

## **DIALOGIC STORYING: A NARRATIVE RESEARCH METHODOLOGY IN ENGLISH LANGUAGE EDUCATION**

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**ABSTRACT:** *I explore the practices in narrative research, basically in the area of English language education and argue on dialogic storying as a process. The narrative researches capture experiences and events in a form of a story relying on the eventual experiences. It gets authentic voices from Bakhtin's and Todorov's notions as they have concentrated on a dialogic formation of narratives. It gave me insights on subjective and ideological exploration in narratives which I have discussed in this article as a dialogic storying in narratives research. I corroborated different notions on narrative researches in English language education as a claim that narratives can be a strong data in English language educational researches. I examined seven dissertations and discussed the subjective and ideological exploration of narratives in practice. I projected a process of dialogic storying as subjective and ideological exploration.*

**KEYWORDS:** *Dialogic Storying, Narrative research, Experiences in story, Subjective and ideological experiences.*

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### **INTRODUCTION**

#### **DIALOGIC STORYING: A NARRATIVE RESEARCH METHODOLOGY IN ENGLISH LANGUAGE EDUCATION**

##### **Narratives in Real to Research Situation**

*I have a passion in teaching as different inquisitive faces in my classroom make me innovative and creative teacher. My teaching strategies have networking with unsaid voices in the classroom. (Teacher 1)*

*I get into the classroom; provide atmosphere to share their experiences, expectations, and understandings; conceptualize their background through their sharings; and apply teaching strategies by appropriating their learning needs. (Teacher 2)*

*I started teaching English as my English was acceptable just after completion of my school leaving certificate. Later, my bad grades in intermediate level compelled me to remain in teaching. I had two choices either public service or teaching field to get into a professional space. I remained unsuccessful in public service examination and I got hurled into teaching profession. (Teacher 3)*

My teaching colleagues in different institutions expressed such opinions in regard to their involvement in teaching profession. I felt that these sharings contextualize their perception, practice and beliefs in engagements in teaching. Even more, these expressions have an essence of being teachers in different modes. The first narration sees a relational value of teacher with

children in classroom; second narration explores teaching consciousness; and third one is more critical and eventual reflection on teaching journey. I could not avoid them as unauthentic contents since they have stories to share which can be qualitative data in narrative research.

Applying these data in narrative research has to undergo values of narratives in building story and/or examining story in a qualitative research study. Daiute (2014) explains that such narratives are accounts of daily life that include characters in relation to temporal and spatial context to render meaningful expressions or ideas. He further elaborates that a story in narratives has contents for research as it carries imagination in accounts of daily life; and it is always in expressive form. The expressiveness in a narrative is essentially projected through story. Daiute claims that it needs dynamic narrative inquiry which has a process that mediates "experience, knowledge, learning, and social change" (p. 4). Exploring such dimension in narratives is possible by understanding formation of narratives. I believe that there is question on such an exploration of story which could identify and thematize meaningful conjectures. There can be certain discursiveness in subjective and objective phenomena projected in narratives of individuals. I conceptualized this article to discuss a dialogic positioning in narrative research by exploring basic values discussed by critics and theorist on narratives. It also aims at pointing out different dimensions in narrative analysis, especially as a process of dialogic storying.

## **METHODOLOGY**

It is an article on narrative inquiry as research method in English language Education, so I begin with a discussion on narratives and its conceptual attributes described by Tzevetan Todorov and linguistic discourse mentioned by Mikhail Mikhailovich Bakhtin. I also explore research dimensions developed in narrative inquiry by different critics. The discussion establishes concept and process of dialogic storying, since the conceptual framing out of the discussion leads my further elaboration and exploration of dialogic pattern in narrative analysis. After conceptualizing such dialogic pattern, I examine the narrative researchers' concepts on process of narrative research for substantiating the dialogic storying as a process. At the same stage I look at narrative researchers in English language Education to discuss appropriateness of narrative research in English language education. It proceeds with seven narrative researches submitted in 2017, 2018 and 2019 to one of the Universities in Nepal for examining dialogic patterns conceptualized as subjective and ideological explorations. Finally, I correlate the thematic aspects of narrative analysis, subjective and ideological exploration as a process, and I argue a position on dialogic storying as an approach for narrative research practice in English language education. I search and collect references from books, and articles of related authors in Google scholar, jstor.org and available resources in print. I discuss and interpret the research documents relying on narrative analysis and its dialogic nuances. It is also a way to clarify my research framing in narrative research study for doctoral dissertation, so do other narrative researcher could follow.

### **Organizational Discursivity in Narratives**

I was wondering how the excerpts of three teachers above express their engagements in teaching. In a generic view they were sharing experiences in a form of story highlighting meaningful expressions to relate themselves in a professional space. However, as a researcher,

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it triggers me that stories of professional are researchable data since "multiple, disunified subjectivities were involved in production and understanding of narratives" (Squire et al., 2008, p. 3). Narrative research has, essentially, conceptualized such a story as a vehicle to carry researchable facts from the real world, since in the mode of qualitative data collection a researcher gets chunks of events described or narrated by different participants. Squire et al. (2008) argue that such stories are social co-construction expressing internal cognitive and affective states of an individual, so it needs rigorous exploration. It signifies story as a researchable data that has led my curiosity to look at dimensions in story as a researcher.

There are two nature of story as descriptive and/or narrative as Todorov (1971) distinguishes in relation to temporal effect. He argues that description follows normally in sequential time, whereas narratives has discontinuous unities of time that captures description too in certain extent and becomes a fiction. Todorov further points out that such feature of narrative is beneficial as the language has "transitive and referential use" in a mode of analysis. It shows that narratives in research analysis become appropriate data since a researcher can use narratives with its chronological order as well as with causal effects. It clarifies me as researcher that narratives have chronological, subjective and more appropriate meaning making dimensions. In this mode, Todorov finds three categories of narrative formation as: mythological, gnoseological, and ideological. These organizational aspects of narrative can have chronological and intentional feature as in mythological narratives; narratives loaded with perceptions over the event as in gnoseological narratives; and narratives regulating an abstract rule on different adventures or events as in ideological narratives. The organizational trajectories of narrative discussed by Todorov highlight temporal transformation, quest for subjective meaning in the story, and ideological shifts in the character or the story as a whole. It incorporates subjective dimension of narratives in and out the temporal effect in an event. The tripartite position of narratives development has linguistic, subjective and ideological junctures that can strengthen a narrative research by relocating their narrative position. In this positional concept of narrative I have realized that story incorporates different phenomenal propositions that leads linguistic, subjective and ideological discourse while focusing on story in narrative research. It guides me to explore Bakhtin's notion on dialogic tendency in a story that has similar essence for developing and analyzing narratives.

Narratives function within a linguistic domain, which in Bakhtin's model of human language, comprises of two forces, i.e. centrifugal and centripetal. These forces are not in binary opposition, since the centrifugal force becomes important as it projects an actual experience of language with phenomenal connections (Holquist, 1981). Holquist further elaborates the Bakhtin's notion of linguistic sharing among phenomena as human language ventriloquates in different phenomena. It is such a dimension of language where meanings are transferred from one phenomenon to another phenomenon, as human speech is transferred to computer language. It is quite important in narrative research to observe correlating dimension of language with phenomenal realities, and transferring dimension of linguistic experiences between researched and researcher while sharing the experiences. In addition to it, Holquist mentions Bakhtin's claim on socio-ideological stratification of language use that demands deeper understanding of language use as a living agent. Determining dialogic values of language for Bakhtin is possible, as Holquist points out that in the plurality of experience where two actual people's consciousness transcribes the intention as a discourse about a talking in a

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specific dialogue at a particular time and in a particular space. The consciousness of two speakers become important to make the language dialogic and expressive. It makes me ponder over narrative research where linguistic sharing is important in a mode of constructing story under a conscious bonding of researcher and researched. It is obviously an exploration of a living agent in a story that incorporates multiple phenomenal realities in a dialogic form.

My concentration is on dialogic contents in narratives so that I could examine multiple subjective and ideological dimensions in research text. I realized that dialogic content has a power as it consists centrifugal force projecting "particularity of our everyday lives" in linguistic articulation (Holquist, 1981). The linguistic expressions get meaning as "we understand words, and we can respond only to words that engage us behaviorally or ideologically" (Voloshinov, 1994, p. 33). It corresponds with gnoseological and ideological responses to a story. Voloshinov (1994) claims that the segregation of language with such behavioral and ideological implementation has made a concept of language philosophy as abstract objectivism which is erroneous in linguistic science. It comprises active and responsive answers of a listeners as an understanding that makes a narrative dialogic in nature. Voloshinov (1994) further points out that "any true understanding is dialogic in nature" (p. 37). The narrative develops when interaction hooks utterances of speakers and listeners beyond self-projection of both. It is a dialogic process of stories or narratives that is full of meaningful expressions in a mode of active and responsive understandings. Bakhtin (1994) mentions that such understandings and responses are mutually conditioned to each other as they are dialectically merged. In this sense, narrative analysis is not only a process of storying where narratives have mere temporal and spatially relation, but also unifying responses and understanding between two speakers (researcher and research participants). It provides a framing of dialogic storying where language gets empowered with dialogic expressiveness. Dialogic expression can have ideological essence with internally persuasive discourse. In such internally persuasive discourse, speaker fuses as an ethical being, philosophic being, and sociopolitical being. Bakhtin (1994) argues that such discourse provides a narrative that is an "object of creative and artistic imagination" (p. 79). These discussion brings a line of narrative discourse where creative storying is possible in a dialogic formation. It collaborates researcher and research participants in dialogic imagination that captures phenomenal relation where subjective meanings lie on interaction and corroboration. Todorov mentions it as gnoseological aspect of narrative, and Bakhtin defines as ventriloquating process. It also proceeds with ideological meaning making through narratives that encodes ideological aspect of narratives as discussed by Todorov, and socio-ideological stratification in language discussed by Bakhtin. Similarly, dialogic narratives concentrates on centrifugal processing of narrative where plurality of experiences are transcribed as mutual consciousness of two speakers that has internally persuasive discourse as an essential element for analysis and research. Therefore, dialogic storying has gnoseological and ideological stand where internally persuasive discourse is constructed in a mode of story formation as presented in Figure No. 1. It demonstrates that narrative in a form of story comprises subjective and ideological exploration constructing internally persuasive discourse. It is a formation of dialogic story in narrative exploration as it binds an individual within a discourse of socio-cultural time and space.

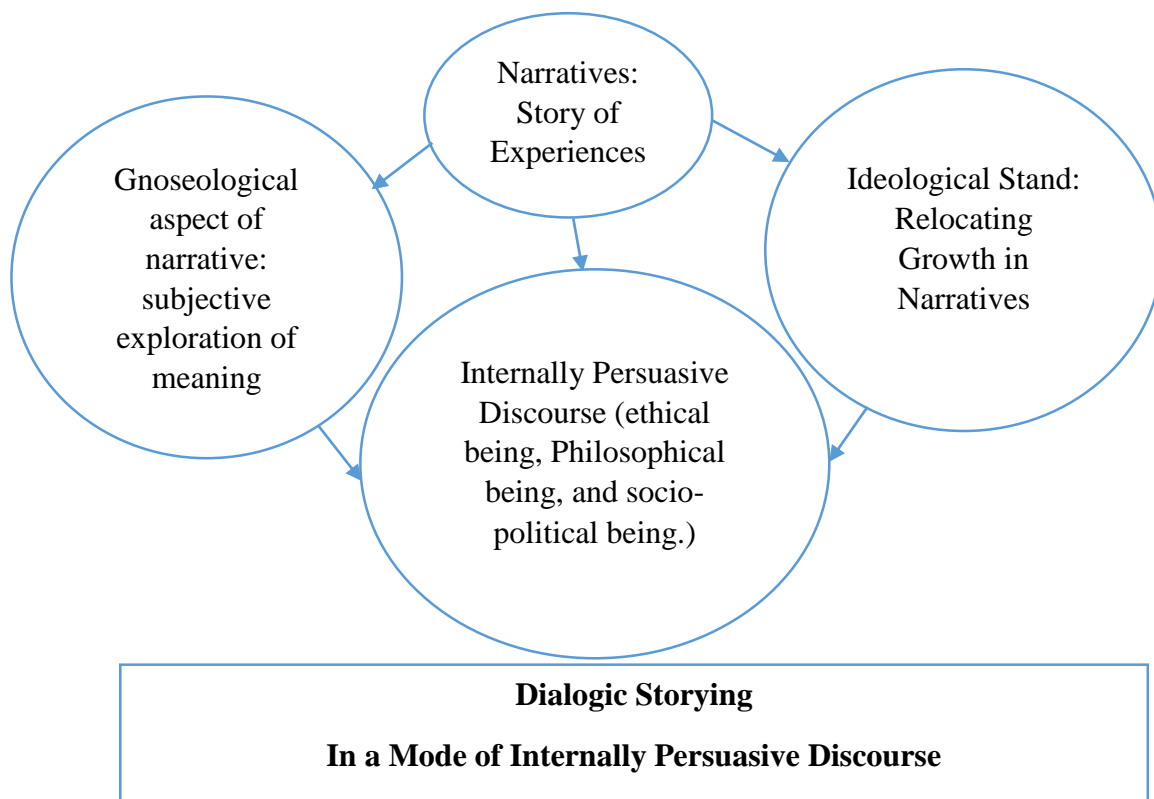


Figure No. 1: Dialogic Storying: A narrative analysis  
(Source: using concepts of Todorov and Bakhtin)

### Paradigms in Narrative Research: Concepts to Practices

The concentrated discussion on dialogic formation of story in narratives led me towards exploring critics on narrative research in practice. I found that story is a major element in narrative research as a story captures living situations and experiences that have meaningful expressions. Bell (2002) claims that stories of an individual have a pattern that makes sense of world of experience through underlying assumptions of socio-cultural and psychological contexts. Bell further elaborates that such a story in narratives is not only eventual but also a continuously restructured and reviewed, since it is a lifelong process in relation to personal and community narratives. Therefore, in narrative research stories project experiences that are dependent to socio-cultural contexts which makes a narrative subjective and representative both.

A question in my mind was again on a process of exploring such relational composition of an individual to socio-cultural contexts in their stories. The complex texture of narrative with its social, interpersonal, and environmental relations are imbedded in individual stories (Daiute, 2014). These complex relational factors in an individual's stories make a narrative research promising, since in a meaning making process of such stories a researcher relocates and redefines the complex relations together with reflective sharings of research participants. As a

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narrative researcher I take narratives as contextualized stories, and I explore meaningful expressions in such contextual relations. It shows that constructing and analyzing stories in narrative analysis becomes pertinent issue, since narrative inquiry can have narrative as method and phenomena of study both (Pinnegar & Daynes 2007). Story in a narrative is a living process which arranges events in thematic order to construct a text in context that is researchable content for analysis. Riessman (1993) points out that nature and world gets voices from individuals in a form of stories while constructing a narrative; it is inevitable to interpret the narrative, as the voices in stories are representations of particular context or society. In this way narrative researchers present narratives as a construct of stories that carry thematic context referring to living experiences. It is similar to Todorov's and Bakhtin's notion of dialogic storying that combines subjective exploration and ideological representation as an internally persuasive discourse.

These discussions have confirmed a fact that narrative research relies on stories as primary data, and a researcher begins collecting and analyzing them. There is relational composition between researcher and researched while extracting knowledge from the constructed stories. In the process of analysis a researcher integrates own knowing with a context of the story in narrative. It frames "narrative knowing" in the process of narrative inquiry where "researcher-researched relationship" becomes influencing in constructing and locating stories in interaction (Pinnegar & Daynes 2007). In this mode of narrative inquiry human as researched and researcher are visible in the stories as research contents. Pinnegar and Daynes (2007) elaborate the "four turns" a narrative inquirer passes through in narrative research. At first a relationship researcher-researched is a phenomenal turn which was taken as objective stance in a qualitative research, and later such relationship is taken as a dynamic process. They argue that researcher and researched progress with knowing in integrity against objective positioning of researcher; they proceed with interaction and interpretation of narratives in relational understanding. It leads to specific to generalized formation of story. Second turn in narrative is a mode of data presentation that uses words rather than numbers since Pinnegar and Daynes (2007) claim that participants are more involved in story building rather than in formulaic presentation. In this world of plurality, particular nuances become important to generalize certain dimension of life. Therefore, Pinnegar and Daynes (2007) argue it as third turn in narrative research that power of particular is prominent as it locates specific place and time by enhancing understandings through experiences in shared narratives. Finally, they point out narrative knowing as "wondering, tentativeness, and alternative views to exist" even after generalizing collected stories (p. 25). It shows that narrative research binds researcher and researched together in a process of constructing stories and analyzing them as internally persuasive mode of narratives till tentativeness of knowledge is projected through it. This discussion has also confirmed a correlational approach in subjective and ideological meaning construction. It is more subjective exploration since formulaic presentation is less and story construction remains in a process.

The subjective stand of narratives has led discursivity in research, as Clandinin and Connelly (2000) present different tensions in inquiring life narratives. It has temporality where researcher looks at something happening at a moment or over time; they focus on people whose process of personal changes create a story or avoid importance of people as such; they take action as a meaning imbedded reality; they provide certainty with tentativeness approach; and finally they connect contexts. They discussed these tensions in reference to Dewey's two criteria on

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experience as continuity and interaction. Dewey (1929) explains that interaction among natural objects and/or human organisms in a certain way makes an experience. Such a pattern of interaction in connection to phenomenal realities deepens a relation to nature and broadens a level of experience. He claims that an event becomes a matter of study due to prolonged nature of event, i.e. experience. A major concern is over exploring experiences in narratives which consists "reflective discovery" while exploring experience of selves in their ways of "acting, thinking, and desiring" as a subjective aspect of human selves. These discussions of Dewey essentialize subjective nature of experience as concrete values in narrative, since narrative is all about experience that researcher and/or researched projects in a story form. The story consists three dimensions of narrative as Clandinin and Connelly (2000) point out them as temporal, personal and social, and spatial. These dimensions have four directional inquiry as inward (subjective aspects) and outward (existential conditions or the environment); backward; and forward (temporal aspects). It assures me that subjective coding in narratives is an essential attribute as it delves into personal and social dimensions, and ideological contents to assure representativeness.

Individual stories with its particular experiences engage researcher and researched in a process of restorying the experiences. Clandinin (2013) claims that narrative inquiry relies on human experience projected in a story as individual and social contents. While exploring such contents in lived experiences of an individual, a researcher contributes in a particular knowledge system (Clandinin, 2013). Therefore, researcher joins in a process of exploring experiences of human that strengthens understanding from their subjective exploration of meaning. In this process a narrative researcher, as a magician, engages in believing and disbelieving the stories narrated by a participant to get better projection of experience (Andrews, 2014). Andrews further discusses that in this process of narrating stories suspending disbelief from oneself becomes important like a magician who suspends disbelief of audience. Such an exploration of life to be narrated in "strange and exotic" manner is another tactics of a magician to project stories by magnifying a reality. Therefore, Andrews (2014) argues that researcher needs to be critical while engaging in in-depth conversation with a participant, and also needs to lie under a framing of personal truths that a participant projects in a form of stories. The truths can have improbable possibilities that a researcher explores in narrative analysis which is ideological and philosophical in nature.

The ideological and philosophical underpinning of personal truths is possible through imaginative reflection that takes us beyond perceptual reality (Andrews, 2014). The personal truths of a participant is not simply personal as they comprise social, cultural and historical relations; even more, they come from interpretive imagination of the participant who narrates own life experiences (Kim, 2016). Kim uses a terminology *Bildungsroman* as a biographical narratives where formation of a story becomes important through intellectual and moral disposition. She further elaborates *Bildungsroman* as a reflexive story of own self and also a discursive self-understanding; since it forms out of inner development contents and conflicting life experiences. Kim argues that biographical narrative research follows the concept of *Bildungsroman* that is discursive in nature exploring inner journey and conflicting life experiences of personal growth. A researcher critically examines such subjective formation of story to locate experienced reality with its ideal position in personal growth. In this context narrative mode of analysis is necessary where a researcher employs a process of storying and

restorying for a perfect integration of events and happenings. It provides thematic connection by filling the gaps between events and actions; and by enriching an understanding of lived experience of human phenomena. It is a little ahead from analysis of narrative mode where categorical thematizing the events from collected data become a mode analysis. However, narrative mode of analysis is significant in exploring and analyzing lived experience, since it brings together a range of disconnected data and provide metaphorical richness in the story.

Therefore, in narrative research collecting experiences in a form of story; connecting the happenings in subjective thread of understanding; and metaphorically presenting lived experience are the basic procedure for a narrative researcher. This process involves dialogic feature as from very beginning of conceptualizing research agenda, a researcher and researched live together in assumption and issue that continues in field with more interactive relation in constructing and co-constructing stories. The experiences with its interactive nature and continuity projects stories in a form of tentativeness and alternative views. It is restoried by incorporating subjective dialects to fill gaps in happenings. Finally, the metaphorical representation of story becomes important documentation of the research that provides generalizable and understandable phenomena of the research. Therefore, it is a complete dialogic venture of exploration in an internally persuasive discourse built under a smooth relation between researchers and researched in storying, restorying and ideological storying of the lived experiences.

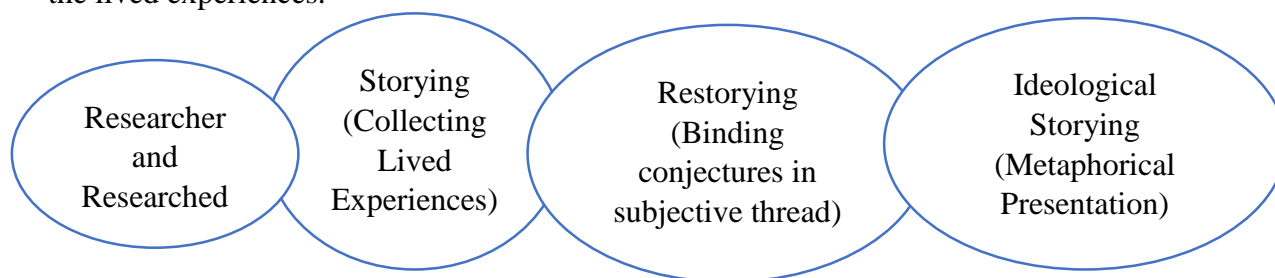


Figure No. 2: Narrative Analysis in a Dialogic Process

(Source: Clandinin and Connelly, 2000; Bell, 2002; Pinnegar and Daynes, 2007; Kim, 2016)

### **Narrative Research in English Language Education**

The processing of a story in narrative analysis adequately relates research in language teacher and teaching, as Zhang (2019) claims that function of narrative inquiry in language teacher identity, professional development and pedagogical experiences is appropriate. A foundation of narrative research is on life stories built on personal and professional experiences. Those experiences capture private, individual or subjective essence of life (idiographic); projects meanings in life; becomes qualitative, specific and authentic research contents; and uses language as a creative means of expression (Goodley et al., 2004). In this regard as a narrative researcher I focused on narrative construction that has creative dimension of language use. Even in exploration of life stories language teacher can bring reflective and representative voices from their personal and professional experiences. These original features of research in life stories make narrative research more appropriate in English language education. Barkhuizen et al. (2014) point out that content and discourse approaches; and investigating and writing patterns in narratives are major practices of narrative research in language teaching and learning. These narrative can have biographical (third person) narration, or autobiographical



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(first person) narration while investigating experiences. They argue that story holds inner world experiences of an individual that incorporates psychological, sociological and educational phenomena. Therefore, they further claim that narrative research becomes the most relevant research paradigm as it explores and thematizes inner world experiences of language teachers and learners "as social and educational activity" (p. 2). In this research practice Barkhuizen et al. (2014) illustrate five different practices of narrative analysis or analysis of narratives in English language education research as language memories, studies of language memoirs, autobiographical studies, biographical studies, and studies of multiple narratives. These different modes of narrative expressions can be resourceful research content in research study of language teacher's identity construction and professional development approaches (Zhang, 2019). Bell (2002) claims that narrative inquiry has storying and restorying prospect that keeps researcher and researched together in different layers of analysis. Therefore, it has significant approach to explore language teacher's professional growth by making proper understanding of experiences.

Basically, narratives in biographical studies and autobiographical studies can have stories for exploring individual professional development practices. An English language teacher in general projects their stories by examining their personalities, emotions, ethics, contexts and relation to their children (Johnson & Golombek, 2002). These factors are more subjective exploration and more viable to language teachers "to organize, articulate and communicate" their experiences and beliefs on their teaching and their professional essence (Johnson & Golombek, 2002, p. 7). They further explain that narrative inquiry is pertinent in presenting stories more thematically and metaphorically as a process of restorying experiences. Golombek and Johnson (2017) have examined narrative inquiry as a language teachers' professional development mechanism as it enables language teachers to recognize and reconceptualize dialogic interactions and professional practices. It provides ideological stance to the narrative research as it generalizes and idealizes a growth in stories. Barkhuizen (2011) describes such ideological responsibility in relation to ethical and emotional responsibility. He claims it in reference to his research that as a researcher he involved in co-constructing and representing participants' lived and imagined personal stories expressed in a form of experiences. It shows that subjective and ideological representations are important construct in stories of language teachers. Language teacher as a participants shapes and reshapes experiences while sharing as a story, which a researcher explores in a dialogical nature by bringing internally persuasive elements as subjective and ideological constructs.

### **Narrative Research in ELE: Concept to Practice in Nepal**

A summarized presentation of narrative research in the context of Nepal from a University has a process to collect data from interview, observation and/or collecting certain documents like diaries, creative writings and informal discussions. The researchers have presented the collected data in a segmented story form to relate certain personalized thematic contents. It is in a process of storying and subjective storying as an integrated form. It is such a stage where researchers explore the narrative in an analytical mode. Clandinin and Connelly (2000) have pointed out subjective exploration needs inward journey of storying that (Kim, 2016) has discussed as *Bildungsroman* that captures conflicting life experiences along with discursive exploration of inner journey of life. The researchers have collected data by interview, observation and collecting social factors to discuss and analyze personal journey of the

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participants. The research conducted by Basnet (2017) used eight students from four different schools as a research participants to explore learner's identity and learning efficacy. He discussed the personalized learning contents by adding adjectives to the participants as voracious readers, native like fellow, and enthusiastic learners. These descriptive propositions have attempted to get into subjective exploration of the participants' learning dimensions. The exploration contains childhood experiences to family construct in a mode of narrative presentation as an integrated whole of an individual. Similarly, Poudel (2017) discussed nine female participants' life journey by analyzing struggle in socio-cultural space, encounter with English and childhood experiences. The presentation is more as a description that may need little symbolic expressions to interlink different discursive elements in the journey. She has discussed peripheral components like childhood experience and institutional spaces to relate the participants' growth. In this process she has also interlinked English as a phenomenal reality to identify her professional growth. It needs more reflective ventures from researcher and researched both as Dewey (1929) explains it that such experiences are a reflective discovery over a prolonged nature of events. A rigorous discussion over certain prolonged events and reflective contents are necessary to get into in-depth subjective exploration. Khati (2017) also projected narrative as an integrated whole as he discusses from childhood experiences to the experiences as a teacher and trainer both. He has thematized more professional engagements and experiences as a separate phenomenon as subjective propositions of a teacher trainer. I found a little different pattern of discussion in Bastola (2017) who explained perceptions on pedagogical capital, it is implication in classroom and progressive values of such implications. In this mode of analysis he has attempted to incorporate linear conjectures of the events and experiences rather than examining integrated personal experiences along with professional turning points. Clandinin and Connelly (2000) define such subjective exploration of narrative as exploration of action which is a meaning embedded reality of an individual. Pradhan (2018) has also created certain thematic categories as struggle in professional life and perceptions on professional development. It discusses experiences and reflections from the research participants. Similarly, Sharma (2018) has discussed on understanding of knowledge and its power relation with students. She elaborates such understanding of knowledge by describing childhood experiences and different analytical contents about knowledge of self and others. Besides, Gautam (2019) explored reading habits of English teachers by exploring childhood experiences and reading in different stages as for exam preparation, for teaching and different social factors that motivated reading. This mode of subjective exploration depends on restorying by suspending disbelieve from research participants and authenticating experiences as a means of growth. Andrews (2014) defines it as a role of magician where researcher projects reality with a different accent of meanings.

The discussion over subjective exploration has four different patterns as exploration of childhood experiences; thematizing the contents with symbolic representation; exploration of perception and understanding of different contents; and struggles to meet challenges and create opportunities. It is a process to examine and discuss multiple and disunified subjectivities of narrative from a professional as Squire et al. (2008) claim on such multiple articulation in narrative from professionals. Todorov (1971) has also discussed such approach of subjective exploration as gnoseological value in a narratives. This dimension of narrative examines and discusses perceptions of researcher and researched. The researches have a tendency to storying collected data with certain thematic exploration, however, it could have projected next level of

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narrative discussion by symbolically thematizing to represent tentative meaningfulness in narratives.

In next level of discussion, the researchers from Nepal have brought ideological exploration mostly by theoretically encoding the collected contents from the narratives. Todorov (1971) claims that ideological exploration is a mode of identifying abstract rule that regulates different junctures in narratives. Researchers work together with researched in identifying such abstract projections in narrative so that theoretical representation and/or philosophical projection is possible. In this process research and researched get into in-depth conversation to exotically derive improbable truths projected in stories (Andrews, 2014). The voices in the stories from participants are mostly representative (Riessman, 1993) so the final exploration of narrative needs to present tentativeness of knowledge projection as a contribution to existing knowledge system. The selected researches have calculated theoretical junctures by applying theoretical codes as per need of the narrative contents. Basnet (2017) has explored theoretical components in terms of agency as a dynamic force, identity as a social construct, and investment as a language learning commitment. Similarly, Poudel (2017) has made a theoretical exploration of narratives to discuss female struggles, English as a source of female empowerment and contribution in knowledge system in English language education. The ideological exploration of narratives analyzes and establishes progressive dimension of a professional. It correlates socio-political and philosophical attributes so as to contribute in knowledge system. Andrew (2014) suggests that imaginative reflection beyond perceptual reality is an ideological underpinning in personal truths. Poudel (2017) has discussed female struggles and growth in symbolic manner, the narrative is in a line of existing theoretical framing of feminism with insights from contribution of English in their professional life. Bastola (2017) explored a knowledge system in English language teacher's professional career, i.e. pedagogical capital ranging from content knowledge, methodological skills to self-esteem. He has successfully established these existing assumptions on pedagogical capital with more practical and contextual references. Similarly, Khati (2017) has explored knowledge capital for English language teacher trainers with its grounded efficacies as knowledge capital for acceptance, global network, digital world, economic growth and career prospects. These pattern of exploration is a continuation of subjective exploration to deal with ideal positions Kim (2016) suggests that locating experienced reality with its ideal position is necessary by integrating events and happenings. It is an ideological exploration to look at personal and professional growth as Golombek and Johnson (2017) claim that research needs to reconceptualize dialogic interactions and professional practices to generalize and idealize growth in stories. In this process of exploration Pradhan (2018) has used motivating factors with its theoretical assumptions like intrinsic and extrinsic motivations, feminist propositions to explore coping strategies in a process of professional development. Similarly, Sharma (2018) has used Foucauldian concept of knowledge possession and control while exploring relationships between teachers and students in terms of knowledge power. Gautam (2019) has explored more thematic dimension with certain established knowledge referencing while discussing reading habits of English language teachers in terms of professional importance, cognitive importance, emotional importance and other personal contributions. He has authenticated reading habit as a constructive force in a professional growth along with different personal strengths. It is an exploration of artistic imagination as Bakhtin (1994) claims that narrative discourse stands on a creative storying where plurality of experiences are transcribed as mutual consciousness of

two speakers. These researches have a dialogic pattern of storying in a process to execute experiences in subjective and ideological exploration.

## CONCLUSION

These researches have, to some extent, got into a process of subjective and ideological exploration, however, they need more internally persuasive discourse to elaborate and contribute in knowledge system. They have attempted to get into subjective exploration by looking at childhood experiences to different social and engagements. The dialogic storying in narrative require more in-depth storying process by integrating conjectures of experiences as a quest with meaningful exposition of events and actions. Todorov (1971) argues that such subjective exploration as gnoseological dimension that captures a process as narratives of knowledge. It is in a process of phenomenal transfer of language as a ventriloquating process which integrates phenomenal truths as subjective reflections (Bakhtin, 1994). The researchers from Nepal have made an attempt into finding those multiple phenomenal truths from childhood to different professional engagements in form of reflective voices. The subjective dimension needs more dialogic storying with critical reflections over experiences and incidents in a mutually conditioned framing between researched and researchers (Bakhtin 1994). The subjective exploration examines complex texture in narratives in terms of interpersonal, social and environmental relations (Colette, 2014). Pinnegar and Daynar (2007) claims that such exploration can have relational understanding of narrative leading generalized formation of story. A researcher can get such generalized contents with ideological exploration as the most of researches have attempted to examine experiences through different existing knowledge system. However, Khati (2017) and Gautam (2019) have based their exploration multiple thematic conjectures by integrating with existing knowledge system and idealized experiences. The dialogic storying has a procedural components as presented in Figure 3.

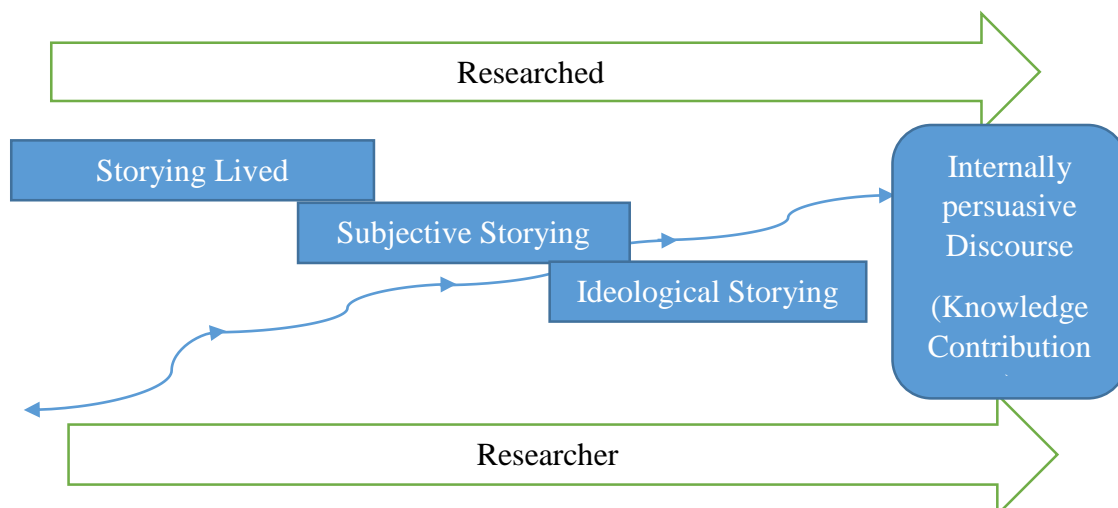


Figure no. 3: Narrative Research as a Dialogic Storying

The Figure no. 3 summarizes the dialogic process as a co-constructed narratives where phenomenal conjectures are collected as lived experiences and subjective exploration proceeds with ideological exploration. Finally, it projects contribution to existing knowledge system. In

this process of narrative analysis researcher plays a role of magician to make researched believe and disbelieve their phenomenal realities by putting forth different contextual assumptions. It is a pattern to explicate essence of experiences with a clarity in perception and reality. In this process researcher practices ventriloquating the events and experiences by relating stories from other professionals. It helps to validate the eventual experiences as a part of personal and professional growth. In this research journey, collecting story and storying the events and experiences have a mode of negotiation between the researchers and researched by sharing the expressions in written transcripts. The researcher restories it with different thematic connections and makes the researched ponder over their subjective trajectories, like emotional, psychological, social and other phenomenal reflections. After adding adequate subjective trajectories, the researcher explores existing knowledge systems to relate and/or differ with them so that it can contribute to a knowledge system. In this process, the researcher engages the researched in a more philosophical dialogue and symbolically articulates realities in the stories. Finally, such a process of dialogic storying develops an internally persuasive discourse as a knowledge contribution. This article provides a research agenda to elaborate specific categories of narrative analysis so that a researcher can get ahead from time and space to ideological discourse in narrative analysis.

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