**Identity Construction Through Critical Moments of Changes: A Narrative Inquiry**

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**Introduction**

Various studies have been conducted on researching identity within education, second language acquisition and psychology. For instance, the concept of identity in second language acquisition (SLA) needs to be developed in relation to social structures and interactions (Norton, 2013), while in TESOL (Teaching English to Speakers of Other Languages), identity research is accepted to address issues in narrative inquiry (Cheng, 2016). However, not many researchers have focused on teacher identity, particularly the identity of the language teacher candidate (Aydar, 2015; Norton and Early, 2011). It has long been believed that teacher identity has an important effect on a teachers’ decision-making ability and on their classroom practice (Ilieva, 2010). In this paper, I will engage in a narrative inquiry in order to illuminate the life experience of how Catlya (pseuudonym) struggled with critical moments of change as an English teacher candidate and as an entrepreneur. The aim is to examine how her identity was related to her agency and the change in her study from English language education to business management.

**What is Narrative Inquiry?**

Narrative inquiry has had a long scholarly history since Dewey’s (1938) proposition that experience can be an important tool in understanding the relationship between education and life experience. Later, in 1990, Connelly and Clandinin proposed a way to adapt narrative inquiry and how to implement it effectively in research methodology for educational purposes. More recently, narrative inquiry has grown in the study of educational experience and in conducting an effective method for qualitative research. The narrative inquiry framework presented by Connelly and Clandinin (2006**,** p20) emphasises the need for ‘identifying ‘commonplaces to straight researcher attention’ when trying to conduct ‘a narrative research that includes places, temporality and sociality’ Therefore, the researcher needs to discover concurrently the past, present and future of personal and social issues (Beach, 2014**).**

A narrative, in the notion of narrative inquiry, is a significant story about a person’s life or experience (Barkhozen, 2016; Beach 2014; Mitchell and Egudo, 2003), although numerous opinions exist about the nature and exactness of its definition. According to Schwandt (2007), it is interdisciplinary, and involves a study of the activities involved when stories of when life experiences are generalised and analysed. These experiences can be, for example, life histories, narrative interviews, journals, diaries, memories, and autobiographies. Beach (2011, p3) identified narrative inquiry as

‘...the process of making sense out of life as humans experience it, while stories and storytelling have permeated human existence for a long time, the practice of using stories or narratives as a methodology in research is has begun to emerge over the past several decades. Narrative inquiry can be a valuable method of informing educators about teaching in a way that rings true, and gives teachers a voice. Narrative can also describe document teaching experiences to other professionals and a wider audience. They give teachers a professional voice, and foster professional dialogue’.

Isenberg (1995) contends that the experiences that teachers share with each other usually have significant benefit in discovering teacher and student identity. Similarly, Connelly and Clandinin (1990) consider that the teaching-learning relationship can be illuminated by teacher stories. Narrative inquiry can also provide an essential tool for educational transformation. Larson (1997) further proposes that researchers can adapt narrative inquiry to investigate school problem from various perspectives: this allows them to identify appropriate strategies to address problems when they understand conflict from the perspectives of others.

Narrative inquiry has both advantages and drawbacks. The most noticeable benefit is that it provides holistic pictures of the meaning of people’s life stories, which may contain in-depth information about phenomena that may not be easily identified on the surface (Stenroos, 2010). However, because of the time commitment needed, it cannot be implemented in research that has a large number of participants, (Beach, 2011).

It must also be noted that narrative inquiry as a research method has ethical considerations for the researcher, whose subjectivity and biases may possibly affect the research results. This is because the researcher and participants have to build trust and close collaboration (Kaptchuk, 2003). Peshkin (1988) proposes that subjectivity in narrative inquiry is a ‘garment’ that cannot be taken off, so the researcher has to be cautious not to impose on the meaning of the participant’s life story. Consequently, narrative inquiry has to be approached with an understanding of its complexities. To overcome these potential ethical issues, Callary (2013, p11) has suggested that

‘… researchers keep their senses open to ethical issues emerging from their data; check with their participants on their interpretations of these issues; document reflections on these issues; and explore options to maximise the fair and equitable treatment of their participants and their own research process, perhaps through journaling methods as I have done, or through other individualised methods depending on the study’.

A number of studies have used narrative inquiry, particularly in the Social Sciences. These show that narrative research can be used to gain perspective into social and cultural change (Beech, 2000; Boje, 1991; Faber, 1998). For example, narrative inquiry can be implemented to understand participants’ social constructions of reality, discover phenomena through in–depth investigation, and prioritise holistic understanding of real life experience (Berger and Luckman, 1967). This research approach inquiry can also draw on related methodological and theoretical perspectives derived from the field of international and comparative research., These, combined with recent advances in critical theory, including specialist engagement with context sensitivity, can challenge the uncritical cross-cultural application of research or policy initiatives (Crossley and Watson, 2003.

Other aspects of narrative inquiry relate to how narrative constructs identity (Aydar, 2015; Barkhuizen, 2016; Cheng, 2016; Czarniawska, 1997); how narrative can assist education (Abma, 2000; Cox, 2001); how stories enable sense-making and decision-making (Gabriel, 1998; O’Connor, 1997) and how narrative can be a source of understanding and knowledge transfer (Cortazzi, 2001; Darwent, 2000). In narrative inquiry, stories can be a means to construct meaning and convey knowledge. ‘Stories told within their cultural contexts to promote certain values and belief can contribute to the construction of individual identity or concept of community’ (Mitchell and Egudo, 2003, p8).

**Relationships between identity, agency, and negotiation**

The word ‘identity’ represents the way people understand their relationship with the world, and is related to their past and present experiences and possibility of their future (Barkhuizen, 2016). Personal identity is constructed by social interaction and contexts (Norton, 2013). According to Aydar (2015), identity is composed of multifacets of self, and is shown through actions and emotions within social contexts. Barkhuizen (2016, p30) describes how these contexts can influence identity:

‘Identities are constructed within social relationship between people; people with attitudes, beliefs, expectations and assumptions, in local communities (through face to face interactions such as storytelling), and in global communities (through stories shared in social media on the internet)’.

Moreover, identity is constructed not only in social but also in educational contexts. According to Rex and Schiller (2009, p20) ‘teachers and students construct recognizable identities for each other’. However, people have an opportunity to change the social context through their agency, because their identity is strongly related to this (Hawkins, 2005; McKay and Wong, 1996; Toohey, 2000). ‘Such actions or displays of agency are acts of identity and the side of power dynamics’ (Duff, 2012, p 413). The close relationship between identity and agency has been shown by several studies in education, particularly in language learning backgrounds. A study conducted by Willet (1995) found that language teachers struggled with their agency because of the limitations of social collaboration that brought about doubts about his identity construction and his competency as a learner. Although people construct their identity in the wish that it can be understand by others, they tend to take the identity conferred on them by others (Aydar, 2015). Consequently, they continually ask themselves the question, ‘are the perceptions that others have of me true, and do they reflect what I know to be true of myself?’ (Mantero, 2007,p4). In this case, identity negotiation arises when people take on their identity and restructure it based on their expectations. This negotiation is affected by factors such as ‘the repertoire and importance of social identities that a person has, the setting in which one is located, the actions and the influence of other people in those settings’ (Deaux, 2001, p9). People may form a new identity when their negotiation is successful (Aydar, 2015). In short, people negotiate their identity across time and space, and their negotiation interacts with their agency.

**Research Methods**

This paper used a narrative inquiry to understand the critical moments of changes of one participant, Catlya, through engaging her in narrative interview. The interview data from the participant used narrative analysis, so that the life story and meaning could be illuminated and discovered. As Atkinson (1998 in Shahriar, 2012, p40) stated:

‘A life story is the story a person chooses to tell about the life he or she has lived, told as completely and honestly as possible, what is remembered of it, and what the teller wants others to know of it. Therefore, doing research with first person accounts of the participant entire experience of life as a whole, highlighting the most important aspects’.

I adopted the narrative inquiry to analyse the participant’s life story because I wanted to gain an in depth understanding of the participant’s identity, experiences and struggles with her critical moments of changes. Therefore, I asked the participant to talk about her life story and narrate it. Before she decided to agree to my request I explained the ethical considerations process that I have to follow when conducting research (see appendix for the consent form). The following section has a brief explanation of how I selected the participant and arranged narrative interviews with her.

All the information about Catlya (a pseudonym) was treated confidentially, as were the interviews. Catlya lives in a small city; she uses Sasak as her first language in her daily activities and Bahasa (Indonesian language) in a formal education context. She grew up in comfortable family financial circumstances, and has a good educational background. I selected her as my potential participant in this research because she was my former student in the English Department, where she had studied for her Bachelor of Arts (BA) degree in TESOL (Teaching English to Speakers of Other Languages), before changing her Major to a BA in Business Management. She still lived in Indonesia, but I had her contact number. I called her and asked whether she would consider being my research participant. To minimise any potential gap between us, I introduced myself not as her lecturer but as a doctoral student. I did not want her to feel I was acting as her former lecturer. I also wanted to construct our power relationship by introducing myself in my different role. However, as my previous role with her was as a lecturer, my position in this research could have had significance and, therefore, might have affected data collection.

Following her agreement, I invited her to take part in her life story interview online through video calls. I thought that it was important for me to understand Catlya’s experience in her critical moments of changes from an English teacher candidate to an entrepreneur, so that I would be more able to help with my students’ problems in the future. I believed that Catlya’s experiences offered in this research could provide significant insight for educators, particularly in English teaching departments.

**Findings**

The results of the narrative interviews show how Catlya constructed her identity, and how her negotiations interacted with her agency. These are followed by the description of Catlya’s identity construction in her study background along with the lack of opportunities in her surrounding environment. I then report on her identity negotiations and identity shift in becoming an entrepreneur.

**Constructing an identity**

Catlya grew up in a small town called Mataram, situated on the smallest island in Indonesia, South East Asia, where English is a foreign language, and where very few people can even conduct a simple conversation using it. The main language in daily activities is Sasak (the mother tongue of people who live in Lombok); the second is Bahasa (Indonesian language). In formal education, teachers mostly teach and converse with students in Bahasa, but the Indonesian government has implemented an education curriculum where English is compulsory in school from the third grade of primary until senior high school. Catlya started to learn English in the third grade; the first time she heard the teacher speak in English was when she was being taught about numbers and how to spell English words correctly. She became fascinated by the way English words are spelled differently from the way they are pronounced, but her experience of learning English was limited to how to spell, write and read words correctly.

In junior high school, she learned English grammar and felt in love with it, even though the pattern of using English or how to write grammatically correct English is vastly different from Bahasa. Every morning, the teacher greeted the students in English and taught four fundamental skills: listening, speaking, reading and writing. The listening comprehension was what Catlya loved best, since the teacher always brought along songs for the students to listen to. They were asked to gap-fill the lyrics on the work sheets.

Most of the students did not like English classes, particularly listening, because it was so hard to understand what people are saying on the tape while we have to answer the question on the paper that the teacher gave us. You must know that pronouncing words is different from how you write those words. Despite the lack of vocabulary that I had at that time, I loved listening skills so much.

Catlya found that speaking in English was a valuable experience and skill when she tried to pronounce her name in the English way, or sometimes make Bahasa sound like English. For example, in Bahasa, the letter ‘r’ is pronounced differently from in English, but she enjoyed the English pronunciation and felt that having an English name when she spoke with friends was delightful. She took on a new identity:

My friends sometimes got stuck trying to speak correctly in English because our mother language is pronounced differently. To cope with the problem, my friend and I created a new name that sounds really English to encourage us to speak English more often. For example, when my friend started by using my English name, I had to start the conversation with her using English. If she called me by my real Indonesian name, we would have the conversation in Bahasa. It felt so funny, but I was enjoying my English name, Sarah, and my friend’s name, Laura. Believe it or not, the English name that I created improved my speaking skill significantly. I started enjoying my English name because I liked the sound ‘r’ when my friend called me Sarah with a high intonation ‘r’, and my heart led me to constantly speak in English when I heard the name Sarah..

Even though Catlya and her friends learned English at a very basic level, they found that studying English, even at this stage, was not easy. For example, they were asked to write a paragraph in English, but some friends took it too seriously and got stressed about the grammar. They did not even start writing, as they were hampered by their focus on grammar, particularly which tenses to use. Others could finish writing a paragraph in a couple of minutes because they just did not care with the grammar as long as they wrote in English. Catlya was able to complete a paragraph in few minutes, while still paying attention to which tenses she should use. This extract shows that she found that her motivation and agency were reinforced by her belief that writing in English made her different from others, especially in her community where she lived:

Since I live in a small city, not many people can speak or even write in English. Sometimes they still hold the traditional perspective and assume that English is a tyrant language, and they thought that learning English would open the agonising memories when Indonesia lived under colonialism for over 300 years. It was unbelievable and sad to know that some people think that English is a colonialist language even though it obviously states in history books that Indonesia was colonised by the Dutch and Japanese. Some parts were colonised by Portugal, not English speaking countries. My neighbourhood friends did not like learning English but I liked it. I can speak and write in English and they cannot … *(yups)…* I like being different in my community.

The narrative above indicates that Catlya positioned herself differently from the community where she lived, and reflects her agency. By describing the community conditions that she faced, Catlya seemed to fight against the traditional perspective about linguistic hegemony. She tried to adopt a new way of thinking: that new language is a part of linguistic diversity and is important to humans for social interaction.

Although her community did not provide opportunities for Catlya to develop her English, she was still interested in studying the language more deeply. In senior high school, she became a member of the English debating club and attended some competitions. She felt happy to have such rewarding experiences of meeting and debating with students from different schools. Most importantly, she was able to develop her speaking skills through the competitions:

The English teacher asked me to join as a member in English club at the school and at that time I wanted to jump up and down, as I was very happy to have that offer .To be honest, I was not fully confident for the first time as a member at the club but I loved English and this was an opportunity that I could seize to improve my skills in speaking. However, as I was a junior member, my senior put me as the third speaker in the debate and I did not have enough opportunity to speak. I was so upset that I was not able to speak too much in the debate but through time… I tried to show off my skill during the weekly activities in the club. Finally, the teacher choose me to be the main speaker in the debate *(yeay) .*I was so happy, even though being the winner in every competition was not easy, but at least we won twice in the four competitions that we had during the two years of my study in senior high school.

From this narrative, it appears that the community kept pushing Catlya to her particular limits while she studied English, but she did not have the opportunity to improve her skills in the community as well as in the club she joined. But it was just a matter of time; Catlya adapted to the situation very well and became a main speaker in the club. It can be seen that she maintained her agency through resistance. The narrative result indicates that in spite of the constraints that she faced from her community, these did not deter her. On the contrary, she felt empowered to learn English and took several steps to construct her identity.

**The shifts in Catlya’s identity and agency**

After finishing high school, Catlya decided to continue to university and took English Education as her major. She had a variety of compulsory modules, even though she did not like them. She felt that studying English at university level was not as enjoyable as in high school. The experience was not happy for her:

I remember when the lecturer taught us a semantics lesson when I had to find the meaning of meaning from one sentence to another. That was really exhausting for me. I did not see that my heart was still interested in English. I thought that my English was great in high school, but it broke me up into pieces of glass when I realised that English in university was not good for me. I could not find anything exciting in the following semester during my study… I was just okay in the first year of my study. Studying English was not as simple as mastering the four fundamental skills, but there were many things that I had to learn, such as syntax, semantics, pragmatics, discourse analysis and so many new things about English that I had never thought of before.

This narrative shows that the shift in Catlya’s identity and agency over the two years she spent in the English program are clearly shown. The modules that she took made her feel that she was nothing and not eligible to learn English any longer. Her perception about English seemed to change significantly and implicitly imposed on her that she did not contest. The following narrative is an example of her identity renegotiation:

One fine afternoon, I was attending syntax class and the lecturer asked us to draw a syntax tree in analysing a sentence. I came voluntarily in front of the class and started drawing a syntax tree on the whiteboard. I gave a short explanation of my analysis. But at that time, I gave the wrong codes for the verb phrase (VP) and the noun phrase (NP)… I just mixed them up. I knew clearly about grammar and tenses in English, but I could not implement my knowledge properly when I had to analyse a sentence syntactically. It was a bad experience giving a presentation in front of the class when I gave the wrong explanation. I just did not want to show off my analysis anymore and did not feel confident in my English ability.

It is important to note that Catlya was an active student; and was confident enough to give her opinion in front of the class as well as the materials that she did not understand and she made an argument during the class when she thought that she has another opinion to rise up. I taught her university classes for Speaking Skills 1 and 2, so I met her during her two semesters studying English. Her experience studying English in high school had been very satisfying, and she believed that English consisted only of the four skills that she loved most to learn, particularly speaking. However, when she started to study English at university, she realised that it was not as simple as the four skills that she already knew. Her lack of confidence was not in her character, but came from the way she was positioned by others. Her experience in high school was different, and included a strong awareness of her identity and agency, while her experience in university included some negative adjectives (exhausted, not confident), which were not found in her previous narrative.

**Identity shift: becoming an entrepreneur.**

Even though Catlya felt that she could not do anything right, or was not capable of studying in the English department, she continued to create a space for her agency. This included social activities that she participated in by engaging with other students in the department. The space for her agency is clearly described in her narrative:

I tried to make as many as friends in the department where I studied, and joined the English conversation club with them. Whenever I got the opportunity, I tried to gain more and more knowledge.

Quite possibly, the most important agentic effort that Catlya made was to apply to the English department for university study, where she could develop her passion for learning English and perhaps, might eventually become an English teacher. Whilst studying English, she also completed a business management endorsement, when she had the opportunity to participate in one of the university events, a competition for students who could produce an innovative idea in business planning. Catyla described this in her narrative as follows:

That was really awesome!!! I was one of the students who had that really big opportunity as a winner in a business planning competition held by the university. I started to love the field of business; it was challenging, but I could earn money while I was studying, like my dad and my sister as well.

The major transformation and the shift in her identity began when she graduated from the English department and did not want to pursue a career as an English teacher. This was when she joined the Faculty of Economics and Management to study Business Management in the same university she had studied in earlier. Catlya explained her decision below:

I grew up in a family where my dad and mom were entrepreneurs, and my sister worked in bank as an accountant. I was familiar with business management and knew something about economics and management. So it would be easier for me to study business management to shape my knowledge and grab the opportunity to be an entrepreneur, particularly in tourism. I see that living on a small island where there is potential for tourism will give me a good opportunity to get work or create jobs for people. My business idea is now on my mind. I cracked it when I won the competition.

Catlya, mindful of her perceived positional identity as an incompetent in studying English, exercised a different kind of agency by giving up her dream of being an English teacher when she graduated from the English department. The result of her TOEFL (Test of English as a Foreign Language) test reinforced her decision to not pursue her dream as an English teacher any further, as her narrative below explains:

I took an English test called TOEFL and did not get a satisfactory score. I took it five times to get a better result. It is compulsory for all English students when they finish their study - they have to submit a TOEFL certificate along with their final essay. The score must be no less than 500 and it was hard for me, although some of my friends managed to score 500 at the first attempt. For me, I needed to do it five times to reach that score…awful!

Though Catlya felt that her English skill was not good and she was not confident enough to study English further, she did not directly or completely give up. She took a TOEFL course outside the class and paid a private tutor to teach her how to get a high TOEFL score. However, her score was still not the highest in the class, even though she took the test five times. She then asked her academic advisor whether she should stay on track as an English teacher after graduation or take up another career that suited her. She explained the upset she experienced when she discussed her problem with the advisor:

He said that if I could not reach a good score in my English test, how could I teach students to encourage them to learn English?’… It was really the worst question I had ever heard in my study in English department. I could not answer it….. I nearly drop my tear at the moment as reflection to myself. He just convinced me that I really needed to be sure that I wanted to have a career as a good English teacher. The thing was that he emphasised my lack of confidence; this was what that pushed me to a situation where I did not really feel like ‘this is me’.

Even though the encounter with her academic advisor did not convince her that she should pursue her career as an English teacher, it gave her the space to change her identity to that of an entrepreneur. She became more and more certain of this when she had a discussion with one of her lecturers in the English Department when she decided to change her major study from graduating from the English department:

I discussed my decision to change my major to Business Management in the Faculty of Economics and Management in the university with one of my lecturers. She is really nice and always has time to talk with students, particularly about their academic problems. I asked her if I should change my major, and her answer was surprising. She said ‘why not? If you feel more confident to pursue your career as an entrepreneur and your family supports it, just go on…I know…you have potential as entrepreneur since you won the business planning competition’ Her advice set my spirit on fire and gave me the confidence to study business management.

In short, the experiences that Catlya had faced made her believe that she would be successful if she followed up on the decision to be an entrepreneur rather than an English teacher. To this end, she decided to study business management for another bachelor degree, while she ran the travel business with her friends in the business management department.

Catlya’s experience not only impacted on her identity and decision in the present, but also shaped her future self. In her narrative below, she described her ideal, future self; she did not want her children to make the wrong decision in their study because they could not differentiate between hobby and passion, as she had done in her studies:

I thought that English was my passion but I was wrong. English was just my hobby. I love conversation in English, but it does not mean that I must be an English teacher. I do not want my children have the same experience as me. I have to share my experience with my children so that they can learn from my mistakes to make a good decision for their future path.

**Conclusion and implications**

This paper illuminates Catlya’s life experience of when she struggled with the critical moments of change as an English teacher candidate and an entrepreneur. The findings in this paper show that her interaction with others shifted her identity and agency, which were also shaped by the social and educational context. She exercised her agency more in the educational context when she was in school and felt confident in learning English. However, her agency seemed to be restricted in university when she was unable to follow some classes.

It is important to note that although Catlya decided against being an English teacher and changed her major, she seemed still to have made an agentic decision by a running tourism business where she could still use her English ability, particularly in speaking. Her agency was not fixed or static, but always depended on the social context. As Catlya’s critical moments of change reveal, it was the power of discrepancy between her and her educational and social contexts that led her to re-negotiate her identity and agency by completely withdrawing from an English teacher candidate to become an entrepreneur.

This paper provides some implications for an English education department or faculty. The aim of teacher educators should be to develop students’ language proficiency, as they are not native English speakers. It can only be beneficial for the English teacher candidate to foster the sense of belonging to study in diverse language classrooms when they teach English as a foreign language. To realise this aim, they need to have a deep understanding of the needs of students in foreign language learning, embrace students’ difficulties by putting extra effort into improving their confidence, and create classroom activities where students can feel included and comfortable. Moreover, identifying and understanding students’ critical moments in their life story is important when teacher educators aim to cultivate students’ potential to be confident and competent English teachers.

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**Appendix**



## Consent form for pARTICIPant

**Critical Moments of Changes: A Narrative Inquiry of an Entrepreneur**

I am currently undertaking a Doctoral degree (Ed.D) on TESOL within the School of Education at Queen’s University Belfast. As part of my module assignment which is Narrative and Arts Based Research module (NABER), I am currently undertaking a research project and my intention in this study is to provide an in-depth understanding about the participant’s struggles with critical moments of changes as an English teacher candidate and an entrepreneur. In order to do this research, I conduct a life story interview with a participant to realise on how her identity interrelated wither agency and the change in her study from English language education to business management department.

Before you agree to take part, it is imperative that you understand what the research process entails. Please take time to read the following information. I would like to let you know that your participation in this study would be voluntarily based and therefore there is no obligation on you to take part.

For the purpose of this study, I will invite you to have a life story interview online (video call). The interview will be conducted no longer than one hour and will be carried out on the basis of your availability of time. The information that you provide will be recorded using audio equipment from which transcripts will later be created. All information will be treated confidentially and will not be passed on to anyone else. Information will never be used for any other purpose than the remit of this particular research study. Your name, along with any information you give which identifies yourself, will be anonymized in the essay. Records of conversations will be kept using an anonymous code and this coding will be stored in a secure office space; separate to where the data itself is stored. Data will, at all times, be stored in a private, password-protected computer and all audio recordings and transcripts will be destroyed after the completion of the essay.

It is important to reiterate that participation in the interview is entirely voluntary and you are under no obligation to take part. Indeed, you are free to withdraw at any time. Any decision to withdraw or to decline to take part will not affect your relationship with me or the university where I am currently studying.

If any aspects of the intended research seem unclear and you wish to clarify the expectations of your involvement, then contact me online or you can chat to my module tutor, Professor Ruth Leitch via email:  [r.leitch@qub.ac.uk](mailto:r.leitch@qub.ac.uk) or phone +44 (0) 28 9097 5949.

Your sincerely,

Dewi

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**Declaration of Consent to Participate In Research**

Research title: **Critical Moments of Changes: A Narrative Inquiry of an entrepreneur**

* I have read and understood the above information
* I understand that my participation in this research is entirely voluntary
* I understand that I have the right to withdraw from the research at any time without any reason and with no negative consequences from the researcher or Queen’s University.
* I understand that the information shared during the discussions will be confidential and that anything specifically identifying my personal identity will be anonymized within the final essay.

Name: ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**[YES] [NO]**

**[YES] [NO]**