacher, and identities as applied Linguist, curriculum designer, and textbook compiler/writer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Identity formation of EFL university teachers.                                                 |
| 33  | The Stories of English Teachers as Learners in Terms of Teacher Socialization <sup>1</sup> | How do teachers mention their socialization process? 2. What kinds of differences occur between novice and experienced teachers in terms of stories related to their socialization process? This study aims to find out whether there is a relationship between the stories of teachers as learners in their socialization process and what kind of differences emerge between novice and experienced teachers in terms of their referring to that process from their perspective.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teachers' experiences and perspectives.                                                        |
| 34  | Context-model-based instruction in teaching EFL writing: A narrative Inquiry               | How was the context-model-based instruction implemented in teaching EFL writing and how did the students respond to the mediation thus provided? This study aims to produce the findings to be presented in the form of a narrative that shows how the context-model-based instruction is implemented in teaching EFL writing and that is based on the analysis of the recordings of the context-model-based instruction made by the teacher-researcher and the students' responses in the EFL classroom in a period of three weeks, the teacher-researcher's memos, and the students' reflections after the study.                                                                                                                                                                                                                                                                                                                                 | Learning EFL writing.                                                                          |

| No. | Research title                                                                                                          | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What aspects of English teaching, learning, teachers experiences or stories were investigated?                                                                                                  |
|-----|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35  | Voices from the ground: The emotional labour of English teachers' work                                                  | What kinds of emotional labours are English language and literature teachers especially susceptible to? Are these emotional demands unique to the disciplinary contexts of English teaching in Singapore schools? In this article, we seek to give voice to the emotional realities of teaching, and to explain in particular the ways English teachers in Singapore experience their work. This paper seeks to better understand the emotional work associated with the teaching of English in the context of Singapore's multicultural, examination-oriented, and politicized education system. | Emotional realities of teaching.                                                                                                                                                                |
| 36  | Using Learning to Foster the Development of Adolescents' English Writing Skills <sup>1</sup>                            | What can be observed in students' writings when they are engaged in cooperative learning? This article is intended to be a starting point in light of students' perceptions about writing in English, cooperative work and roles within a group when cooperating play a very important role in what learners do during the lessons, which may differ from what the teacher expects.                                                                                                                                                                                                               | Foreign languages (FL) teachers may have certain difficulties teaching the four language skills (listening, speaking, reading, and writing).                                                    |
| 37  | Novice Non-Native English Teachers' Reflections on Their Teacher Education Programmes and Their First Years of Teaching | The research questions of this study were:1. What are novice Turkish EFL teachers' opinions about their teacher education programmes?2. What parts of a language teacher education programme have novice Turkish EFL teachers found useful and why?3. What concerns and difficulties do novice Turkish EFL teachers have in their first year of teaching in the Turkish context? is study is specific to a concern emerged in a context and aims to explore the novice teachers' attitudes towards their teacher education programme and the challenges in the first years of teaching.           | The opinions of Turkish novice English teachers about the effectiveness of their teacher education programme in light of the challenges they have experienced in their first years of teaching. |
| 38  | Exploring University Teacher Perceptions About Out-of-Class Teamwork                                                    | This study was to explore university teacher perceptions of the use of English language teaching (elt) or similar programs at the various universities previously described about out-of-class teamwork. Specifically, the study sought to find out teachers' opinions of teamwork in relation to learning and whether these teachers assigned students activities to be carried out in teams and out-of-class. The study also aimed to discover whether the teachers organize this type of work and the ways in which they carry out this organization.                                          | The use of group work as a learning strategy                                                                                                                                                    |

| No. | Research title                                                                                                                                                               | Main Research question /Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What aspects of English teaching, learning, teachers' experiences or stories were investigated?                                       |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 39  | Unveiling Pre-Service Teachers' Attitudes Toward Teaching: The Role of Pedagogical Practicums                                                                                | The research question which led this inquiry was: What is the role of the English pedagogical practicum carried out at Universidad Pedagógica y Tecnológica de Colombia (uptc) on a group of ninth semester pre-service teachers' attitudes toward teaching?                                                                                                                                                                                                                                            | Teacher experience                                                                                                                    |
| 40  | A Study on English Preparatory Program EFL Learners' Beliefs about Language Learning in Relation to Gender, Second Foreign Language Knowledge and Foreign Country Experience | 1. What are preparatory program EFL learners' beliefs about foreign language learning? 2. Is there a significant relationship between gender and language learners' beliefs about foreign language learning? 3. Is there a significant relationship between second foreign language knowledge and language learners' beliefs about foreign language learning? 4. Is there a significant relationship between foreign country experience and language learners' beliefs about foreign language learning? | EFL learners' beliefs about language learning in relation to gender, second foreign language knowledge and foreign country experience |



| No. | Research title                                                                                                                                                                                     | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                                             | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                             |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | A narrative exploration of an EFL teacher's practicing professional identity in a Japanese Socio-educational context.                                                                              | Life stories, narrative research.                                                          | Taped monologue, semi-structured interview.                                                                                                   | Rachel the sole participant in this study is 58 years old, British teacher of English, who has spend the last fifteen years teaching at the universities and high schools in Japan.                                                                                                                                                                                                                                                                                    |
| 2   | Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work                                                                  | Narrative study                                                                            | Two participants' essays, four focused in-depth interviews with the two teachers, reflective essays and informal e-mail messages, recordings. | The two female participants, Suvi and Taina, are qualified foreign language teachers with a master's degree in the same language subject and minor studies in education. Suvi is qualified to teach German, English and Swedish, and Taina German and Swedish.                                                                                                                                                                                                         |
| 3   | Language teacher development in a narrative frame: The transition from classroom to distance and blended settings                                                                                  | Narrative inquiry                                                                          | Narratives and interviews.                                                                                                                    | The participants were ten teachers of languages at distance universities in the UK and Australasia, where there is substantial use of distance and blended teaching and learning of languages. Six of the teacher sample of ten were native speakers of the language(s) taught, which were French, German, Spanish, Italian, Dutch and Mandarin. Two were men, eight were women. Four of the ten had contributed to the development of the courses they were teaching. |
| 4   | English learning and teaching journey of second language learners in postgraduate program a study of bilingual and multilingual speakers' construction of identity in autobiographical narratives. | Narrative                                                                                  | Autobiographies and interviews                                                                                                                | This study was based at a middle size, land grant university in the United States. Four graduate students who come from the MA TESOL program, in which many graduate international students are studying. Many of the students in the pool of potential participants have previously written autobiographies for a class project.                                                                                                                                      |

| No. | Research title                                                                                                | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                         | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                               |
|-----|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5   | Self-Access Learning: Perceptions of Students' and Experiences Within this New Mode of Learning               | Narrative inquiry                                                                          | Moderate participant observation and semi structured interviews.                                                          | The current research was carried out at the Language Centre-Veracruz (in Veracruz City), specially in its Self-Access Centre (SAC) (called CADL= Centro de Autoacceso de Idiomas), at the University of Veracruz (UV), the public university in the State of Veracruz, Mexico.                                                                                                                           |
| 6   | Multi-membership in Communities of Practice: An EFL Teacher's Professional Development                        | Story telling                                                                              | Video-recorded the lessons and took field notes during the lessons, interviews were audio-recorded and later transcribed. | participants four experienced high school English teachers known to me personally. For this paper, I chose one participant, Gen (pseudonym), who belonged to two teachers' associations. When I asked him to be a participant in my study, he had 25 years teaching experience. I had met him several times before conducting this study because we had co-authored three high school English textbooks. |
| 7   | Teachers' Beliefs About Assessment in an EFL Context in Colombia                                              | Narrative inquiry                                                                          | Surveys, interviews, and a written report of experiences.                                                                 | Sixty two teachers (30 females and 32 males) who work in the LC's adult English program were asked about their beliefs on assessment. They had been working at the institution for an average of eight years each.                                                                                                                                                                                       |
| 8   | Formulation of Language Teachers Identity in the Situated Learning of Language Teaching Community of Practice | Narrative inquiry                                                                          | Questions of tape-recorded interview sessions.                                                                            | Three EFL teachers and two Arabic teachers teaching language for at least 5 years in academic or institutional contexts were selected. They were both male and female (4 males and 1 female) teachers with various background information and experiences. The participants were mostly interviewed in a face-to-face interaction and sometimes through online communication.                            |

| No. | Research title                                                                                                                                                  | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>*Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?     | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9   | Investigating ESL Graduate Students' Intercultural Experiences of Academic English Writing: A First Person Narration of a Streamlined Qualitative Study Process | Narrative inquiry                                                                         | Semi-structured interviews.                                                                           | My three participants were selected sequentially after a preliminary brief talk with each of five Chinese graduate students, whom I was very familiar and in frequent contact with. Two of the five were not included in this study since they did not have enough experience to talk with me about academic English writing. The three participants selected, Qiao, Yan and Liu, were Chinese graduate students in an American university. |
| 10  | Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program                                                                      | Narratives and autobiographies.                                                           | Participants wrote an autobiography about their English learning.                                     | Universidad del Tolima, Colombia. Nine student-teachers from the B.A. in English program                                                                                                                                                                                                                                                                                                                                                    |
| 11  | Gaps too large: Four novice EFL teachers' self-concept and motivation                                                                                           | Narrative Inquiry                                                                         | Audio-recorded interviews with the participants, Online sources such as email, weblogs, and websites. | Four novice secondary school EFL teachers in Japan during their first two years of service.                                                                                                                                                                                                                                                                                                                                                 |
| 12  | Listening To Teacher Voices: Using Narrative Inquiry To Understand The Lives Of Beginning, Experienced And Veteran Female English Teachers                      | Narrative inquiry, life stories.                                                          | A semi-structured interview guide with open question was designed and implemented.                    | Three beginning teachers, three experienced teachers, and three veteran teachers were selected. Beginning teachers are defined as having less than five years' experience, experienced teachers are those with six to nineteen years' experience, and veteran teachers are those with more than twenty years' experience.                                                                                                                   |

| No. | Research title                                                                                                                                  | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                                                                                                                                      | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13  | Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities | Narrative inquiry                                                                          | (a) Questionnaires focused on three core aspects: knowledge, perceptions, and attitudes toward culture.<br>(b) During our visits, we also used an individual semi-structured interview, which was recorded on tape, transcribed later. | This research was carried out at three universities in Bogotá. Two are state founded universities while the other one is private. e three universities offer an undergraduate teaching program—in English or Languages—which provides teaching and training for those who want to teach English in the EFL context. eir programs consist of ten semesters and are completed by credit hours. The programs are composed of different areas of knowledge of which the field of foreign languages is the most important one in terms of time distribution, credit hours, and number of subjects. Advanced levels, with which our study was conducted, took English lessons 6 to 10 hours a week. In order to select the students to participate, we asked the directors of the Language Departments of each institution to let us develop this study with a group of h semester learners. A total of 51 upper- intermediate EFL students, aged 18 to 22, from the three institutions participated, including both females and males: 16 students from U1, 15 students from U2, and 20 students from U3. |



| No. | Research title                                                                                                                                 | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools? | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14  | Effects of Group Work on English Communicative Competence of Chinese International Graduates in United States Institutions of Higher Education | Narrative inquiry                                                                          | Data were collected through interviews. Face-to-face semi-structured interviews.                  | Fourteen Chinese graduate students in the disciplines of English, communication, education, business, human science, and computer science were selected to participate in this study through purposeful sampling (Patton, 1990). The criteria for sample selection included: Chinese students who were non-native speakers (NNSs) of English, got bachelor degrees from Chinese institutions of higher education, and had studied for master or doctoral degrees at this university for more than one year. Among the participants, eight were females and six were males; nine were pursuing doctoral degrees, and five were pursuing master degrees. Their ages ranged from 24 to 38, with the mean age of being 27. The length of their stay in the U.S. ranged from one year to three years. |
| 15  | EFL Teaching Methodological Practices in Cali                                                                                                  | Narrative inquiry                                                                          | The survey, interviews (focal groups plus some individual interviews).                            | The information was gathered through surveys, interviews and institutional documents like curriculum/area planning, syllabi and class materials. The survey was the instrument providing most of the information; the teachers submitted few plans, syllabi and class materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 16  | Non-Native Pre-Service English Teachers' Narratives about Their Pronunciation Learning and Implications for Pronunciation Training.            | Narrative                                                                                  | Participants' narrative stories.                                                                  | A language teacher education program in a northern city in Taiwan. 58 non-native pre-service elementary school English teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| No. | Research title                                                                                                                             | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                                                                                                        | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17  | English language teacher educators' 'real world' approaches to professional learning                                                       | Narrative inquiry- life story                                                              | Semi-structured interviews, Life story interview                                                                                                                                                         | 11 English language teacher educators (with pseudonyms) working in various contexts including the UK and the EU (Lauren, Paul, Jason), Korea (Martin, Derek), The Gulf Area (Saudi Arabia/Hassan, Layla; Kuwait- Mahmoud) and Turkey (Sarp, Metin, Ceren).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 18  | Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction | Narrative study                                                                            | surveys of narrative frames and individual in-depth interviews were used in this study.                                                                                                                  | Narrative study of university EFL (English as a foreign language) teachers' research practices and their identity construction as researchers in China. Drawing upon data from narrative frames among 104 teachers and in-depth interviews with four teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 19  | "Go for Broke and Speak Your Mind!" Building a Community of Practice with Bilingual Pre-Service Teachers                                   | Narrative inquiry                                                                          | Autobiographies, electronic portfolios, classroom transcripts, weekly reflections, and verbalized accounts of students' academic lives through interviews (all interviews were recorded and transcribed. | This article draws from a larger participatory action research project (H. Cho, 2011) in a teacher preparation program to promote heritage language/literacy as well as academic English among bilingual teacher candidates in Hawaii. The Careers in Language Education and Academic Renewal(CLEAR) Program was a federally funded undergraduate program designed to provide an opportunity for bilingual undergraduate students to become competent in English and their heritage literacy. I worked with a cohort of five undergraduate students—three Korean (Jisun, Kyungmi and Young), one Chinese (Rose) and one Samoan (Mano) (see Appendix A for student information) over the course of three semesters (see Eckert & Wenger, 2005, for discussion of non-linear, dynamic, and conflicting relationships in communities of practice). Students took a series of my seminars entitled Academic Literacies, Language Materials Development, and Teaching Practicum. They also took both second language education courses and their respective heritage language courses to complete the program requirement. |

| No. | Research title                                                                                                                   | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools? | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20  | From Language Learners to Language teachers to Language Teacher Trainers: Narrative Stories of Four Instructional Coaches        | Narrative inquiry                                                                          | They were asked to orally share the stories on the journey.                                       | Four participants' demography. In order to become an elementary school English teacher in Taiwan, one of the following criteria must be met: to (1) have passed the MoE's 1999 Elementary School English Teachers' Qualification Exam; (2) have a university degree with a major or minor in English; (3) have an English proficiency level equivalent to upper intermediate in terms of the Common European Framework of Reference for Languages; (4) have taken an elementary school English teacher twenty-credit course program; (5) have completed a post-graduate level elementary school English teacher education program; or (6) have completed an English major at university with a minor in education. |
| 21  | An Autoethnography of Teaching English to Young Learners: From Theory to Practice                                                | Autoethnography                                                                            | Research diary                                                                                    | The state school in which this research took place is situated in Konyaalti, Antalya Turkey. 37 Students involved in the research are 3rd graders who are 8 year old and their teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 22  | Constraints that students of Licenciatura en Lengua Extranjera Inglés – VUAD face when learning English at distance.             | Autobiography                                                                              | Ten unstructured interviews                                                                       | Santo Tomas University Bogotá Colombia. One student from the B.A in English program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 23  | How people construct the meaning of becoming a language (English- Spanish) teacher during their personal and professional lives” | Life stories                                                                               | Informal or unstructured interviews, face to face meetings, telephone, on internet.               | Three private schools in Bogotá Colombia. Two of the participants studied in public schools in Colombia and the third one student in a public school in the U.S.A.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| No. | Research title                                                                                                                                      | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                                                                                                                                                                                                                                    | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24  | The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices | Narrative inquiry                                                                          | Part one used narrative frames as data collection instruments (Barkhuizen, 2014; Barkhuizen & Wette, 2008). Narrative frame data share similarities to questionnaire data. To strengthen analysis, part two (5.2) includes in-depth interviews with four participants. Each participant had at least two semi-structured interviews. | The 18 participants included 15 female and 3 male teachers between the ages of 24 and 54. Sixteen were primary school teachers and two were secondary school teachers. All participants taught in the Daegu/Gyeongbuk region. For part two (5.2), four participants were sought who were at different stages in their careers and were willing to participate in longitudinal case studies. These participants included two novice primary school teachers (less than two years) and two experienced primary school teachers (more than 10 years). |
| 25  | EFL Teachers' Identity (Re)Construction as of Intercultural Competence: A Language Socialization Approach                                           | Longitudinal narrative inquiry                                                             | autobiographical journal entries, and interviews                                                                                                                                                                                                                                                                                     | 2 experienced EFL teachers, who used to work in Turkey before coming to the United States for graduate study, and their identity negotiation as teachers of intercultural competence.                                                                                                                                                                                                                                                                                                                                                              |
| 26  | Exploring the Professional Beliefs of an EFL Teacher: A Narrative Inquiry                                                                           | Narrative                                                                                  | Observation, field notes, participant's report, recording.                                                                                                                                                                                                                                                                           | The professional experience of a successful EFL teacher in one of the most famous private language schools in Tehran, the Capital City of Iran. She has twenty-one years of EFL teaching experience. One of the researchers has worked with her as a colleague for more than seven years and has always witnessed that she has been approved of by her students, colleagues and other stakeholders                                                                                                                                                 |



| No. | Research title                                                                                           | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                      | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27  | EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers | Narrative inquiry                                                                          | Semi-structured face-to-face individual interviews with open-ended questions were conducted to collect the study data. | A purposive sample was selected of both male and female teachers of English as a foreign language who had more than 10 years of experience in teaching at public high schools in Tehran.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 28  | A Story-Telling Approach to Teaching English to Young EFL Iranian Learners                               | Story telling                                                                              | Surveys and portfolios                                                                                                 | The participants were selected from among young EFL learners who had registered for English classes in Paya Language Center, Isfahan, Iran. Sixty upper-beginner level learners were selected based on the institute's placement test. They were all low-intermediate learners of English between 10 and 14 years old. This proficiency level was chosen as a majority of young language learners in Isfahan and, specifically in Paya Language Center, are young upper- beginner learners. This study intended to help improve young language learners' proficiency level and to enhance their learning quality. To this end, two groups were formed: one experimental and one control group, each with 30 participant. However, the learners were divided into four groups: two experimental and two control groups. |



| No. | Research title                                                                         | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools? | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29  | Students' Perceptions of the Impact of CLIL in a Mexican BA Program                    | Narrative inquiry                                                                          | Semi-structured interviews.                                                                       | The foreign language BA program at UAZ in Northeast Mexico opened in August 2011, after ten years of curriculum planning and design. The program lasts four years, and students are offered three majors in the field of applied linguistics: teaching, translation, or enterprise-services assistant. The study required volunteers in their fifth semester. After they learned the study details and how it would be conducted, a total of 11 students volunteered to participate, six women and five men. Before the data collection process began, all participants were asked to sign a letter of consent, and additional information about the study and its procedures was provided.                                                                                                                                                |
| 30  | Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers | Narrative inquiry                                                                          | Questionnaire, semi-structured interview.                                                         | The study involved the participation of 34 pre-service teachers, 10 practicum supervisors, and 17 cooperating teachers in the EFL teacher education program. There were 20 female and 14 male pre-service teachers. Seventeen were in public primary schools and 17 in public secondary schools. Similarly, 18 of the 34 pre-service teachers were in their first practicum period, with the remaining 16 in their second period, which means that the latter group had one semester of accumulated teaching experience as pre-service teachers. Cooperating teachers (13 female, 4 male) and practicum supervisors (6 female, 4 male) were selected based on their extensive experience hosting and supervising pre-service teachers, 6-7 years for the former and 10 years average for the latter both in primary and secondary schools. |

| No. | Research title                                                                             | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?            | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31  | Theorizing EFL Teachers' Perspectives and Rationales on Providing Corrective Feedback      | Narrative inquiry                                                                          | The interview.                                                                                               | Instead of statistically sampling participants, the researchers theoretically sample concepts and categories from interviewing a total of 20 experienced language teachers who were willing to share their views with the researcher. Having sought the school principals' consent, the researchers selected interested teachers from different public high schools and private institutes in Gorgan, a major city located in the northern parts of Iran. The participants were both male and female. Except for five, the rest of the participants majored in teaching English as a foreign language (TEFL). Twelve of them had earned their master's degree and the three had earned their bachelor's degree. They were selected on the basis of their teaching experience and their willingness to share their views with the researcher because "understanding requires an openness to experience, a willingness to engage in a dialogue with one that challenges our understandings" |
| 32  | A Narrative Inquiry of Identity Formation of EFL University Teachers                       | Narrative inquiry                                                                          | Life histories, semi-structured interviews.                                                                  | Three excellent EFL teachers from a key university in central China.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 33  | The Stories of English Teachers as Learners in Terms of Teacher Socialization <sup>1</sup> | Narrative inquiry, interpretive approach.                                                  | Semi-structured interviews, The interviews were audio-recorded.                                              | Four English teachers from Turkey were involved in the study in 2014-2105 spring term.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 34  | Context-model-based instruction in teaching EFL writing: A narrative inquiry               | Narrative Inquiry                                                                          | Audio recordings of the classroom instruction, the teacher-researcher's memos, and the students' reflections | This study was conducted in a teachers' university in China with a class of 30 first-year students who specialised in the English language education and were trained to be secondary EFL teachers in China.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



| No. | Research title                                                                                                          | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?                 | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35  | Voices from the ground: The emotional labour of English teachers' work                                                  | Narrative inquiry                                                                          | We conducted more than 40 semi-structured interviews with the participants e each lasting between 45 and 60 min e | 26 English Language and Literature teachers in Singapore. Teachers were identified through purposeful selection to ensure a broad range of school experiences. These included beginning to experienced teachers with more than 20 years of experience, teachers from a wide range of schools including elite schools and government schools, teachers who had taught at different levels and who had different levels of departmental involvement                                                                                                         |
| 36  | Using Cooperative Learning to Foster the Development of Adolescents' English Writing Skills <sup>1</sup>                | Narrative inquiry                                                                          | Questionnaires, lesson plans, observation, and field notes.                                                       | Juana Escobar School is a public institution in Bogotá, Colombia, where students are continuously questioned about solving social problems with the strategy of promoting their autonomy and, at the same time, reinforcing their capability to see their partners as a support when it is needed to think about innovative ideas. The school community is distinguished by its heterogeneity which is reflected in the various problems students have in academic, discipline, and health aspects.                                                       |
| 37  | Novice Non-Native English Teachers' Reflections on Their Teacher Education Programmes and Their First Years of Teaching | Case Study                                                                                 | The questionnaire composed of both open-ended and closed-ended questions.                                         | The Foreign Language Education department in the Faculty of Education at a well-known English- medium university in Istanbul (Turkey) aims to prepare EFL teachers to teach in primary, secondary, and high schools. Participants in the study included 55 novice EFL teachers teaching at public and private primary, secondary, and high schools in the Marmara region (North-West) of Turkey. Twenty- nine teachers were primarily working with young learners (K-4), and the remaining 26 teachers were teaching in secondary and high school levels. |

| No. | Research title                                                                                                                                                               | Type of Narrative<br>Biography<br>Autobiographical<br>study Narrative<br>* Autoethnography | Methodological<br>procedure How did the<br>researchers gather<br>data? Which sources<br>or tools?     | Research context country- region. Main features of<br>the participants and/or the context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 38  | Exploring University Teacher Perceptions About Out-of-Class Teamwork                                                                                                         | Narrative inquiry                                                                          | The interview to be audio recorded. Recordings were later transcribed. Confidentiality is guaranteed. | This study was carried out in the high school section of a large public elementary-secondary school in the town of Bello, adjacent to Medellín, in 2008. This institution has collaborated with our university in the preparation of future foreign language teachers in the teaching practicum for a number of years.                                                                                                                                                                                                                                                                                                                            |
| 39  | Unveiling Pre-Service Teachers' Attitudes Toward Teaching: The Role of Pedagogical Practicums                                                                                | Narrative inquiry                                                                          | Interviews (group and individual) and questionnaires.                                                 | This research was carried out with a group of 10 ninth semester pre-service teachers, four men and six women. Participants' age range was from 21 to 27 years old. Participants were involved in activities of observation, assistantship, and practice at high schools from the first semester of the program. Participants' experiences were considered while working on the role of the English pedagogical practicum I (which is the practicum corresponding to the ninth semester of the program) had on student-teachers' attitudes toward teaching. This research was carried out at UPTC, a public university located in Tunja, Colombia. |
| 40  | A Study on English Preparatory Program EFL Learners' Beliefs about Language Learning in Relation to Gender, Second Foreign Language Knowledge and Foreign Country Experience | Autoethnography                                                                            | The questionnaire "Beliefs about Language Learning Inventory"                                         | The participants in this study were 149 preparatory program EFL students from the Foreign Languages School of a state university located in the west part of Turkey. The age of students ranged from 18 to 23, with a mean of 20. Eighty-three students were male and sixty-six students were female.                                                                                                                                                                                                                                                                                                                                             |

| No. | Research title                                                                                                                    | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers experiences even students' experiences                    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | A narrative exploration of an EFL teacher's practicing professional identity in a Japanese Socio-educational context.             | Polkinghorne narrative analysis, which involves classifying and coding for the purpose of finding cross-case similarities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Narrative as an exploration of identity, defining a coherent sense of self, the needs for meaning framework, historical background and issues concerning the Japanese socio-educational context.                   |
| 2   | Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work | The analysis of the data was inspired by the paradigmatic and narrative analysis of Polkinghorne (1996b) and the analysis of episodes introduced by Labov and Waletzky (1967/2003). According to Polkinghorne (1996b) narrative data can be analysed categorically to form taxonomies of the common elements across the data whereas narrative analysis serves to produce explanatory stories.                                                                                                                                                                                                                                                             | theoretical . Professional identity, Narrative identity formation, Participants' backgrounds, The study, Participants working conditions.                                                                          |
| 3   | Language teacher development in a narrative frame: The transition from classroom to distance and blended settings                 | Qualitative content analysis was used to analyse the data, to identify critical incidents and emergent themes for each participant. Specifically, the narrative frames were examined for emerging themes and concepts which illuminated some aspect of the research questions: these were then organized into categories and further interpreted, by each of the researchers independently. Analysis and interpretations were then resolved and enriched through discussions. In subsequent interviews the themes and interpretations were verified with participants in a member check (Ely et al., 1991), all of which aligned with researcher analyses. | Literature review: narrative enquiry and language teacher development, Influence of experience as a language learner, . Interaction between prior knowledge and new input/experience, The significance of context. |

| No. | Research title                                                                                                                                                                                     | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4   | English learning and teaching journey of second language learners in postgraduate program a study of bilingual and multilingual speakers' construction of identity in autobiographical narratives. | I display and analyze the data by generating the main themes and motifs of participants' language learning and teaching under varied social and cultural backgrounds. Pavlenko's (2007, 2008) autobiographical narrative analysis method.                                                                                                                                                                                                                                                                                                                             | The theory of identity, construction of identity, language identities and social identities which are focused on introducing language identities and social identities which are closely related to the construction of second language learners' identities. Second language acquisition through narratives are referenced. The importance and advantages of using the particular research methodology used in this specific study.                                                                                                                                                                                                 |
| 5   | Self-Access Language Learning: Students' Perceptions of and Experiences Within this New Mode of Learning                                                                                           | Describe the themes and sub-themes that were uncovered through- out the processing of the data. For this analysis she adopted and adapted some elements from procedures such as the constant comparative method (Lincoln & Guba, 1985 based on Glaser & Strauss, 1967; Maykut & Morehouse, 1994); the concepts/ coding method suggested by Co ey and Atkinson (1996), and the approach suggested by Miles and Huberman (1994) because they suited my analysis of data during the data collection stage as well as later on when I had already collected all the data. | Qualitative research attempts to look deeply into the quality of the social life in particular set- tings, permits the exploration of the important themes that may emerge, those mysteries of real- ity "to which the researcher must submit, and can do no more than interpret" (Holliday, 2002, p. 6). It studies small and/or particular groups of human actors in natural settings, in their everyday world, in a particular time. According to Denzin and Lin- coln (2000, p. 3), qualitative research is a situated activity that locates the researcher in the world with an interpretive, naturalistic approach towards it. |



| No. | Research title                                                                         | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                          | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6   | Multi-membership in Communities of Practice: An EFL Teacher's Professional Development | When I analyzed the observation data, I repeatedly read my observation accounts with a focus on both Gen and students' activities and utterances. I also watched the video and added to my observation accounts. I then summarized the procedure of the lessons and described the classroom activities. I used the observation accounts to understand the interview data more deeply.                                                                                                                           | Since the 1980s, Japan has experienced a growing need for communicative English skills as a result of globalization. To meet this need, the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) set out to reform English education in Japan. In 1987, MEXT established the Japan Exchange and Teaching (JET) Program, through which approximately 6,000 foreign college graduates [1] are currently invited each year to work as Assistant Language Teachers (ALTs) in elementary and secondary schools across the country.                                                                                                                                                                                                                                 |
| 7   | Teachers' Beliefs About Assessment in an EFL Context in Colombia                       | The survey was analyzed using descriptive statistics. Part I of the written report was examined through a process of coding, that is, researchers read and reread the data to identify emergent categories and common themes (Bogdan & Biklen, 1998). e categories and themes were not previously established but emerged directly from the data. e analysis was conducted by three researchers ( rst, each one individually, and then together) in order to reach a consensus and to validate the information. | According to Brown (2003), the conceptions teachers have about the process and purpose of assessment and the nature of teaching and learning a ect all pedagogical acts. In his research on teachers' beliefs about assessment, Brown (2002, 2003) found that teachers hold one of four major conceptions of assessment: a) it is useful because it can provide information for improving instruction; b) it is necessary for making students accountable; c) it is necessary for making institutions accountable; and d) it is irrelevant to teaching and learning. If assessment practices rely on teachers' beliefs about the nature and goals of assessment, it is necessary to identify such beliefs in order to arrive at a shared understanding of assessment and to see |

| No. | Research title                                                                                                | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8   | Formulation of Language Teachers Identity in the Situated Learning of Language Teaching Community of Practice | <p>The sociolinguistic interviews were examined through an in-depth analysis in order to find related and reemerging themes. The framework of analysis was Varghese et al. (2005) by which the identification process in language teachers could be analyzed according to 3 general categories including continuum of participation, level of access, and motivation. Since motivation needed an extensive discussion and study, two other categories adopted as the main frameworks of analysis. These frameworks, then, adapted to the situated learning theory (Lave &amp; Wenger, 1991) which explained how language teaching as a community of practice might formulate ELTI. Lastly, the themes and processes of identification were compared between community of ELT and Arabic language teaching in a way compatible with macro-sociolinguistics (Mullany, 2006).</p> | <p>The importance of community of practice can be best described by Lave and Wenger's (1991) theory of situated learning. That is because of the attention that the community of a practice model has given to the role of learning in shaping the communities. Accordingly, learning can be considered as "engine of practice" and a "source of social structure" (Wenger, 1998, p.96). Lave and Wenger define a "community of practice" as a "set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice" (1991, p. 98). From the sociolinguistic perspective, a community of practice creates social interactions by which preferred actions and practices shape the mindsets of participants. Participants learn how to talk and behave from the community of practice (Preece, 2006).</p> |

| No. | Research title                                                                                                                                         | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9   | Investigating ESL Graduate Students' Experiences of Intercultural English Writing: A First Person Narration of a Streamlined Qualitative Study Process | <p>After data collection, analysis was conducted by open and axial coding (Corbin &amp; Strauss, 2008). In the process of open coding, the interview guide was regarded as a thematic framework to locate important themes from the data so as to answer the research questions (Corbin &amp; Strauss, 2008). I believe that having the guide as a reference was especially helpful for me as a novice researcher who was not experienced enough to conduct a pure inductive process of coding and deal with a large number of emerging themes directly or indirectly related to the research topic. During axial coding, I reread and thought over the data, I found associations between the stories and literature, and then unexpected themes came into my mind. The accumulation of information and thoughts led data analysis to the meta-cognitive level, a level on which associations were built up and helped me to figure out insightful connections between the stories and themes.</p> | <p>This study was approached from the contrastive rhetoric and the intercultural rhetoric perspectives. Contrastive rhetoric is explained as the examination of similarities and differences in writing across cultures in terms of cultural and rhetorical patterns (Connor, 2004a). Such a research direction was initiated by studies in second language writing, which identified problems in composition. ESL students encountered by comparing their thinking patterns with those of English rhetorical conventions (Kaplan, 1966; 1968). Differences were found in rhetorical conventions across cultures, which were identified as the causes that made ESL/EFL students' writing look different from the native perspective. It was assumed that there were different rhetorical patterns in different languages and cultures, and those patterns were transferable to second or foreign language writing. As a result of this previous knowledge, I hypothesized that Chinese ESL students' academic writing may be impacted by Chinese cultural and rhetorical conventions.</p> |



| No. | Research title                                                                                                                             | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                             |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10  | Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program                                                 | <ul style="list-style-type: none"> <li>• One of them was content, which helped us a lot with rising categories related to the objectives of the study.</li> <li>A second one was form which enlightened the analysis and paved the way to the evolution in the structure of the narration.</li> </ul>                                                                                                                                 | this article will discuss the concepts of autobiographies as a narrative mode and their role in the exploration of beliefs in pre-service teachers, as well as their contribution to teacher education programs. Autobiographies in Teacher Education, A Socio-Cultural Standpoint to Teacher Education, Teacher Cognition and Sense Making in Pre-Service Language Teachers |
| 11  | Gaps too large: Four novice EFL teachers' self-concept and motivation                                                                      | I consolidated all the profiles of each participant to craft yet another coherent story. After this within-case analysis (Merriam, 1998), I proceeded to an informal, naturalistic across-case analysis (Merriam, 1998) to find some overlapping patterns as well as contrastive features among the four participants' stories.                                                                                                       | Possible selves theory in the ESL/EFL field, Possible selves theory and teacher motivation research.                                                                                                                                                                                                                                                                         |
| 12  | Listening To Teacher Voices: Using Narrative Inquiry To Understand The Lives Of Beginning, Experienced And Veteran Female English Teachers | The transcripts were read once through and narratively coded by theme where it was easy to see the "story lines that interweave and interconnect, gaps or silences that become apparent, tensions that emerge, and continuities and discontinuities that appear" (Clandinin & Connelly, 2000, p.131). As themes emerged and were documented through open coding, I implemented selective coding to identify the most frequent themes. | Literature review about personal experiences, life stories, History of Female Teachers, Marriage, Motherhood, Commitment to the Job, The Retention Crisis.                                                                                                                                                                                                                   |

| No. | Research title                                                                                                                                  | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13  | Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities | <p>In order to analyze the data, we followed the grounded approach principles because, instead of basing our study on a prior hypothesis, we interpreted and found similar patterns and themes that emerged from the data collected. We did an in-depth exploration of the data in order to find EFL pre-service teachers' knowledge, perceptions of, and attitudes toward culture through a color coding system. Color coding allowed us to establish the frequency and to identify the similar opinions students had given. As a result, we decided to, as Freeman (1998) suggests, name, group, and relationships, and display data contained in the questionnaires. Data were displayed in the order participants had answered each question so that we could identify patterns and relationships.</p> | <p>Taking into account that the study of the target culture remains an unripe topic in the educational setting, including Colombia, we, as teachers-researchers, wanted to conduct a diagnostic research by exploring and identifying what actual perceptions, knowledge, and attitudes EFL pre-service teachers at three universities in Bogotá had in regard to the insertion of culture in the English class and, in this way, detect the level of understanding of ICC they had. Furthermore, we wanted to inquire about the teaching practices they were given to develop ICC at the language programs they belonged to. We think that this diagnostic study, which focuses on EFL pre-service teachers' actual voices and opinions, will allow us to determine to what extent culture and ICC are part of their preparation in the classroom and what methodological alternatives they should embrace to foster intercultural awareness in a more conscientious way.</p> |

| No. | Research title                                                                                                                                 | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14  | Effects of Group Work on English Communicative Competence of Chinese International Graduates in United States Institutions of Higher Education | <p>Date analysis was conducted in several steps. First, I read through all the Chinese transcripts and got a feel for what was being said. Second, I read them carefully a few times, identified key categories and themes, and wrote down my initial reflections. Then, to challenge my positionality as an insider researcher and enhance the validity of this research (Creswell, 1998), peer debriefing was utilized. Peer debriefing is "a process of exposing oneself to a disinterested peer in a manner paralleling an analytical sessions and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (Lincoln &amp; Guba, 1985, p. 308). I invited a professional researcher who was bilingual in Chinese and English to review those Chinese transcripts, emerging categories and themes coded by me, and my reflections. Disagreement was solved through further negotiations. Finally, the professional researcher was given access to the final report to detect whether I involved my subjective biases in data interpretation, over-emphasized a point, or missed something important. As for different opinions, we discussed several times until reaching an agreement. Researchers have suggested that the process of peer debriefing enhances the trustworthiness and credibility of qualitative research (e.g., Creswell, 1998; Lincoln &amp; Guba, 1985; Maxwell, 1996).</p> | <p>Since the concept of communicative competence is fundamental to this study, it is necessary to briefly summarize the term. In 1965, Chomsky, the generative linguist, first distinguished the term "competence" from "performance". He proposed that competence indicates the internalized linguistics and grammatical knowledge of the language user, but has nothing to do with the actual use of language in concrete situations, whereas performance means the practical usage of language in a specific social context. Disagreeing with Chomsky's exclusion of the socio-cultural features of language from his definition of competence, Hymes (1972) coined the term "communicative competence" that refers to a language user's grammatical and social knowledge about how and when to use utterances appropriately. He stated that communicative competence consists of four types of abilities: 1. Whether (and to what degree) something is formally possible; 2. Whether (and to what degree) something is feasible in virtue of the means of implementation available 3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; 4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails (Hymes, 1972, p. 281).</p> |

| No. | Research title                                | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                            | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15  | EFL Teaching Methodological Practices in Cali | The quantitative information from the survey was processed with the Statistical Package for the Social Sciences (SPSS) and Excel while the qualitative information, from the survey, the focal interviews, and the documentary analysis, were analyzed hermeneutically in the light of the literature about approaches and methods, curriculum, course design, evaluation, and other pertinent topics. An analysis grid was used for the examination of institutional documents (area planning, syllabi, and didactic materials). | Since the notion of "method" was established from the direct method (Richards & Rodgers, 2001, p. 14), almost a century of methodological controversy took place. at discussion has currently faded, after its peak between the 1950s and 1990s. Originally, methodology is knowledge about methods, the theory about teaching practice. For Brown (1994a, p. 51), "methodology is the study of pedagogical practices in general. Whatever considerations are involved in 'how to teach' are methodological." According to Rodgers (2001, p. 1), "a more or less classical formulation suggests that methodology links theory and practice." In turn, method is a more or less prescriptive set of ways of doing things: procedures in terms of teaching strategies, techniques and activities, altogether with stipulations about contents and the functions of teachers, learners, and materials. Method refers to the practical side of teaching while methodology is concerned with the comprehension of methods. |



| No. | Research title                                                                                                                             | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                         | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                     |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16  | Non-Native Pre-Service English Teachers' Narratives about Their Pronunciation Learning and Implications for Pronunciation Training.        | Theoretical lenses were used to analyze the study (Creswell, 2009; LeCompte & Schensul, 1999). The data was coded in the following three stages. First, the researcher read through all the notes and marked the data by a code (e.g., accent, native-like pronunciation, NEST, NNEST etc.). Secondly, while reading through these codes, the researcher assigned tentative categories (e.g., pronunciation learning experience, problem, roles, etc.). Finally, the data was sorted on the basis of its fit into topics that reflected the research questions | The literature review discusses the following three issues: pronunciation and phonics instruction, EFL learners' perception of pronunciation learning, EFL teachers' perception of pronunciation instruction, and the roles of native English-speaking teachers (NESTs) or non-native English-speaking teachers (NNESTs) in pronunciation instruction.                                                               |
| 17  | English language teacher educators' 'real world' approaches to professional learning                                                       | I tried to use 'a strategic and technical detachment approach' (Holliday, 2001: 178) for the content of analysis of the semi-structured interview, as I am familiar with most of the teacher educators. Respondent validation was applied to check the data sources after the constant comparison of the emerging patterns.                                                                                                                                                                                                                                    | special issue of Professional Development in Education on teacher educators. The underpinnings of the study and the research methodology, 3. Teacher educators' beliefs and practices, 3.1 Having a strong knowledge base, 3.2 Commitment to the service ethic, 3.3 Professional autonomy (personal and institutional concerns), 3.4 A sense of moral purpose, 3.5 Shaping the professional self and knowing oneself |
| 18  | Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction | Qualitative content analysis (Miles & Huberman, 1994): themes were coded and categorized, relations between themes and categories were identified, and interpretations of their interrelations were made.                                                                                                                                                                                                                                                                                                                                                      | This article will discuss the concepts of Language teachers' research practice, 2 Language teachers' professional identity.                                                                                                                                                                                                                                                                                          |

| No. | Research title                                                                                           | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19  | "Go for Broke and Speak Your Mind!" Building a Community of Practice with Bilingual Pre-Service Teachers | <p>The process of data collection and analysis was iterative which involved a constant comparison of data and theory to develop patterns and gain insights (Merriam, 1998). During the process of implementing the curriculum over the three semesters, I made repeated passes through classroom transcripts to help me plan future interaction with students in follow-up discussions. After each taping of a class meeting, I listened to the entire tape immediately while referring to my field notes that I took before and during class. Then, I transcribed the entire tape as soon as I could so I could remember what happened in that particular class in detail.</p> | <p>This study shows that sustained supports within a cohort and narratives as mutual engagement were crucial components of learning to optimize the communities of practice framework. In particular, the legitimization of personal narratives allowed prospective teachers to embrace a broader range of social and academic identities, rather than blindly adopting the dominant discourses in academia. Even if a cohort model cannot be enacted in a given teacher education context, sharing personal narratives can be validated and promoted to facilitate student participation in any given course. Through the telling of stories, participants can contribute to the construction of their own identity in relation to the community and reciprocally to the construction of the community of practice to which they belong (Barab &amp; Duffy, 2000). That is, learners or newcomers should not be positioned as passive recipients of knowledge and skills; rather they should be recognized as co-producers of meaning in the community.</p> |



| No. | Research title                                                                                                    | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20  | From Language Learners to Language teachers to Language Trainers: Narrative Stories of Four Instructional Coaches | A set of codes was constructed to capture the meanings expressed by the data. The data was coded in the following three stages. First, the researcher read through all the notes and marked the data by a code (e.g., language learner, language teacher, language teacher trainer, etc.). Secondly, while reading through these codes, the researcher assigned tentative categories (e.g., role, expertise, identity, challenges etc.). Finally, the data were sorted on the basis of fit into topics that reflected the research questions. Member checking was used to assure the aspects of trustworthiness. When the instructional coaches shared their narrative stories, member checking consisted of the researcher restating, summarizing, or paraphrasing the information received from a respondent to ensure that what was heard or written is in fact correct. Following the data collection, the researcher did member checking by reporting back preliminary findings to participants, asking for critical commentary on the findings, and potentially incorporating these critiques into the findings. | Analysis of narrative stories can offer teacher educators glimpses into the processes of professional development as they unfold (Nelson, 2011; Vasquez, 2011). Johnson and Golombek (2002) propose that narrative stories function in terms of knowledge-building and professional development. Johnson and Golombek (2002) claim that the products of teachers' narrative activities function as a tool for knowledge-building within SLTE [second language teacher education] when they are made public, open to review by others, and accessible to others in the profession through engagement with wider professional discourses and practices (p. 502). |
| 21  | An Autoethnography of Teaching English to Young Learners: From Theory to Practice                                 | Content analysis, discussion of the issues of reliability, validity, and generalizability may shed light on what makes this particular autoethnographical paper reliable, valid, and generalizable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Theoretical and practical knowledge of teaching English to young learners. Classroom Management, Attention Span, Materials, Physical Structure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| No. | Research title                                                                                                                                      | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                    | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22  | Constraints that students of Licenciatura en Lengua Extranjera Inglés – VUAD face when learning English at distance.                                | This autobiographical research analysis had the following stages: the 1st is reconstruction of the life story, the 2nd is the microanalysis of individual interviews, and the 3rd is the coding for data analysis, categorization and interpretation.                                                                                                                                                                                                                                     | The distance learning and EFL learner attributes at distance. Distance Learning - Distance Education, Distant Learner Attributes, Distance Learning Context.                                     |
| 23  | How people construct the meaning of becoming a language (English- Spanish) teacher during their personal and professional lives”                    | The analysis of the data corresponds to the one used in narrative designs. It began with the codification, the categorization and further interpretation of the collected information. Data was analyzed by grouping similarities from the three life stories. Data was brought together in five categories and then labeled after the dominating qualities in each category. Polkinghorne calls this process Paradigmatic.                                                               | Definition of the main concept of this research, which is life story. The second section deals with the concept of reflection in being a language teacher.                                       |
| 24  | The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices | The analysis used grounded theory methods (Charmaz, 2014). First, narrative frame data were uploaded into data analysis software (MAXQDA11) for coding. Constant comparative methods were applied (Glaser & Strauss, 1967). Initial coding covered the data set with descriptive and in-vivo codes. Secondary analysis included refining and focusing the codes, organizing the code system under emerging themes and categories, writing analytic memos, and looking at code frequencies | 2.1. Research on the apprenticeship of observation, 2.2. Research on English education reforms in east Asia, 2.3. Studies on the prior education of Korean English teachers.                     |

| No. | Research title                                                                                                     | How did the researchers interpret and analyze data through Narrative Inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers experiences even students' experiences                                                                                                                                                                                                                                                                                                                                              |
|-----|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25  | EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence: A Language Socialization Approach | Thematic analysis, which provided a preliminary analysis of the recurrent themes, patterns, and categories. After reviewing the data coming from the aforementioned data sources multiple times throughout the project, I identified the salient themes—first on paper and then by using NVivo, a software program for qualitative data analysis.                                                                                                                                                                                                                                                                                                                     | Teacher Identity, Intercultural Communicative Competence, Language Socialization, English Education in Turkey                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 26  | Exploring the Professional Beliefs of an EFL Teacher: A Narrative Inquiry                                          | To analyze the research data, in line with the coding schemes of grounded theory, we derived concepts from the data, that is, the participant's verbalization and the researcher's observation notes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Literature review about beliefs, pedagogical beliefs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 27  | EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers           | All interviews were conducted by the rst author. To avoid any misunderstandings, all interviews were conducted in English, the teachers' major, and difficult terminology associated with teacher education and CPD was avoided. To elicit teachers' in-depth perceptions, the interviewer allowed the conversations to move smoothly and interactively. e interviews took from 45 min to 1 hr and 5 min, with an average of 50 min. Each interview consisted of two main parts. In the first part, the questions addressed teachers' perceptions of CPD, and in the second part, the questions addressed the participants' main professional development activities. | Teachers need a combination of professional knowledge and specialized skills as well as their own personal qualities and experiences. Moreover, acquiring new skills and adding to their knowledge are among the major reasons teachers endeavor to attend activities designed for professional development (Bailey et al., 2001). According to Murray (2010), learning about new techniques and ways to empower teachers in English language teaching seems to be both motivating and encouraging for both experienced and novice teachers. |

| No. | Research title                                                             | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                           | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 28  | A Story-Telling Approach to Teaching English to Young EFL Iranian Learners | <p>After administering the test at the end of the treatment, the raw scores were submitted to the SPSS 16 software for further analysis. Then, a one way-ANOVA was employed in order to analyze the collected data and to find out if the treatment was effective and helpful. For the second research question, the teacher's notes regarding the interest of the participants to participate in class activities were analyzed and compared in all classes to see how they were different.</p> | <p>In a study by Isbell, Sobol, Lindauer, and Lowrance (2004), the researchers studied the impact of storytelling and reading stories on the development of language and comprehension of children, aged 3-5. The participants were divided into two groups, but the same 24 stories were heard by all the students. The first group had the stories told to them. The second group listened to the stories as they were read from a book. The results showed that both groups benefited from their instruction. The group who heard the stories told experienced greater comprehension as demonstrated in their retelling of the stories. The storytelling group was more able to identify the setting, the moral of the story, and the characters from the stories. They concluded that storytellers tend to use more repetition, sounds, and gestures than a person merely reading a story.</p> |



| No. | Research title                                                      | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                            | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29  | Students' Perceptions of the Impact of CLLL in a Mexican BA Program | During the interviews, participants were asked to describe their feelings about having to take content classes in English. Figure 1 shows a scale that contains the information expressed by the participants. The emotions and feelings that had positive connotations are grouped on the left side of the scale, and those with a negative connotation are placed on the right. | According to Gonzalez (as cited in Cohen, Manion, & Morrison, 2011), "qualitative research provides an in-depth, intricate, and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions, and behaviours" (p. 219). All of these features that are inherent to qualitative research were found to be useful and efficient for exploring and explaining the study's findings. Merriam (2009) states that "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5). Given that qualitative research focuses specifically on portraying participants' perceptions in order to understand their experiences with CLLL, the research questions were designed in such a way that the potential answers would describe in detail the participants' visions about the issues discussed. |

| No. | Research title                                                                         | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30  | Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers | <p>We used grounded theory as the approach to analyze the data. Corbin and Strauss (1990) observe that this technique enables researchers to conceptualize the social patterns and structures of the information through a constant process of comparison. Grounded theory is a systematic process that involves three main stages as follows: Open codinginvolves using colors to code the different patterns that emerge as a result of comparing the data. In this study, these codes were directly connected to the research questions. After a rigorous process of comparison, we named every phenomenon and copied and pasted all of the related statements in a separate document to define the initial preliminary categories. Axial codingoccurs within one category, making connections between subgroups of that category and creating connections between one subcategory and another.</p> | <p>Classroom management has been defined as the "actions taken to create and maintain a learning environment conducive to successful instruction" (Brophy, 1996, p. 5). It is also thought to consist of integrating four areas: "establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management" (Marzano, 2003, p. 88). It follows that classroom management should not be seen as synonymous with classroom discipline; it involves those other aspects mentioned above that are equally inherent to teaching. Crookes (2003) similarly sees a well-managed classroom as a relatively orderly room in which "whatever superficial manifestations of disorder that may occur either do not prevent instruction and learning, or actually support them" (p. 144). What the above definitions of classroom management have in common is establishing an appropriate environment and therefore order in the classroom so that teaching and subsequently learning can take place.</p> |



| No. | Research title                                                                        | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31  | Theorizing EFL Teachers' Perspectives and Rationales on Providing Corrective Feedback | After the data collected from the interviews were transcribed, the researchers analyzed them by the coding processes suggested by Strauss and Corbin (1998). In open coding the raw data, that is, interview transcripts, were initially examined, fractured and eventually collated to find transient concepts and categories. In axial coding the researcher tried to elaborate the concepts and categories by specifying their dimensions and properties and then fining the interrelationships between concepts and categories. And finally selective coding helped the researcher find the core category that pulled the concepts and categories together into a unified whole. The validity of concepts and categories was assured by careful and strenuous coding as well as repeatedly returning to the original transcripts and field notes. In addition, final concepts and categories were verified through member-checking (Petré, 2003). In line with the ethics of qualitative research, participants' real names were not identified in this study. Prior to data collection, complete confidentiality was established by informing the participants that pseudonyms will be used instead of the participants' real names in the final report. | This observation is likely to substantiate both Huntley (1992) and Truscott (1996) who state that substantial research evidence suggests that correction of surface level errors is futile and may not be worth the instructor's time and effort. Truscott goes even farther to conclude that this type of correction should be abandoned in L2 writing classes because it can have harmful effects such as derailing students' attention away from communicating meaning towards striving for the correct form without knowing the rule that generates the erroneous form. Ferris (1999), however, evaluates Truscott's case and concludes that his argument concerning grammar correction is too strong. In an ongoing debate, Truscott (1999) responds to Ferris by arguing that the criticisms she presents are unfounded and selective. Thus, the research evidence on the effects of error correction on L2 students' writing is far from conclusive (Ferris, 2004). |
| 32  | A Narrative Inquiry of Identity Formation of EFL University Teachers                  | Their narratives of EFL teaching stories are convenient data for narrative inquiry. Therefore, their narratives are selected for thematic analysis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1. Relationship between Narrative Inquiry and the Study of Teacher Identity. 2. Methodology: Narrative Inquiry of Identity Formation. 3. EFL Teaching Histories and Interview Data as Narrative Inquiry Data. 4.1 Identity as Inexperienced EFL Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| No. | Research title                                                                             | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                  | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers experiences even students' experiences        |
|-----|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33  | The Stories of English Teachers as Learners in Terms of Teacher Socialization <sup>1</sup> | Content analysis was applied in order to form the recurring patterns. In this study, coding process was used for "keeping notes on insights, ideas, patterns, and connections that occur to us as we read and reread the data" and this kind of coding is called 'memoing' (Given, 2008, pp85-86).                                                                                                                                                                                                      | Influences of prior to formal teacher education on teacher socialization, The socialization role of pre-service teacher education, Socialization in the workplace and culture                          |
| 34  | Context-model-based instruction in teachingEFL writing: A narrative inquiry                | the resultant narratives were analysed into Labov's (Cortazzi & Archer, 2002 Cortazzi, M., & Archer, C. (2002). Narrative analysis. Oxfordshire: Routledge.) six categories as follows: Abstract (optional)—What was this about? Orientation—Who? When? What? Where? Complication—Then what happened? Evaluation—So what? Result—What finally happened? Coda (optional). The final stage of analysis has involved a grounded thematic analysis of the abstracts and evaluations of all these narratives | The context-model-based and the genre-based instruction                                                                                                                                                |
| 35  | Voices from the ground: The emotional labour of English teachers' work                     | The data was recursively coded by three researchers and analysed through constant comparison (Glaser & Strauss, 1967)                                                                                                                                                                                                                                                                                                                                                                                   | Teachers' emotions is important for understanding the complex practices and processes of teacher knowledge and cognition. Emotion and teaching in specific disciplines, English teaching in Singapore. |

| No. | Research title                                                                                           | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 36  | Using Cooperative Learning to Foster the Development of Adolescents' English Writing Skills <sup>1</sup> | The researcher did a thematic analysis of all research events and instruments: she can conclude that CL and writing skills can be worked together to improve several academic and personal skills. Nevertheless, she consider that three lessons did not provide enough time and practice to achieve all the expected results, ere are many aspects to consider in the implementation or improvement of this approach application if it is going to be used as a learning strategy. Surveys are a determinant starting point to know students' real expectations and a tool to track the perceptions students have about the work developed in classes, not only in cooperative lessons but as a constant evaluation of the teaching processes. | She carried out a study that followed the principles of action research and innovation in education (McNI, 2013; Mills, 2007) which came from my interest in the difficulties some of her students had in putting their thoughts or ideas on paper when writing in English. The research mentioned was implemented having in mind the real situation of four seventh graders' courses around social and academic aspects and included CL principles as an approach to help those students to be more conscious about their performance during some of the classes they attended. |

| No. | Research title                                                                                                          | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                            | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 37  | Novice Non-Native English Teachers' Reflections on Their Teacher Education Programmes and Their First Years of Teaching | Reserach interpretation: Responses to the closed-ended items were examined for frequency and percentages, and responses to the open-ended questions focus group interviews were analysed for content. The constant comparative method was used (Bogdan & Biklen, 1998) for the purpose of identifying themes. An interpretive, naturalistic method was used for the purpose of interpreting the teachers' experiences (Gall, Borg, & Gall, 1996). | The teachers integrated their theoretical knowledge to practice through peer teaching sessions in their courses. Some of their statements are quoted below: To be able to have the opportunity of peer teaching was one of the most useful experiences in my university education. (Ayşen) By observing our peers and reflecting on their teaching performance, we learned not only how to observe but also reflect upon their teaching which we can use later on our own teaching skills. (Zeynep). It helped me to evaluate my own teaching and see my strengths and weaknesses. (Ece). Peer teaching helped us share our ideas and respond[ing] to my peers' reactions improved my thinking and deep understanding. It helped me to see different ways of doing things in other people's classrooms. (Serkan). |

| No. | Research title                                                       | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 38  | Exploring University Teacher Perceptions About Out-of-Class Teamwork | <p>A data-driven approach was used to create a framework for analyzing all the information provided by teachers. LeCompte and Goetz (1982) state that "creating categories for coding is the first step of analysis" (p. 39) in qualitative research. Therefore, open and axial coding was carried out first to allow the themes to emerge from the data following the suggestions for data reduction made in Creswell (1998) and LeCompte and Goetz. Open coding was conducted by half of the researchers. It consisted of reading the ten teachers' transcripts several times and writing down all the themes they talked about in order to discover, compare, and contrast the emerging themes.</p> | <p>A review of the literature reveals that most studies regarding the implementation of group work, interactions, and teachers' and students' beliefs have mostly taken place in North America and Europe with few studies conducted in Ibero-America where Mexico is located. An example is a research project conducted in 2004 and 2005 where López Hurtado and Viáfara González (2007) look into the implementation of a cooperative learning approach in the public school context in Colombia. The ability to work on teams is one of the generic competences many Mexican universities seek to help students develop. Researchers from these universities involved in this research project considered that, in order to plan the development of this competence, it was first necessary to find out the beliefs regarding group work of those involved in its implementation: teachers and students.</p> |



| No. | Research title                                                                                | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 39  | Unveiling Pre-Service Teachers' Attitudes Toward Teaching: The Role of Pedagogical Practicums | <p>the methodology employed for data analysis was grounded theory (Strauss &amp; Corbin, 1990). Moreover, triangulation was done in order to find the general patterns among the different instruments employed within this research. Triangulation as stated by Janesick (1998) is related to "the processes of using different data collection methods, data sources, analysis, or theories to check the validity of the findings" (p. 13). In this research two types of triangulation techniques were used: first, triangulation by instruments and second, the researcher's triangulation. Thus, this dynamic guaranteed a reliable and valid process of data analysis.</p> | <p>teaching is perceived as a professional practice rather than a technical one. Some time ago teaching was conceived as "a craft profession, built on a conscience of craft, rather than a more conventional ideal of professionalism" (Pratte &amp; Rury, 1991, p. 62). Teaching has another focus today, as Britzman (2003) states: "Teaching is the process of becoming: a time of formation and transformation, of scrutiny into what one is doing and what one can become" (p. 31). Teaching is professed as an opportunity to grow intellectually as well as humanly. Moreover, Hattie (2015) claims "the art of teaching is to balance the need for surface knowledge with deep processing of this knowledge." (p. 25). It means, teaching goes beyond presenting data but, it relates to transforming content itself according to what is needed. Consequently, there are factors that take place in the formation of teachers, factors such as prior experiences, knowledge trajectory, and practical input.</p> |



| No. | Research title                                                                                                                                                               | How did the researchers interpret and analyze data through Narrative inquiry? *Content Analysis *Interaction analysis *Discourse analysis *Thematic analysis *Life stories or episodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | What theoretical support did the researchers discuss? *In terms of narrative inquiry *In terms of English teaching and Learning or the language teachers' experiences even students' experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 40  | A Study on English Preparatory Program EFL Learners' Beliefs about Language Learning in Relation to Gender, Second Foreign Language Knowledge and Foreign Country Experience | Data were analyzed by using the Statistical Package for Social Sciences (SPSS, 16). The demographic variables for this study were discrete data (nominal and ordinal); therefore, descriptive statistics were utilized to run for frequencies, percentages, mean and standard deviation (Heiman, 2001; Sekaran, 2003; Beins, 2004). Parametric analysis such as independent samples t-test was administered to explore any statistically significant differences (a) between gender and language learners' beliefs about foreign language learning, (b) between second foreign language knowledge and language learners' beliefs about foreign language learning, (c) between foreign country experience and language learners' beliefs about foreign language learning. | The term belief has been defined by many researchers. Horwitz refers to "beliefs" by utilizing the terms such as preconceptions (1985), preconceived ideas (1987), and preconceived notions (1988). Huang (1997) states that beliefs about language learning are "preconceptions language learners have about the task of learning the target language" (p. 29). According to Peacock (2001), beliefs are "psychologically held understandings, premises, or propositions about the world that are felt to be true" (p. 178). Kalaja and Barcelos (2003) stress that beliefs are "opinions and ideas that learners (and teachers) have about the task of learning a second/foreign language" (p.10). Horwitz (2008) emphasizes that comprehending students' beliefs is also to be aware of their reaction in the classroom learning environment since dealing with learners' beliefs is considering an issue that has been regarded as basic to their academic progress. |

| No. | Research title                                                                                                                    | How did the researchers present the findings and results?<br>Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | A narrative exploration of an EFL teacher's practicing professional identity in a Japanese Socio-educational context.             | contributions: this thesis contributes an exemplary and innovative way of collecting narrative data, in that the tape monologue in itself acts as a process of significant reflective professional development. Conclusions: I have explored the teaching life experiences and episodes that have informed a teacher's set of values, principles and practices, and their present teaching philosophy and future directions. This thesis also pointed towards the potential of following a disciplined approach to L2 communicative use while also providing a supportive and friendly learning environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2   | Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work | Suvi passed into professional life can be understood from the perspective of her initial teacher identity, which was well suited to the realities of the school and which enabled purposeful agency, continuing professional identity development and orientation from the outset. Taina faced a school reality that violently challenged her belief in herself as a subject teacher. The work was not primarily constituted of teaching a language but of human interaction. It is possible to understand entering a teacher community as entry as an outsider into a new culture, which severely challenges former beliefs and self-understanding. Understanding teachers' induction from the perspective of a possible identity crisis can open up ways of supporting newly qualified teachers in their professional development, both during their teacher studies and during the induction phase, as discussed below. Contributions: the educational perspectives and relational skills should be given adequate attention in initial teacher education. Concentrating subject teacher education merely on knowledge of the subject and subject pedagogy in a narrow sense might lead to the development of a teacher identity that is not appropriate to the realities of the school. |

| No. | Research title                                                                                                                                                                                     | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3   | Language teacher development in a narrative frame: The transition from classroom to distance and blended settings                                                                                  | The findings from this narrative frame-based study confirm the significance of experience and context, and of the emergent, dynamic nature of teacher learning. From them we have a picture of teachers working through the challenges of changing from one teaching mode to another, seeking to address and find practical solutions to sources of emotional and cognitive dissonance. The teacher participants highlighted the value of moments for individual and collaborative reflection, and of professional contexts that foster peer support; the narrative framework approach appeared to provide one such opportunity. conclusions: the significance of the emotional dimensions of teacher narratives, and the extent to which teachers' experiences of emotions influenced the decisions they took as teachers, how they chose to engage with and act within particular features of the new environments, and how this impacted on their sense of themselves as teachers. Teacher cognitive development is more complex and conflictual than we perhaps expected. |
| 4   | English learning and teaching journey of second language learners in postgraduate program a study of bilingual and multilingual speakers' construction of identity in autobiographical narratives. | Participants stated that their past educational journeys (re)shaped their identity construct as English teachers. Participants claimed their identity constructions as English teacher are not isolated but closely related to other identity constructions such as English learner. Their communities of practice for English learning and teaching enable them to construct their identity as English teacher in such a way that it encompasses their gender, social and cultural identity constructions. Therefore, it also can be seen that participants' identity as English teacher is dynamic and changing with the development and extension of their educational journeys or the changes from their communities of practice for English learning and teaching.                                                                                                                                                                                                                                                                                                       |
| 5   | Self-Access Language Learning: Students' Perceptions of and Experiences Within this New Mode of Learning                                                                                           | To conclude and as an attempt to answer the Research Question 1 (Q1), I can say that, based on the concepts that have been reviewed here (autonomy, self-instruction, self-access language learning, self-access centres) and on the outcomes from this research, what the Language Centre-Vera- cruz, and perhaps many other language centres around México (c.f. Clemente, 1998), has offered as "autonomous courses", based on principles of self-direction, SALL and critical thinking, are in fact "no-class courses". These courses, contrary to what autonomy implies, exercise a subtle control and surveillance over the students rather than promoting autonomy. I consider that a reappraisal and the consequent reorientation of the project (the no-class system) are necessary actions to be taken during the "routinizing" stage the system is going through, so that it fosters the students' learning and independence.                                                                                                                                      |

| No. | Research title                                                                                                                                                  | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6   | Multi-membership in Communities of Practice: An EFL Teacher's Professional Development                                                                          | This study investigated learning by a Japanese high school teacher operating in multiple CoPs. Based on interviews and observations, the findings support the validity of a participation metaphor for teachers' learning and highlight the importance of multi-membership in CoPs. The study also suggests implications for teacher education, curriculum innovation, and context-appropriate methodology construction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7   | Teachers' Beliefs About Assessment in an EFL Context in Colombia                                                                                                | In response to the research question: What are teachers' current beliefs about assessment in general and about the LCoral and writing assessment systems? e following can be concluded: theL Cteachers believe that teaching and learning can improve with help from assessment and, as a result, they reject the conception of assessment being irrelevant. Although teachers acknowledge the importance of assessment for accountability and certification purposes, they mainly view it as a means for academic improvement. In fact, it is clearly a belief among teachers that assessment serves formative purposes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 8   | Formulation of Language Teachers Identity in the Situated Learning of Language Teaching Community of Practice                                                   | The conclusion here is that if learning is created through communities of practice, it can be considered as a potential "curriculum" in the broadest sense that which may be learned by newcomers with legitimate peripheral access (Lave & Wenger, 1991, p. 93). Within this curriculum, there are some learning activities that shape the professional identity of the participants. As a result, language teacher try to be in harmony with the community of practice through access to these learning activities which can shape their identity in compatible with the whole enterprise. Therefore, it is suggested that the practitioners involved in conducting learning activities in the language teaching community of practice such as language policy makers develop a learning community which can contribute the development of a view of what the whole enterprise is about among language teacher educators. This community should situate learning activities in the way that language teachers formulate their professional identity enlightened by the principles of critical pedagogy (Pennycook, 1990). |
| 9   | Investigating ESL Graduate Students' Intercultural Experiences of Academic English Writing: A First Person Narration of a Streamlined Qualitative Study Process | The research conclude with an analogy that attempts to tentatively theorize the process of qualitative research by comparing the theoretical orientation of Chinese and English contrastive rhetoric with the process of qualitative research since there is such a logical similarity between them. Contrastive rhetoric was initiated with the discovery of rhetorical non-linearity in Chinese students' English writing, recognized as resulting from Chinese rhetoric conventions. Later, studies also found that their English writing could also be linear, depending upon the topic or genre. Finally, it is generally agreed that there is a linear logic cuing through the text, and yet modifications also exist, depending upon the writers' knowledge background and requirements from the task and the academic community.                                                                                                                                                                                                                                                                                    |



| No. | Research title                                                                                                                             | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10  | Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program                                                 | Conclusions: This process of inquiry and analysis has impacted us very positively. First, it has helped us discover new perspectives on how to go beyond factual information and discover what underlies students' opinions. Also, it has trained us on how to newly size up qualitative information so that it yields tangible results. Findings: participants realized how important it was to become a good language teacher and how inspiring or detrimental it can be to students. The recognition of these factors by the student-teachers tend to make visible the redefinition and reorganization of their views towards the teaching profession; they made this evident by their clear identification of teaching methodological and theoretical principles for the fundamental communicative skills development and language teaching. |
| 11  | Gaps too large: Four novice EFL teachers' self-concept and motivation                                                                      | The conflicts between the young teachers' different possible selves negatively affected their motivation in their early days of teaching. In the second stage showed that the responsibilities, constraints, pressure, and joy of the reality of secondary school teaching induced serious reflective thoughts in their minds. Our possible selves are personalized forms of our imagined future, but they derive from our social comparisons where our own thoughts, feelings, and behaviors have been compared with those of salient others. Conclusions: the present study has confirmed contributions of possible selves theory to the study of teacher motivation and identity.                                                                                                                                                             |
| 12  | Listening To Teacher Voices: Using Narrative Inquiry To Understand The Lives Of Beginning, Experienced And Veteran Female English Teachers | Teachers like the women in this study encounter stress from all different contributing sources. These women walk a fine line between the frustrations of the job and the reward of impacting students, the reason they entered teaching to begin with. Job dissatisfaction, job stress, and demands of personal life are not novel issues when investigating the lives of teachers. What is groundbreaking about what the women in this study experience is that their stories are captured in the wake of major changes in educational policy, changes which are grossly impacting how they view teaching and themselves.                                                                                                                                                                                                                       |

| No. | Research title                                                                                                                                 | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13  | Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Competence at Three Colombian Universities              | Based on the three research questions, findings lead us to address the following conclusions: 1. development of this study helped us envision mainly two assets of English-language programs so far: (a) Raising students' awareness on the importance of cultural topics and their relationship to language. (b) Helping students become autonomous and interested in learning about cultural topics. 2. Although cultural content has become part of the language classroom, there must be a significant change by including both elements of surface and deep culture, since the latter is poorly studied in the classroom. For the particular professional necessities of students involved in pre-service teacher education, they need more instruction on how to teach elements of surface and deep culture in the EFL context. 3. Pre-service teachers need further preparation to compare and interpret cultural content. Rather than just being understanding, they should become more critical about issues of otherness, power relationships, ideologies, and identity. Since this kind of learners already possesses an appropriate language level, critical and interpretative processes might possibly be achieved if teachers incorporate aspects of deep culture. is change will allow pre-service teachers to become more critical intercultural learners. |
| 14  | Effects of Group Work on English Communicative Competence of Chinese International Graduates in United States Institutions of Higher Education | The results of this study demonstrate that Chinese international graduate students' attitudes towards group work go through changes from initial dislike to noticeable enthusiasm for participation. Their initial dislike is grounded in their limited English speaking and listening proficiency as well as in the pedagogical cultural confusions between the two nations. Afterwards, they gradually adapt themselves to it in order to succeed in the new academic environment. This study shows that besides facilitating students' grasp of curriculum contents, group work under natural English-speaking settings contributes to the development of Chinese students' English communicative competence in terms of grammatical competence, sociolinguistic competence, and strategic competence. It facilitates EFL learners' assimilation of target language through a communicative learning process. Their acquisitions of these three kinds of competence are integrated and reciprocal. With their increasing improvement in communicative competence through group work, they are able to speak appropriately in a wide variety of settings, which would advances their socialization to the host culture.                                                                                                                                                   |



| No. | Research title                                                                                                                      | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15  | EFL Teaching Methodological Practices in Cali                                                                                       | We have presented the findings about the methodological orientations and practices adopted by primary and secondary English teachers in public and private schools in Cali, Colombia. The information was analyzed with the understanding that what is usually known as "methodology" involves considering approach/method awareness and instructional design whose main components are objectives, syllabus (contents and their organization), learning tasks and evaluation activities, among other aspects.                                                                                                                                                                                                                                                                                                                                                                                                           |
| 16  | Non-Native Pre-Service English Teachers' Narratives about Their Pronunciation Learning and Implications for Pronunciation Training. | Impact: this study provides a model with four important elements in pronunciation training to better equip pre-service English teachers with competence in teaching pronunciation. Contributions: the contribution of this study is to move beyond using survey and interviews as data toward the use of narratives in analyzing pre-service English teachers' learning and teaching pronunciation. Conclusion: Regarding their different attitude or roles as nonnative English speakers in terms of language learning and teaching, participants responded that when they become language teachers in the future, they will apply instructional strategies to their pronunciation instruction to help their future students learn pronunciation well.                                                                                                                                                                  |
| 17  | English language teacher educators' 'real world' approaches to professional learning                                                | In conclusion, by better knowing yourself, you are more likely to know how to help others (Loughran, 2006: 18). This is a big question like "to be or not to be"... Even if it is not the reason of existence, it is the process of giving meaning to "who I am and who I want to become and what difference I am trying to do personally to the world". This is also the starting point of building personal vision that brings the other chains of actions like inquiry, mastery of skills, collaboration with others into play in the journey to face change and challenge proactively. This narrative inquiry into teacher educators' lives has not only resulted in a product, which is this interpretive study, hopefully contributing to the SLTE world from a 'teacher educator life story' perspective, but also opened new doors for me on the way of shaping my professional self and thereby knowing myself. |

| No. | Research title                                                                                                                             | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18  | Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction | Findings: research as one of the essential obligations for university teachers, has placed external pressure on universities. For example, those with more quality publications are likely to be evaluated by the Ministry of Education as 'key' universities and thus receive more funding and prestige. In the micro institutional contexts, universities usually convert the pressure from above into policies that encourage teachers to actively engage in research, but are often unprepared to provide the support and resources that teachers need, such as reduced teaching load, training workshops for publishing, and mentoring from senior researchers. The orientation of research interests, however, is only the first step to becoming a researcher conclusions: Senior researchers or mentors help teachers orientate their research interests and give advice on publications. They may invite the younger teachers to join their research teams where they could work with colleagues, discuss their research, and receive advice for individualizing their research plans. Teacher educators become more aware of the impact of teachers' professional life phases and provide them with diagnostic advice. For example, they may create chances for novice teachers to talk with senior teachers or researchers, whose experiences may help them meet the challenges in different phases. |
| 19  | "Go for Broke and Speak Your Mind!" Building a Community of Practice with Bilingual Pre-Service Teachers                                   | This study demonstrates a powerful role that teacher educators can play in fostering communities of practice and the consequences of their expectations and behaviors in student participation. Whether the expert explicitly validates the novice's knowledge and experience or not can result in making different consequences for learning trajectories of the novice. Based on the findings, this study argues that the concept of communities of practice can be used as a model resulting in equitable practice in teacher education through building sustained rapport in a cohort and validating personal narratives. The construct has much to offer to those who seek to position their diverse pre-service teachers as knowers and help them develop an imagined community as teachers when they could be in the center rather than the periphery.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 20  | From Language Learners to Language teachers to Language Teacher Trainers: Narrative Stories of Four Instructional Coaches                  | The study concludes that the way they have been taught to learn English has influenced the way they themselves teach English, which in turn has influenced the areas of expertise they have focused on as instructional coaches. The schools and the district where these instructional coaches teach have had a direct impact on their roles as language teachers and language teacher trainers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| No. | Research title                                                                                                                   | How did the researchers present the findings and results?<br>Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21  | An Autoethnography of Teaching English to Young Learners: From Theory to Practice                                                | contributions: classroom experience has a profound effect on an academic's theoretical and practical knowledge of what it means to be a young learners' English language teacher along with understanding many other aspects such as learner characteristics, learning styles, classroom management, materials and curriculum. conclusions: many empirical research studies are needed to portray the realities of teaching English (and other foreign languages) in Turkish primary schools. In such studies, special attention should be paid to academics' own theoretical and practical knowledge of teaching foreign language to young learners. Autoethnography provides a venue for teachers and students to see the classroom in different perspectives, especially as an organic entity. Such research makes teachers examine and reflect upon how they think and work.      |
| 22  | Constraints that students of Licenciatura en Lengua Extranjera Inglés – VUAD face when learning English at distance.             | The information I analyzed shows clearly that if you have a difficulty you have to face it and work on it, you have to listen to yourself and see what you need and what you miss, and the autobiographical elements I found on the interviews let me see all clearly. The autobiographical study allowed me to reveal what I wanted: What the difficulties were and how I overpassed them. I was afraid of something new and that fear did not let me enjoy what I was doing, my dream of being a teacher. This autobiographical research is not only a personal reflection but a pedagogical input. I consider this project leaves much useful information to analyze so that the university improves our beloved program. It also leaves some questions to be answered in further research that might contribute to distance education                                             |
| 23  | How people construct the meaning of becoming a language (English- Spanish) teacher during their personal and professional lives" | Successful teachers communicate with parents. Collaboration between parents and teachers is absolutely crucial in the student's success. They have the ability to think outside the box, to invent and reinvent every day, they are no ordinary teachers, and they are true teachers that with effort, commitment, discipline and great love make the difference not only inside the classroom but also in the relationships with colleagues, parent students and with the whole educational community. conclusions: The findings and the analysis suggested that constant reflection on our practices helps us to develop skills and characteristics that favor the development of good behavior and practices to become good English language teachers. One of the limitations of this study is that the meaning of good language teachers' identities is still under construction. |

| No. | Research title                                                                                                                                      | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 24  | The anti-apprenticeship of observation: How negative prior language learning experience influences English language teachers' beliefs and practices | In answering the first research question, nearly all participants described negative learning environments and all were critical of their public school experience. Everyone described positive changes in English education since they were students; however, only the youngest participants experienced the new national curriculum as students. Other teachers lacked a model of the new reforms in their prior language learning. In answering the second research question, there was near consensus that prior language learning influenced participants' teaching by motivating them to do something different than what they experienced as students; that is, their prior learning served as an anti-apprenticeship of observation. Implications: it is necessary for English teacher training programs in Korea to do a better job of transmitting the changing educational discourse in action. As Freeman (1993) discussed, it is important for trainees to reconstruct practices based on the professional discourse.                                                                                                                                                                                                                                                                                                                                                               |
| 25  | EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence: A Language Socialization Approach                                  | The findings revealed that the different situational practices Baris and Serkan engaged in within particular social contexts led to different subpractices of language socialization—namely, academic discourse socialization for Baris and discourse socialization for Serkan. Overall, their language socialization in the United States was marked with 3 identity investments: (1) an experienced EFL teacher, (2) an L2 user, and (3) a burgeoning scholar. The findings also revealed that Baris and Serkan's move towards becoming teachers of intercultural competence offered them a privileged understanding of the weaknesses of English language teaching in Turkey. The numerous examples Baris and Serkan provided in regard to the challenges of ELT in Turkey bore striking similarities to the findings of Atay (2005) and Hatipoğlu (2012), who demonstrated the gap between teachers' beliefs and their practices of integrating culture into language classroom. The term native speaker is obscured and not applicable anymore given the unclear nature of linguistic boundaries and increasingly globalized, multilingual societies (Canagarajah, 2005; Davies, 2003). While Baris and Serkan did each perceive themselves as both L2 users and teachers in the United States, they never indicated any feelings of inferiority as nonnative-English-speaking EFL teachers. |



| No. | Research title                                                                                           | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 26  | Exploring the Professional Beliefs of an EFL Teacher: A Narrative Inquiry                                | Good teaching is responsive. That is, it responds to learners' needs. Instead of teaching an externally imposed syllabus, the participant specifies the learners' needs and focuses on parts which are in tune with the learners' needs and deemphasizes the other parts. To enable students to use what you have taught, you should encourage students to practice what they have learned till they have control over their knowledge. If lots of materials are presented without enough practice, the presentation phase will be a waste of time since learners have learned something they cannot actually use. conclusions: Narrative inquiry gave her a chance to bring her professional beliefs to the conscious level. Being deeply rooted in her experience, the belief system was subconscious and as such difficult to verbalize. Having verbalized her thought through the research process, she became aware of her own theoretical perspectives.                                                                                                                                                                                                                    |
| 27  | EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers | Findings appear thematically under the research questions and are illustrated by quotations from interviewees. To illustrate the number of interviewees who held similar views, we grouped individual interviewees. Majority of the interviewees perceived CPD as acquiring specific skills with emphasis placed on being equipped to effectively teach within their institutions. ese were indicated as skills that teachers might not have been acquainted with previously. The participants perceived CPD as developing their teaching skills through in-service trainings (formal and informal) such as workshops, classroom observations, and watching teaching videos. CPD is context dependent, and teachers from different working contexts have different perceptions of CPD. Teachers' learning never ends. at is, teachers' teaching lives consist of two poles: teaching and learning, and they are always moving from one pole to the other. In addition to external motivation, teachers learn for their own interests. In addition to language knowledge, teachers need to develop other skills such as the use of technology, teaching methodology, and so forth |
| 28  | A Story-Telling Approach to Teaching English to Young EFL Iranian Learners                               | The outcomes of the study also support the assertions of Haven (2000) that storytelling motivates EFL students to be active learners, for they are engaged in a meaningful activity in the class. However, the study does not claim that storytelling and story writing are the only teaching strategies that enhance the potential of learning new words, nor does it claim to have found the single solution to changing the current dearth of an effective vocabulary approach in English classes in Iran.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| No. | Research title                                                                         | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29  | Students' Perceptions of the Impact of CLIL in a Mexican BA Program                    | This study's findings will undoubtedly serve as a basis for implementing other CLIL programs at UAZ and at other universities across this country. Based on these findings and considering the research questions, it can be concluded that: 1. Students have an overall positive perception of the CLIL courses offered in the BA in foreign languages at UAZ that sets an optimistic premise for the successful implementation of other CLIL programs at this institution and at other Mexican universities. However, participants identify many areas that could be improved in regard to teachers, classmates, materials, and the environment in general. 2. Students in the CLIL program at LILEX struggle mainly with developing academic skills such as academic writing, identifying and using academic genres, and vocabulary. Students have not used any particular strategies to improve these aspects, although they are aware of their weaknesses and possible ways to overcome them. |
| 30  | Classroom Management: A Persistent Challenge for Pre-Service Foreign Language Teachers | Participants in this study indicated that classroom management is a serious problem for most pre-service teachers in their practicum across primary and secondary school settings. Similarly, the phenomenon of classroom management appears to be inherent to the teaching profession, and it affects instructional time. The classroom management challenges pre-service teachers usually encounter, regardless of the school setting, range from inadequate conditions in the classroom environment, pre-service teachers' seeing themselves as college students as opposed to teachers, and learners' negative attitudes and low language levels to more explicit acts of misbehavior such as physical aggression, insulting or bullying other students, and showing disrespect to the teacher.                                                                                                                                                                                                |
| 31  | Theorizing EFL Teachers' Perspectives and Rationales on Providing Corrective Feedback  | The researchers condemn practitioners by arguing that tradition, rather than research findings derive their practice. The myriad of techniques and rationales presented by the participants in this study does not substantiate this claim. The naming of the techniques and the way they voice their views, however, clearly show that they are alien with the rhetoric of corrective feedback. But this is not fair to conclude that tradition derives their practices. Ostovar-Namaghi (2010) rejects such a view by arguing, "Although practitioners are not up-to-date with literature, years of teaching experience has led them to the realization that they cannot cater for a myriad of individual differences in terms of background, age, level, purpose, etc. with one technique of error correction for all" (p. 18). Thus they have developed their own techniques in providing corrective feedback.                                                                                 |



| No. | Research title                                                                             | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 32  | A Narrative Inquiry of Identity Formation of EFL University Teachers                       | conclusions: The author invited an experienced researcher to double check the emerging themes of life histories for thematic analysis, the author believes the aim of narrative inquiry is contribution to knowledge with rich description of cases, so a generalizable theory is not the aim of the present narrative inquiry. Discussion: Their trajectories are less of a linear progression. They start their career both as EFL teachers and EFL learners. Then they pursue their MA and PhD study, with EFL learning continued. Lastly, they are searching to redefine themselves as EFL university teachers when their work is not fully recognized under the current evaluation criteria of university teachers in China.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 33  | The Stories of English Teachers as Learners in Terms of Teacher Socialization <sup>1</sup> | Conclusions: While the novice teachers seem to focus on problems like lack of support from the colleagues, the dilemma between teacher education programs and the real teaching situation, the experienced teachers in this study seem to talk about their personality and they tend to give statement in the tone of advices. Contributions: Firstly, teacher educators need to build a bridge between themselves and cooperating teachers at the school in order to be able to close the gap between what is advised at universities and real-life challenges, which may be about arranging sessions with school teachers about the problems they encounter in their own classes. Secondly, teacher educators need to provide their pre-service teachers with appropriate teacher educator models during their 4th year program because pre-service teachers seem to copy them especially during the first year. Thirdly, the novice teachers need to work in cooperation with experienced teachers when they are assigned to their new schools because it seems that they have trouble in their classes, with their colleagues and institutional work. |
| 34  | Context-model-based instruction in teaching EFL writing: A narrative inquiry               | Conclusions: students of EFL writing can be explicitly instructed on the context model and learn to develop the context model and thereby foster their interculturality necessary for EFL writing. The context-model-based instruction should enable students to assimilate and accommodate the new information with their prior learning experience and their existing knowledge about writing, and the instruction should be coupled with proper scaffolding and modelling. Contributions: This study has focused on the agency of the learner, the learner's role in learning EFL writing, showing how students could be scaffolded through the context-model-based instruction and learn to incorporate their understanding of the context with the configuration of the four elements of the context model in the process of EFL writing.                                                                                                                                                                                                                                                                                                            |

| No. | Research title                                                                                                          | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35  | Voices from the ground: The emotional labour of English teachers' work                                                  | Central to the concept of emotional labour is the idea that individuals struggle to reconcile their public, private and professional selves in order to carry out the demands of their jobs, and the findings reveal areas of struggle for English teachers in the Singapore schooling context. conclusions: The notion of teaching as passionate work revolving around a pleasure-pain axis captures the comparable mix of joy and pain that teachers experience as part of their work. The pleasure-pain of teaching is encouraged by the common perception of teaching as a caring profession. These testimonies reveal not only the emotional nature of teachers' pedagogical labours, but also the need for educational stakeholders to address the potential costs associated with these emotional labours. Teacher education in Singapore tends towards a skills-based approach focussing on "best practices." However, this study has highlighted that the teaching of English is not simply a technical affair based on intellectual competencies. |
| 36  | Using Cooperative Learning to Foster the Development of Adolescents' English Writing Skills <sup>1</sup>                | The researcher presented her conclusions, and she determined that since process-oriented writing approach only gives one a perspective of what writing means, it cannot be the only source teachers and students use when they are trying to expand this skill. Other approaches are needed to create more formal texts and to present other perspectives about creation in writing, which address the interests and needs of each student during the academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 37  | Novice Non-Native English Teachers' Reflections on Their Teacher Education Programmes and Their First Years of Teaching | The conclusion was The novice teachers in this study reported that there was more emphasis on theory rather than practice in the teacher education programme. The teachers emphasized the need for more practice in the programme, starting the 1st year. It is a paramount responsibility of teacher educators to connect generalized theory with the specifics of practice. It should be the goal of the practicum, the preparation of teacher candidates for classroom realities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 38  | Exploring University Teacher Perceptions About Out-of-Class Teamwork                                                    | The aim of the study was fulfilled since it was possible to explore the thinking of a small number of university teachers of the Bachelors in the elt program or similar programs in ve universities. Teachers' initial comments were positive, however, a contrasting point of view was revealed when addressing practical issues regarding implementation and follow-up of task assigned. Teachers perceived group work was not being successful in promoting deep learning and in developing the social and cognitive abilities expected in students. is failure was attributed to students' lack of knowledge and ability to work on teams. Student training in this respect was perceived to be required unanimously.                                                                                                                                                                                                                                                                                                                                  |

| No. | Research title                                                                                                                                                               | How did the researchers present the findings and results? Identify and summarize the (a) impact, (b) contributions, (c) conclusions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 39  | Unveiling Pre-Service Teachers' Attitudes Toward Teaching: The Role of Pedagogical Practicums                                                                                | Through this study it was found that this practicum allowed teachers in training to consider what teaching entails and develop attitudes towards that job. Additionally, the novice teachers were involved in different circumstances at schools which permitted them to construct a professional identity. Based on the findings of this research, the participants took attitudes of awareness, reflection, work, and satisfaction towards their teaching. Teaching education programs need to reinforce those spaces in which student-teachers can share their experiences lived at schools, their feelings in relation to their performance, and their concerns about classroom management, among others. In this way, teacher educators can provide novice teachers with advice and guidance when they have difficulties at schools for instance or when they are not sure about how to manage certain situations while teaching. |
| 40  | A Study on English Preparatory Program EFL Learners' Beliefs about Language Learning in Relation to Gender, Second Foreign Language Knowledge and Foreign Country Experience | Some pedagogical implications can be drawn from the current study. First, the identification of preparatory program EFL learners' beliefs may be very beneficial for preparatory program EFL teachers so that they can design their lessons in parallel to language learners' beliefs. Second, foreign language teachers may consider language learners' beliefs about foreign language learning when developing their teaching programs because any program taught in line with language learners' beliefs can be motivating for learners                                                                                                                                                                                                                                                                                                                                                                                             |

## REFERENCES

- Alibakhshi, G., & Dehvari, N. (2015) EFL Teachers' Perceptions of Continuing Professional Development: A Case of Iranian High School Teachers. <http://dx.doi.org/10.15446/pro le.v17n2.44374>
- Arian, A. (2015) An Autoethnography of Teaching English to Young Learners from Theory to Practice. <http://ardaarian.weebly.com/uploads/1/0/2/9/10295113/t-anth-20-1,2-077-15-1421-arian-a-tx%5B9%5D.pdf>
- Caicedo Triviño, P. A. (2016). Using cooperative learning to foster the development of adolescents' English writing skills. <http://dx.doi.org/10.15446/pro le.v18n1.53079>.
- Connelly, M., Clandinin, J. Stories of experience and narrative inquiry. Educational Researcher, Vol. 19, No. 5 (Jun. - Jul., 1990), pp. 2-14. Published by: American Educational Research Association Stable URL: <http://www.jstor.org/stable/1176100>.
- Chaves O. & Hernández F. (2013) EFL Teaching Methodological Practices in Cali. <http://revistas.unal.edu.co/index.php/profile/article/view/37862>
- Chien, C-W. (2014) From Language Learners to Language teachers to Language Teacher Trainers: Narrative Stories of Four Instructional Coaches. <http://dx.doi.org/10.5539/elt.v7n11p53>
- Clandinin, D. J., & Connelly, F. M. (2000). Narrative Inquiry. Experience and

Story in Qualitative Research. San Francisco, CA, United States: Jossey-Bass.

- Clandinin, D. J., & Huber, J. (2006). Narrative inquiry. International encyclopedia of education (3rd).
- Creswell, J., (2006). Qualitative inquiry and research design. Choosing among five approaches. University of Nebraska, Lincoln. SAGE
- Duran, N., Lastra, S., Morales, A (2013) Autobiographies: A Way to Explore Student-Teachers' Beliefs in a Teacher Education Program.  
<http://www.revistas.unal.edu.co/index.php/profile/article/view/36319/42057>
- Gómez Rodríguez, L.F; Olaya, A. (2013) Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities. Vol. 15, No. 2, October 2013. 2256-5760 (online). Bogotá, Colombia. Pages 49-67  
<http://www.scielo.org.co/?lng=es>
- Gülşah, Z. (2014) English language teacher educators' 'real world' approaches to professional learning.  
<http://www.sciencedirect.com/science/article/pii/S1877042814009112>
- Herrera Díaz L. (2012). Self-Access Language Learning: Students' Perceptions of and Experiences Within this New Mode of Learning.  
<http://files.eric.ed.gov/fulltext/EJ1051651.pdf>
- Loh, C.,Liew, W. 2016, Voices from the ground: The emotional labour of



English teachers' work. Volume 55, Pages 267–278.

<http://www.sciencedirect.com/science/article/pii/S0742051X16300166>

- Londoño, Maldonado & Calderón. (2014) Guía para construir Estados del Arte. International Corporation of Networks of Knowledge.
- Macías, D. F., & Sánchez, J. A. (2015). Classroom management: A persistent challenge for pre- service foreign language teachers. <http://dx.doi.org/10.15446/pro le. v17n2.43641>.
- Morales Cortés, Y. A. (2016). Unveiling pre-service teachers' attitudes toward teaching: The role of pedagogical practicums. <http://dx.doi.org/10.15446/pro le.v18n2.49591>.
- Muñoz, A.P.; Palacio M. & Escobar, L. (2012). Teachers' Beliefs About Assessment in an EFL Context in Colombia <http://revistas.unal.edu.co/index.php/profile/article/view/2906>
- Nuñez Asomoza, A. (2015). Students' perceptions of the impact of CLIL in a Mexican BA program. <http://dx.doi.org/10.15446/pro le.v17n2.47065>.
- Gómez Rodríguez, L.F; Olaya ,A. (2013) Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities. <http://revistas.unal.edu.co/index.php/profile/article/view/40168>
- Ruiz-Esparza Barajas, E., Medrano Vela, C. A., & Zepeda Huerta, J. H. K. (2016). Exploring university teacher perceptions about out-of-class teamwork. <http://dx.doi. org/10.15446/pro le.v18n2.53364>.

- Xue, M. (2013) Effects of Group Work on English Communicative Competence of Chinese International Graduates in United States Institutions of Higher Education. <http://nsuworks.nova.edu/tqr/vol18/iss7/2>
- Zhang, T. (2012) English learning and teaching journey of second language learners in postgraduate program a study of bilingual and multilingual speakers' construction of identity in autobiographical narratives. Indiana university of Pennsylvania.  
[https://dspace.iup.edu/bitstream/handle/2069/1897/Tong%20Zhang%20\(Thesis\).pdf?sequence=1](https://dspace.iup.edu/bitstream/handle/2069/1897/Tong%20Zhang%20(Thesis).pdf?sequence=1)

Other resources:

- <https://mapchart.net/world.html>