The cardinal aim of this study is to elaborate on how and in what way experienced teachers articulate their own past experiences by means of qualitative investigation, “Narrative inquiry”.

In the realm of education, it goes without saying that fostering a good relationship with teacher and learner is a crucially important factor.

Within the matrix of individual diversity, understanding one’s personal history and life experiences may be one of the keys to establishing such rapport.

In order to examine a person’s experience, “Narrative inquiry” views this within a framework, called “three-dimensional space”. This framework enables the inquirer to see experience as a whole.

By adopting the essence of the aforementioned, this study overall comprises of three chapters.

The first chapter exhibits related literatures of motivation and teachers’ lives which are germane to my study. In this, I embedded my own personal narratives in order to help understand the notion of “motivation change over time”.

The second chapter expatiates upon the research design in depth. This is based on the previous chapter in accordance with the definition of narrative inquiry accompanied by other research methods. Furthermore, it expounds on the concept of “three-dimensional space”.

Regarding the research questions, the following two are concerned:

(1) Personal learning pathways in conjunction with significant events, especially during childhood:

(2) Diverse relevant circumstances which help sustain their professional development.

To be more precise, the research design was basically divided into three phases by degrees:

(1) Preliminary study of their autobiography (written form) which consisted of life-course design and a 10-item of open-ended questionnaire. These were attached to e-mail sent in advance to the interview informants to better understand their background and so facilitate the subsequent interviews;

(2) The semi-structured interview, which was predicated on the previous study, was conducted in Japanese with a voluntarily base of three Japanese in-service teachers (hereafter informants) of five prospect candidates (all females with teaching experience), and their remarks were recorded on an IC recorder:
and

(3) The follow-up questions were conducted (if needed) via e-mail or telephone to study the informants in greater depth and to elicit information that had not yet come to the light.

After the interview, all their narratives were transcribed in Japanese, translated into English, and finally depicted their life-trajectory maps. However, the data of only two of three informants' were subjected to further analysis since I, as a novice, failed to elicit significant important information from her during the interview. For analytical consideration, I adopted the essence of "holistic-content analysis". I carried out the following steps:

(1) Carefully read and listen to the material several times until a pattern emerged;

(2) Decide on special foci of content or themes that in the story; and

(3) Keep track of results in several ways: Followed each theme throughout the story and noted conclusions.

The third chapter describes the results obtained from two informants participating in the study implemented subsequent to my two research questions. Both of informants shared with me their narratives of the changes in perspectives that occurred throughout their lives.

In their written autobiographies and interviews, they reminisced about their experiences in learning English during their childhood learning years, quoting two incidents. For one thing, their first experience of learning English was positive. For another, the teacher's influence with regard to teaching materials, and methods had a significant impact on their learning in those days. They also related influential factors pertaining to their teaching experiences, quoting two incidents. For one thing, studying abroad resulted in them experiencing some inner-changes. For another, both of them mentioned the influence of colleagues.

Finally, in conclusion, it shows some limitation of this study and possible enhancements for future studies. To conclude, this study was not merely just a research but also a good opportunity for us to look back at what had happened in the past. Both of informants either wrote or mentioned some positive reflective comments in the course of interview.

Through this study, I, as a researcher, felt some positive inner-changes, and I realized the importance of listening to other people's narratives and the value of telling others about one's past experiences.