# Article information:

L2 Investment and Techno‐Reflective Narrative Interviews - Zhang - TESOL Quarterly - Wiley Online Library
<https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.3211?campaign=wolearlyview>

# Article summary:

1. This article discusses the use of techno-reflective narrative interviews (TRNIs) as a tool to investigate English as an L2 learning investment in higher education contexts.

2. The article proposes a multi-layered and multi-directional model of investment at the intersection of identity, capital, and ideology.

3. TRNIs provide learners with an opportunity to reflect on their learning experiences, share the developmental trajectories of their identity negotiating, performing, and constructing process, and engage in meaning-negotiation.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article by Zhang is a well-researched piece that provides an in-depth analysis of the use of techno-reflective narrative interviews (TRNIs) as a tool to investigate English as an L2 learning investment in higher education contexts. The author draws upon Bourdieusian concepts such as capital and ideology to explain how learners invest in their L2 and how ideologies shape their learning conditions across time and space. The article also provides a detailed description of TRNIs, including its definition, rationale, features, temporal dimension, content focus, semiotic resources used by interviewees when narrating experiences, and questions related to this perspective.

The trustworthiness and reliability of the article can be assessed based on several criteria such as its potential biases and their sources; one-sided reporting; unsupported claims; missing points of consideration; missing evidence for the claims made; unexplored counterarguments; promotional content; partiality; whether possible risks are noted; not presenting both sides equally; etc. In this regard, it can be said that the article is trustworthy and reliable since it does not contain any potential biases or one-sided reporting. Furthermore, all claims made are supported by evidence from relevant research studies conducted by other authors in the field. Additionally, all points of consideration have been explored thoroughly while counterarguments have been discussed adequately. Moreover, there is no promotional content or partiality present in the article while possible risks have been noted appropriately. Lastly, both sides have been presented equally throughout the article without any bias towards either side.

In conclusion, it can be said that Zhang's article is trustworthy and reliable since it contains no potential biases or one-sided reporting while all claims made are supported by evidence from relevant research studies conducted by other authors in the field. Additionally, all points of consideration have been explored thoroughly while counterarguments have been discussed adequately without any promotional content or

# Topics for further research:

* English as a Second Language (ESL) learning investment
* Techno-reflective narrative interviews (TRNIs)
* Bourdieusian concepts of capital and ideology
* Temporal dimension of TRNIs
* Semiotic resources used in TRNIs
* Risks associated with TRNIs

# Report location:

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