

## Autobiographic Narratives As Data In Applied Linguistics

The different traditions that have inspired the contributors to this volume can be divided along three different orientations, one that is rooted predominantly in sociolinguistics, a second that is ethnomethodologically informed, and a third that came in the wake of narrative interview research. All three share a commitment to view self and identity not as essential properties of the person but as constituted in discursive practices and particularly in narrative. Moreover, since self and identity are held to be phenomena that are contextually and continually generated, they are defined and viewed in the plural, as selves and identities. In the attempt of moving closer toward a process-oriented approach to the formation of selves and identities, this volume sets the stage for future discussions of the role of narrative and discourse in this generation process and for how a close analysis of these processes can advance an understanding of the world around us and within this world, of identities and selves. This methods book will guide the reader through the process of conducting and producing an autoethnographic study through the understanding of self, other, and culture. Readers will be encouraged to follow hands-on, though not prescriptive, steps in data collection, analysis, and interpretation with self-reflective prewriting exercises and self-narrative writing exercises to produce their own autoethnographic work. Chang offers a variety of techniques for gathering data on the self—from diaries to culture grams to interviews with others—and shows how to transform this information into a study that looks for the connection with others present in a diverse world. She shows how the autoethnographic process promotes self-reflection, understanding of multicultural others, qualitative inquiry, and narrative writing. Samples of published autoethnographies provide exemplars for the novice researcher to follow.

Offers an entirely new way of interpreting and examining Anglo-Saxon texts, via theories derived from cognitive studies.

This timely Handbook of Research Methods on Gender and Management exemplifies the multiplicity of gender and management research and provides effective guidance for putting methods into practice.

Understanding Narrative Inquiry: The Crafting and Analysis of Stories as Research is a comprehensive, thought-provoking introduction to narrative inquiry in the social and human sciences that guides readers through the entire narrative inquiry process—from locating narrative inquiry in the interdisciplinary context, through the philosophical and theoretical underpinnings, to narrative research design, data collection (excavating stories), data analysis and interpretation, and theorizing narrative meaning. Six extracts from exemplary studies, together with questions for discussion, are provided to show how to put theory into practice. Rich in stories from author Jeong-Hee Kim's own research endeavors and incorporating chapter-opening vignettes that illustrate a graduate student's research dilemma, the book not only accompanies readers through the complex process of narrative inquiry with ample examples, but also helps raise their consciousness about what it means to be a qualitative researcher and a narrative inquirer in particular.

The organization of the first Society for Applied Research in Memory and Cognition (SARMAC) conference centered around two specifically identifiable research topics -- autobiographical memory and eyewitness memory. These two areas -- long-time staples on the menu of investigators of memory in more natural settings -- differ on a variety of dimensions, perhaps most notably in their specific goals for scientific inquiry and application. For many questions about memory and cognition that are of interest to scientific psychology, there have been historical as well as rather arbitrary reasons for their assignment to the autobiographical or eyewitness memory fields. Perhaps as a result of differing historical orientations, the first volume's seven autobiographical memory chapters focus upon the qualities or types of recall from research participants, whereas the seven chapters in the eyewitness memory volume generally focus upon the quantity (a concern for completeness) and accuracy of recall. This interest in the ultimate end-product and its application within the legal process in general encourages eyewitness memory investigators to modify their testing procedures continually in an attempt to gain even more information from participants about an event. Indeed, several of the eyewitness memory chapters reflect such attempts. Beyond the specific contributions of each chapter to the literature on autobiographical and eyewitness memory, the editors hope that the reader will come away with some general observations: \* the autobiographical and eyewitness memory fields are thriving; \* these two fields are likely to remain center stage in the further investigation of memory in natural contexts; \* although the autobiographical and eyewitness memory chapters have been segregated in these two volumes, the separation is often more arbitrary than real and connections between the two areas abound; \* the two research traditions are entirely mindful of fundamental laboratory methods, research, and theory -- sometimes drawing their research inspirations from that quarter; and \* the two fields -- though driven largely by everyday memory concerns -- can contribute to a more basic understanding of memory at both an empirical and a theoretical level.

Women Taking Risks in Contemporary Autobiographical Narratives explores the nature and effects of risk in self-narrative representations of life events, and is an early step towards confronting the dearth of analysis on this subject. The collection focuses on risk-taking as one of women's articulations of authorial agency displayed in literary, testimonial, photographic, travel and film documentary forms of autobiographical expression in French. Among many themes, the book fosters discussion on matters of courage, strength, resilience, freedom, self-fulfillment, political engagement, compassion, faith, and the envisioning of unconventional alliances that follow a woman's stepping out of her comfort zone. The fourteen essays included in this collection discuss works of women authors from North Africa, Sub-Saharan Africa, France and the Caribbean. They exemplify a variety of self-narratives that blur unified conceptualizations of both identity and national belonging. They address questions about women writers' attitudes towards risk and their willingness to change the status quo. They also explore the many personal and public forms in which agency manifests through risk-taking engagements; the ways in which women challenge the conventional wisdom about feminine reserve and aversion to danger; the multiplicity of seen and unforeseen consequences of risk taking; the all-too-frequent lack of recognition of female courage; the overcoming of obstacles by taking risks; and, frequently, the amelioration of women's lives. Addressing both the broader context of the study of risk and the more specific areas of female expression and autobiography in Francophone cultures, this collection is attractive to a diverse audience with the potential to cross disciplines and inform a wide body of research. A number of the essays deal with issues born in postcolonial circumstances. This examination of the elucidation of marginalized voices should prove enlightening to an array of scholars researching specific ethnic, sexual, gender, and general subjects related to identity. In making inroads towards expanding the well-developed area of risk studies into the humanities, this collection makes an important contribution that has the potential to promote a variety of cross-disciplinary research including examinations of the psychology and sociology behind chauvinism, personal expression, and formative experiences.

Featuring contributions from leading scholars in the field, The Handbook of Narrative Analysis is the first comprehensive collection of sociolinguistic scholarship on narrative analysis to be published.

Organized thematically to provide an accessible guide for how to engage with narrative without prescribing a rigid analytic framework Represents established modes of narrative analysis juxtaposed with innovative new methods for conducting narrative research Includes coverage of the latest advances in narrative analysis, from work on social media to small stories research Introduces and exemplifies a practice-based approach to narrative analysis that separates narrative from text so as to broaden the field beyond the printed page

Why is fashion "in fashion" in museums today? This timely volume brings together expert scholars and curators to examine the reasons behind fashion's popularity in the twenty-

first century museum and the impact this has had on wider museum practice. Chapters explore the role of fashion in the museum across a range of international case studies including the Costume Institute at the Metropolitan Museum of Art in New York, The Fashion Museum at Bath, ModeMuseum in Antwerp and many more. Contributions look at topics such as how fashion has made museums accessible to diverse audiences and how curators present broader themes and issues such as gender, class and technology innovatively through exhibiting fashion. Drawing on approaches from dress history, fashion studies, museum studies and curatorship, this engaging book will be key reading for students and scholars across a range of disciplines.

An essential study aid for students of speech and language pathology, this highly practical workbook includes short-answer questions and data analysis exercises which help students to test and improve their knowledge of pragmatic and discourse disorders. The book contains a detailed examination of the causes, language and cognitive features of these disorders and includes frequently encountered clinical populations and conditions that are overlooked by other texts. The use of actual linguistic data provides readers with an authentic insight into the clinical setting.

- 200 short-answer questions help students to develop and test their knowledge of pragmatic and discourse disorders
- 67 data analysis exercises provide readers with real-life clinical scenarios
- Fully worked answers are provided for all exercises, saving the lecturer time and allowing the reader to self-test and improve understanding
- A detailed glossary of terms makes the text a self-contained reference tool
- Carefully selected suggestions for further reading are provided for each chapter.

Analysing Qualitative Data in Psychology equips students and researchers in psychology and the social sciences to carry out qualitative data analysis, focusing on four major methods (grounded theory, interpretative phenomenological analysis, discourse analysis and narrative analysis). Assuming no prior knowledge of qualitative research, chapters on the nature, assumptions and practicalities of each method are written by acknowledged experts. To help students and researchers make informed methodological choices about their own research the book addresses data collection and the writing up of research using each method, while providing a sustained comparison of the four methods, backed up with authoritative analyses using the different methods.

This timely and thought-provoking collection explores the ways in which psychological science interacts with and addresses gender across varied subdisciplines in the field, from a feminist viewpoint. A particular aim of this volume is to move the conversation of gender in psychology beyond a difference-only paradigm. Veteran and emerging feminist scholars survey the handling of sex and gender issues across psychology, and describe how feminist perspectives and methodologies can and should be applied to enhance the field itself, but also in the service of social justice in the various cultures of corporations, academia, and the global stage. Contributions span theoretical advances, latest empirical findings, and real-world advocacy, with instructive and illuminating first-person accounts detailing challenges and rewards of feminist scholarship and practice in psychology.

Throughout the volume, chapters document a dynamic field in its evolution from the traditional, two-dimensional study of gender-based differences to concerted multidisciplinary approaches, to cutting edge feminist theoretical and methodological advances such as intersectionality to understand gender in context. The volume is divided into three distinct sections. The first covers current theory and research in psychological science that considers gender beyond a difference-only paradigm. Then, leading feminist scholars reflect upon their own experiences in their respective subdisciplines. Finally, the third section explores innovative best practices and applications for feminist psychological science.

Highlights of the coverage:

- Beyond difference: Gender as a quality of social settings.
- Adventures in feminist health psychology: Teaching about and conducting feminist psychological science.
- Mind the thigh gap? Bringing feminist psychological science to the masses.
- Feminist psychologists and institutional change in universities.

With its stimulating compilation of theories, research, and applications, *Feminist Perspectives On Building A Better Psychological Science of Gender* is one of the most forward-thinking and innovative treatments of the field in recent years. It is a significant and important text for all psychologists, women's and gender studies specialists, social science researchers, and all those interested in using evidence-based psychological science to create a more just and equitable world.

Using Narrative in Research by Christine Bold provides an accessible, easy-to-understand guide to the theory and practice of the use of narrative in research. Written with those new to narrative in mind, this book will enable readers to understand the origins of narrative traditions and to plan and carry out a narrative study of their own. Christine Bold's book examines narrative approaches across a range of research contexts and disciplinary boundaries and will be of equal value to practitioners and academic students and researchers alike. Drawing on a range of real-life examples of narrative studies, Using Narrative in Research will enable readers to provide a sound justification for adopting a narrative-based approach and will help them to write about and write up narrative in research. This book examines:

- How we design research projects with a narrative approach
- Ethics
- Narrative thinking
- Collecting narrative data
- Analysing narrative data
- Representation in narrative analysis
- Reporting and writing up narrative research.

The first textbook on research methods and methodological questions in the field of memory studies This guide provides students and researchers with a clear set of outlines and discussions of particular methods of research in memory studies. It offers not only expert appraisals of a range of techniques, approaches and perspectives in memory studies, but also focuses on key questions of methodology in order to help bring unity and coherence to this new field of study.

Making a Performance traces innovations in devised performance from early theatrical experiments in the twentieth-century to the radical performances of the twenty-first century. This introduction to the theory, history and practice of devised performance explores how performance-makers have built on the experimental aesthetic traditions of the past. It looks to companies as diverse as Australia's Legs on the Wall, Britain's Forced Entertainment and the USA-based Goat Island to show how contemporary practitioners

challenge orthodoxies to develop new theatrical languages. Designed to be accessible to both scholars and practitioners, this study offers clear, practical examples of concepts and ideas that have shaped some of the most vibrant and experimental practices in contemporary performance.

The informative and wide-ranging essays in this second volume of Borgo Perspectives on Intercultural Communication, by authors from Britain, Bulgaria, Germany, India, Russia and Spain, look at intercultural communication in action--whether in television or the movies, in the press, on the internet, in student life, in school, in the work of translators and interpreters, or simply in the attempt to communicate with "the Other." The seventeen pieces include: FRANCIS JARMAN: Intercultural Communication; ARIT BREEDE: Studying Abroad to Encounter the Other?; VASCO DA SILVA: Qualitative Approaches to Students' Intercultural Experience; BERENIKE KUSCHEL, ELKE BOSSE & IOULIA GRIGORIEVA: Go.Intercultural!; HELENA DRAWERT: Biographical Research; JOACHIM GRIESBAUM: Using Social Information and Communication Tools to Foster Intercultural Exchange and Learning; THOMAS MANDL: Encountering Others Online; MARIA MÖSTL, CHRISTA WOMSER-HACKER & JOACHIM GRIESBAUM: Self-Expression in Online Networks; FRANCIS JARMAN: The Hildesheim Intercultural Film Database; ANNE-KRISTIN LANGNER: Casting Shows and Culture; MANJU RAMANAN: Growing "Other"wise; DETELINA METZ & MADELEINE DANOVA: Encountering the Other; HANSJÖRG BITTNER: Words and Phrases; JESÚS BAIGORRI JALÓN & CONCEPCIÓN OTERO MORENO: Understanding the Other; FRANCIS JARMAN: Put the Signs Up, Take the Signs Down; EKATERINA SOFRONIEVA: In Quest of the Language Bridge; KLAUS SCHUBERT: Reducing Otherness. Francis Jarman has authored nine books for Borgo Press, including plays, a science fiction novel, a collection of essays, and three anthologies of essays by other writers. He lives and works in Germany.

The volume examines the role of narratives in old and new media. Its ten contributions firstly center on the various forms and functions narratives assume in computer-mediated environments, e.g. websites, weblogs, message boards, etc. In this light, past and present approaches to the description of narratives are presented and reevaluated based on their ability to capture the conceptual and methodological exigencies of new media. Secondly, the volume sheds new light upon the multimodal composition of new media narratives which typically feature multiple co-occurring semiotic modes such as speech, sound, text, static or moving images. In this vein, each paper explores a wide array of authentic examples from text genres as diverse as political speeches, real-time narratives and contemporary feature films. Its wide scope should not only appeal to linguists interested in the discursive and pragmatic dimension of narratives but also to scholars and students in other scientific disciplines.

The way we tell stories influences how others react to our emotions, and impacts how we cope with emotions ourselves.

This book presents the career narratives of an under-researched group of teachers: immigrant Filipino teachers of English working mainly with young and very young learners in Japan. It provides a nuanced and revealing critique of poststructuralist views of identity and proposes recognition theories as an alternative perspective. It explores the role of the community found in language teacher associations in the formation and strengthening of language teacher identity and reveals new insights into morality and social justice in language teacher identity. The narratives of the teachers and the communities of which they are part demonstrate how prejudice affects these teachers' lives, and how speaking about and celebrating success can affirm individual and group identity.

This book brings together scholarship that contributes diverse and new perspectives on childhood amnesia – the scarcity of memories for very early life events. The topics of the studies reported in the book range from memories of infants and young children for recent and distant life events, to mother–child conversations about memories for extended lifetime periods, and to retrospective recollections of early childhood in adolescents and adults. The methodological approaches are diverse and theoretical insights rich. The findings together show that childhood amnesia is a complex and malleable phenomenon and that the waning of childhood amnesia and the development of autobiographical memory are shaped by a variety of interactive social and cognitive factors. This book will facilitate discussion and deepen an understanding of the dynamics that influence the accessibility, content, accuracy, and phenomenological qualities of memories from early childhood. This book was originally published as a special issue of *Memory*.

Do bi- and multilinguals perceive themselves differently in their respective languages? Do they experience different emotions? How do they express emotions and do they have a favourite language for emotional expression? How are emotion words and concepts represented in the bi- and multilingual lexicons? This ground-breaking book opens up a new field of study, bilingualism and emotions, and provides intriguing answers to these and many related questions.

Reviews and integrates the many theories, perspectives and approaches in the field of autobiographical memory.

Comprehensive guide to published Australian autobiographical writing which deals with life in Australia up to 1850. Entries are listed alphabetically by author's name. Includes three separate indexes to personal names, places and subjects. Walsh has worked on numerous Australian reference publications. Hooton teaches English at the Australian Defence Force Academy and is co-author of 'The Oxford Companion to Australian Literature' (1985); Walsh is assisting her in preparing a new edition.

The purpose of *Remembering the Times of Our Lives: Memory in Infancy and Beyond* is to trace the development from infancy through adulthood in the capacity to form, retain, and later retrieve autobiographical or personal memories. It is appropriate for scholars and researchers in the fields of cognitive psychology, memory, infancy, and human development.

In *Storytelling as Narrative Practice*, the editors marshal a rich set of ethnographic case studies, drawn from a diverse range of global contexts, to show that storytelling is best understood contextually as a socially contingent practice.

*Forbidden Narratives: Critical Autobiography as Social Science* explores overlapping layers of voices and stories that convey the social relations of psychiatric survivor participation within a community mental health service system. It is written from the perspective of a woman who, in the course of working with the survivor movement, had a physical and emotional breakdown. Ironically, the author found herself personally confronted with issues she typically dealt with only from a distance: as a mental health professional, a researcher, and an activist. The author of this volume writes herself into her work as a major character. Narratives such as this have traditionally been forbidden as outside proper professional standards. Now they are claiming and receiving attention. *Forbidden Narratives* has the power to speak to a broad audience not only of mental health professionals but also policy makers, sociologists and feminists. It is about the breaking up of professional discourse. It demonstrates and signals profound changes in the social sciences.

Using Narrative in Research SAGE

This book provides a critical insight into comparative approaches to the professional learning and development of early years educators – taken to include all those working in a professional capacity with

young children in educative settings, including home-based care and education. It also analyses leadership development for the early years workforce, and the evaluation of the success or otherwise of professional development initiatives involving early years educators. The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators. The book is essential reading for professionals working in early years settings, for those engaged with the professional learning of early years educators, and for academics researching professionalism in early years education. It provides international perspectives on the professional learning and development of those working in early years education. This book was originally published as a special issue of the journal *Professional Development in Education*.

The evocation of narrative as a way to understand the content of consciousness has sparked truly interdisciplinary work among psychologists, philosophers and literary critics. The research presented in this volume should appeal to the general reader and researchers enmeshed in these problems.

*Narrative Inquiry in Language Teaching and Learning Research* provides an entry-level introduction to research methods using stories, as data or as a means of presenting findings, that is grounded in published empirical research within the field of language teaching and learning. It discusses basic definitions and concepts in narrative inquiry, explains how and why narrative methods have been used in language teaching and learning research, and outlines the different approaches and topics covered by this research. It also examines the different ways of eliciting, analyzing, and presenting narrative inquiry data. Narrative inquiry offers exciting prospects for language teaching and learning research and this book is the first focused and practical guide for readers who are interested in understanding or carrying out narrative studies.

The relationship between language and culture has been the focus of attention in the fields of anthropology, applied linguistics, sociolinguistics and sociology, especially in regard to the acquisition of language and negotiation of identity. Schieffelin and Ochs' (1986) framework of language socialization, in this respect, has inspired a variety of research, each of which approaches individuals' socialization processes from a different perspective. Second language (L2) acquisition research has also benefited from this framework to explore L2 learners' linguistic and social development in the target language culture. This volume offers a new perspective to analyze L2 socialization. Since adult L2 learners have already acquired the norms and values of their native culture through first language socialization (Kecskes, 2002; Matsumura, 2001), their experience with the L2 leads to conceptual blending and restructuring of what they already have. Therefore, the present book talks about "conceptual socialization" (Kecskes, 2002), a theoretical framework that is proposed in this study to refer to the process that L2 learners go through in becoming members of the target language community. The aim of the study presented in this volume is to explore the process of conceptual socialization by investigating its impact on international students' social and linguistic development. Both qualitative and quantitative methods were used to identify and explore the changes in the students' social and linguistic repertoire. While there is a plethora of research on English as second language learners and short-term study abroad students within the field of applied linguistics and interlanguage pragmatics, the trajectories of long-term international students who pursue graduate degrees abroad remain untold. Considering the increasing number of international students in the US and the challenges awaiting them in the new sociocultural environment, this volume plays a substantial role in exploring the process that international students go through as a result of their conceptual socialization. The findings presented in this book will not only shed light on how international students become socialized into the target culture's linguistic and sociocultural repertoires, but will also provide recommendations for the prospective international students so as to facilitate their conceptual socialization process.

This book presents theoretical considerations and the results of empirical research on pronunciation learning strategies (PLS) deployed by pre-service trainee teachers majoring in English as a foreign language who experienced different levels of language anxiety (LA). The theoretical part focuses on the concepts of pronunciation learning, pronunciation-learning strategies and language anxiety and includes an overview of recent empirical research dealing with various related issues. The empirical section of the book presents the findings of a research project that investigated the interplay between PLS and LA, in which both quantitative and qualitative data were collected. Based on the findings, the author proposes two profiles of anxious and non-anxious EFL trainee teachers who support their pronunciation learning with an array of pronunciation learning strategies and tactics.

*Research Methods in Applied Linguistics* is designed to be the essential one-volume resource for students. The book includes: \* qualitative, quantitative and mixed methods \* research techniques and approaches \* ethical considerations \* sample studies \* a glossary of key terms \* resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

The book explores the pedagogical potential of autobiographical writing in English-as-a-foreign language, approaching the topic from an educational, longitudinal, dialogical, and social perspective. Through a number of case studies, the author delineates four phases that EFL writers may experience in their identity construction processes, illustrating the complexity of EFL writers' social identities. This book will provide a valuable resource for language teachers and researchers interested in the pedagogical applications of autobiographical writing.

*Doing Research in Applied Linguistics: Realities, dilemmas, and solutions* provides insight and guidance for those undertaking research, and shows the reader how to deal with the challenges of this research involving real people in real settings. Featuring over twenty chapters by experienced and up-and-coming researchers from around the world, this book: outlines the steps involved in solving the problem and completing a successful, and publishable, project; provides case studies of obstacles faced at each stage of research, from preliminary planning to report writing; addresses issues of validity and reliability during data collection and analysis; discusses ethical issues in research dealing with vulnerable groups including children, refugees, and students; includes examples from longitudinal studies, and both qualitative and quantitative research. *Doing Research in Applied Linguistics* is essential reading for students studying research methods, or for those embarking on their first research project in applied linguistics or language education.

"As they narrate their lives in these rituals, leaders also give other participants ways to address some of the pressing issues in their own lives. Special emphasis is given to the emotional effects of narrative performances and how these accounts move people to identify with others, compel them to act in appropriate ways, or assuage their grief over a lost loved one. Oakdale analyzes autobiographical performances using insights from studies on ritual, life history, and linguistic anthropology to better understand Kayabi notions of self and person and the role these narrative expressions play in their social life."--BOOK JACKET.

This exciting new edited collection bridges the gap between narrative and self-understanding. The problem of self-knowledge is of universal interest; the nature or character of its achievement has been one continuing thread in our philosophical tradition for millennia. Likewise the nature of storytelling, the assembly of individual parts of a potential story into a coherent narrative structure, has been central to the study of literature. But how do we gain knowledge from an artform that is by definition fictional, by definition not a matter of ascertained fact, as this applies to the understanding of our lives? When we see ourselves in the mimetic mirror of literature, what we see may not just be a matter of identifying with a single protagonist, but also a matter of recognizing long-form structures, long-arc narrative shapes that

give a place to – and thus make sense of – the individual bits of experience that we place into those structures. But of course at precisely this juncture a question arises: do we make that sense, or do we discover it? The twelve chapters brought together here lucidly and steadily reveal how the matters at hand are far more intricate and interesting than any such dichotomy could accommodate. This is a book that investigates the ways in which life and literature speak to each other.

Autobiographical memory is constituted from the integration of several memory skills, as well as the ability to narrate. This all helps in understanding our relation to self, family contexts, culture, brain development, and traumatic experiences. The present volume discusses contemporary approaches to childhood memories and examines cutting-edge research on the development of autobiographical memory. The chapters in this book written by a group of leading authors, each make a unique contribution by describing a specific developmental domain. In providing a multinational and multicultural perspective on autobiographical memory development—and by covering a variety of theoretical and methodological approaches, this state-of-the-book is essential reading on the autobiographical memory system for memory researchers and graduate students. It is also of interest to scholars and students working more broadly in the fields of cognitive, developmental, and social psychology, and to academics who are conducting interdisciplinary research on neuroscience, family relationships, narrative methods, culture, and oral history.

This book discusses aspects of the theory and practice of qualitative research in the specific context of language and literacy education. It addresses epistemological perspectives, methodological problems, and practical considerations related to research involvements in areas of language education and literacy studies rather than generic issues of other fields of social sciences. The volume starts with Theoretical Considerations in the first part and raises some epistemological and theoretical concerns that are rarely debated in the specific context of research on language and literacy teaching. The second part, Methodological Approaches explores issues of the design and implementation of language and literacy education research within the framework of some of the major established qualitative research traditions. Finally, the part on Research in Action discusses practical aspects of a few actual instances of qualitative research on language and literacy education in different contexts.

It is a truism in psychology that self and autobiographical memory are linked, yet we still know surprisingly little about the nature of this relation. Scholars from multiple disciplines, including cognitive psychology, developmental psychology, anthropology, and philosophy have begun theorizing and writing about the ways in which autobiographical memory is organized, the role that narratives play in the development of autobiographical memory, and the relations between autobiographical memory, narrative, and self concept. If narratives are a critical link between memory and self, then it becomes apparent that the roles of language and social interaction are paramount. These are the issues addressed in this volume. Although individual authors offer their own unique perspectives in illuminating the nature of the link between self and memory, the contributors share a perspective that both memory and self are constructed through specific forms of social interactions and/or cultural frameworks that lead to the formation of an autobiographical narrative. Taken together, the chapters weave a coherent story about how each of us creates a life narrative embedded in social-cultural frameworks that define what is appropriate to remember, how to remember it, and what it means to be a self with an autobiographical past.

[Copyright: 8b93dc156657ca5e958619a12fb0185f](#)