

Narrative inquiry, teacher identity, and casebook pedagogy in language teacher education: What is their connection?



Tuesday, June 23, 2026
18:00-19:30 (JST) via Zoom



- Free of charge
- Advance registration required

Sign up by Sunday, June 14.

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Narrative inquiry and case-based pedagogy have one important feature in common: stories. Narrative inquiry is a method whereby researchers and reflective practitioners construct and examine stories to understand and learn about the experiences of language teachers and learners. The case method, or casebook pedagogy, in teacher education involves reading and critically discussing hypothetical or real cases in narrative form, very much like law schools use legal cases to train professional lawyers. The aim in doing so is to begin 'thinking like a teacher' in the process of learning to teach. In this presentation, I describe the processes of both narrative inquiry and case-based pedagogy and explore their connection with teacher identity. I provide examples from my own experiences as a language teacher educator and researcher to illustrate how they work, how you can use them, and why they are important in language education.

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Gary Barkhuizen is Professor of Applied Linguistics in the School of Education and Social Practice at the University of Auckland, New Zealand. His teaching and research interests are in the areas of language teacher education, teacher and learner identity, study abroad, and narrative inquiry. He has published widely in these areas, including these recent books: *Language Teacher Educator Identity* (2021, Cambridge), *Language Teachers Studying Abroad* (Ed. 2022, Multilingual Matters), *The Language Teacher Education Casebook* (2026, Cambridge), and *Mobilizing Multilingual Identities: Language Policy, Teaching, and Learning* (Ed. 2026, Routledge, with Park and May).