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PONENCIA

TÍTULO DEL TRABAJO: *THE VALUE OF NARRATIVES IN LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT*

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Miembros de RECALE: ***SÍ***

INTRODUCCIÓN: A story or narrative is considered an authentic tool for revealing a storyteller's inner and professional world, giving meaning to a wealth of experiences that are inherent to teaching. One of the advantages that can be derived from personal narratives is professional development (Schwarz, 2001). This presentation intends to give the audience a sample of vivid experiences lived by two English teachers' during their professional careers - one teacher even starting from the initial stages of teaching a language and the other after her graduate studies - with the hope that the description of these experiences and the meanings and conclusions derived from them, would benefit the audience' personal professional careers. The professional development of language teachers is a lifelong learning-to-teach process which starts with the initial preparation that teachers receive and continues throughout their working life (Trahar, 2009).

OBJETIVO: To offer teachers and future teachers of education and language teaching a means of looking at narratives as an important form of professional development and an opportunity to invite the audience to apply stories to their own context for the purpose of professional growth.

METODOLOGÍA: This presentation focuses on two methods of the narrative approach: storytelling and autobiography – both considered in Connelly and Clandinin (1990) as methods of data sources that “focus on the concrete particularities of life that create powerful narrative tellings”: Storytelling - and Autobiography. Clandinin & Caine (2012:171 in Saleh, Menon and Clandinin 2014) state that in the study of narrative inquiry, there is an ongoing reflexive and reflective methodology` Looking at the meanings of experiences, ‘examining the beliefs and thinking processes which underlie teachers’ classroom actions’(Richards & Lockhart 1996: 29) are reflective practices.

CONCLUSIONES: In their respective narratives, the participants made reflections on their beliefs and actions which resulted in a renewal of their general perceptions of teaching, their roles as teachers and of their learners. These also served to affirm that teaching is a life-long learning-to-teach process.

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