**AUTOETHNOGRAPHY: SELECTED REFERENCES**

**(Last updated 9 January 2025)**

Adamson, J., & Muller, T. (2018). Joint autoethnography of teacher experience in the academy: Exploring methods for collaborative inquiry. *International Journal of Research & Method in Education*, *41*(2), 207-219.

Alm, A., & Ohashi, L. (2020). From self-study to studying the self: a collaborative autoethnography of language educators as informal language learners. In K. M. Frederiksen & S. Larsen (Eds.), *CALL for widening participation: Short papers from EUROCALL 2020*, 1-6.

Arikan, A. (2015). An autoethnography of teaching English to young learners: From theory to practice. *Anthropologist,* *20*(1-2), 77-85.

Arshavskaya, E., & Reyes de la Paz, N. (2023). Exploring the transformative impact of language teachers' autoethnographies in a teacher education course. *InSight: A Journal of Scholarly Teaching*, *18*, 26-40. https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1019&context=wlc\_facpub

Austin, J., & Hickey, A. (2007). Autoethnography and teacher development. *International Journal of Interdisciplinary Social Sciences*, *2*(2), 369-378.

Banks, S. P., & Banks, A. (2000). Reading “the critical life”: Autoethnography as pedagogy. *Communication Education*, *49*(3), 233-238.

Barreto, J. M. (2023). Ethnic identity as a cultural mediator in teaching: An autoethnography of a Latinx teacher. In M. Gutman. W. Jayusi. M. Beck, & Z. Bekerman (Eds.), *To be a minority teacher in a foreign culture: Empirical evidence from an international perspective* (pp. 439-452). Springer.

Belbase, S., Luitel, B., & Taylor, P. (2008). Autoethnography: A method of research and teaching for transformative education. *Journal of Education and Research*, *1*(1), 86-95.

Bohonos, J. W. (2023). Workplace hate speech and rendering Black and Native lives as if they do not matter: A nightmarish autoethnography. *Organization*, *30*(4), 605-623. <https://doi.org/10.1177/13505084211015379>

Brock-Utne, B. (2018). Researching language and culture in Africa using an autoethnographic approach. *International Review of Education*, *64*, 713-735.

Camangian, P. (2010). Starting with self: Teaching autoethnography to foster critically caring literacies. *Research in the Teaching of English*, *45*(2), 179-204.

Campbell, E. (2016). Exploring autoethnography as a method and methodology in legal education research. *Asian Journal of Legal Education*, *3*(1), 95-105.

Canagarajah, A. S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly*, *46*(2), 258-279.

Castañeda-Trujillo, J. E. (2023). Breaking the silence and empowering English language student-teachers through critical collaborative autoethnography. In C. H. Guerrero-Nieto (Ed.), *Unauthorized outlooks on second languages education and policies: Voices from Colombia* (pp. 121-140). Springer International.

Chang, H. (2007). Autoethnography: Raising cultural consciousness of self and others. *Studies in educational ethnography*, *12*, 207-221.

Chang, H. (2008). *Autoethnography as method*. Left Coast Press.

Cho, H. (2023). Linguicism in US higher education: A critical autoethnography. In M. Gutman. W. Jayusi. M. Beck, & Z. Bekerman (Eds.), *To be a minority teacher in a foreign culture: Empirical evidence from an international perspective* (pp. 301-315). Springer.

Chu, Y. (2023). Foster child of the family: An autoethnography of an international minority teacher educator in a US university. In M. Gutman. W. Jayusi. M. Beck, & Z. Bekerman (Eds.), *To be a minority teacher in a foreign culture: Empirical evidence from an international perspective* (pp. 269-282). Springer.

Choi, J. (2016). *Creating a multivocal self: Autoethnography as method*. Routledge.

Coia, L., & Taylor, M. (2009). Co/autoethnography: Exploring our teaching selves collaboratively. In L. Fitzgerald, M. Heston, & D. Tidwell (Eds.), *Research methods for the self-study of practice* (pp. 3-16). Springer.

Cunningham, S. J., & Jones, M. (2005, July). Autoethnography: a tool for practice and education. *Proceedings of the 6th ACM SIGCHI New Zealand chapter's international conference on Computer-human interaction: making CHI natural* (pp. 1-8). <https://dl.acm.org/doi/pdf/10.1145/1073943.1073944>

Delesclefs, D. (2020). Autoethnographic perspectives on first language use in second language learning. In P. Stanley (Ed.), *Critical autoethnography and intercultural learning* (pp. 84-94). Routledge.

Denzin, K. N. (2014). Reading and writing interpretation. In K. N. Denzin (Ed.), *Interpretive autoethnography* (pp. 69-84). Sage.

Dutton, J. (2021). Autonomy and community in learning languages online: A critical autoethnography of teaching and learning in COVID-19 confinement during 2020. In *Frontiers in Education, 6.* <https://www.frontiersin.org/articles/10.3389/feduc.2021.647817/full>

Dovchin, S., Gong, Q., Dobinson, T., & McAlinden, M. (Eds.). (2024). *Linguistic diversity and discrimination: Autoethnographies from women in academia.* Routledge.

Egitim, S., & Sandu, R. (2023). Intercultural language education through leaderful pedagogy: A collaborative autoethnographic approach. In S. Egitim & Umemiya (Eds.), *Leaderful classroom pedagogy through an interdisciplinary lens: Merging theory with practice* (pp. 159-174). Springer.

Elam, K. M. (2024). Challenges and opportunities in applying transformative learning theory: A critical reflection through collaborative autoethnography. *Journal of Artificial Intelligence General science (JAIGS) ISSN: 3006-4023*, *4*(1), 278-288.

Ellis, C. (2004). *The ethnographic I: A methodological novel about autoethnography*. AltaMira.

Ellis, C., & Bochner, A. (2000). Autoethnography, personal narrative, reflexivity. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 733-768). (2nd ed.). Sage.

Farrell, L., Bourgeois‐Law, G., Regehr, G., & Ajjawi, R. (2015). Autoethnography: Introducing ‘I’ into medical education research. *Medical Education*, *49*(10), 974-982.

Filipović, J. (2019). Transdisciplinary qualitative paradigm in applied linguistics: Autoethnography, participatory action research and minority language teaching and learning. *International Journal of Qualitative Studies in Education*, *32*(5), 493-509.

Fox, R. (2021). Recalling emotional recall: Reflecting on the methodological significance of affective memory in autoethnography. *Text and Performance Quarterly*, *41*(1-2), 61-80.

Fujimoto-Adamson, N., & Adamson, J. L. (2024). Shuttling between language and content teaching: Exploring opportunities and challenges through collaborative autoethnography. *International Journal of English for Academic Purposes: Research and Practice*, *4*(2), 113-127.

Gannon, S. (2006). The (im)possibilities of writing the self-writing: French poststructural theory and autoethnography. *Cultural Studies <=> Critical Methodologies, 6*, 474-495.

## Garbati, J. F., & Rothschild, N. (2016). Lasting impact of study abroad experiences: A collaborative autoethnography. *Forum: Qualitative Social Research, 17*(2). DOI: <https://doi.org/10.17169/fqs-17.2.2387>

Granger, C. A. (2011). *Silent moments in education: An autoethnography of learning, teaching, and learning to teach*. University of Toronto Press.

Hamdan, A. (2012). Autoethnography as a genre of qualitative research: A journey inside out. *International Journal of Qualitative Methods*, *11*(5), 585-606.

Hayler, M. (2012). *Autoethnography, self-narrative and teacher education*. Springer.

Holman-Jones, S. (2005). Autoethnography: Making the personal political. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 763-792). Sage.

Hughes, S., Pennington, J. L., & Makris, S. (2012). Translating autoethnography across the AERA standards: Toward understanding autoethnographic scholarship as empirical research. *Educational researcher*, *41*(6), 209-219.

Jackson, A. Y., & Mazzei, L. A. (2008). Experience and “I” in autoethnography: A deconstruction. *International Review of Qualitative Research*, *1*(3), 299-318.

Johnston, D., & Strong, T. (2008). Reconciling voices in writing an autoethnographic thesis. *International Journal of Qualitative Methods*, *7*(3), 47-61.

Kamali, H. C. (2021). How I happened to become a Nepanglish teacher: Using autoethnography for effective ELT in the EFL context. *International Journal of English Language Teaching*, *9*(2), 29-34.

Keleş, U. (2022). Autoethnography as a recent methodology in applied linguistics: A methodological review. *Qualitative Report*, *27*(2), 448-474.

Keleş, U. (2023). Mystory as an international graduate student: A socialization autoethnography. *Studies in Graduate and Postdoctoral Education*, *14*(3), 276-293.

Kessler, M. (2023). Autoethnography for language teacher education programs: Connecting identities, ideologies, and experiences to curricular design practices. *TESOL Journal*, e772. <https://doi.org/10.1002/tesj.772>

King, M. (2018). The impact of LTA volunteerism on leadership and management development: An autoethnographic reflection. In A. Elsheikh, C. Coombe, & O. Effiong (Eds.) *The role of language teacher associations in professional development* (pp. 283-294). Springer.

Koay, J. (2023). Self-directed professional development activities: An autoethnography. *Teaching and Teacher Education*, *133*, 104258. <https://doi.org/10.1016/j.tate.2023.104258>

Lapidus, A., Kaveh, Y. M., & Hirano, M. (2013). ESL teachers/ESL students: Looking at autoethnography through the lens of personetics. *L2 Journal*, *5*(1).

Liao, F. Y. (2022). Teaching poetic autoethnography to L2 STEM students in Taiwan. In B. Chamcharatsri & A. Iida (Eds.), *International perspectives on creative writing in second language education: Supporting language learners’ proficiency, identity, and creative expression* (pp. 132-151). Routledge.

Liu, W. (2022). Language teaching methodology as a lived experience: An autoethnography from China. *RELC Journal*, *53*(1), 71-84.

López-Gopar, M. E., Sughrua, W. M., & Huerta Cordova, V. (2022). The journey of a critical-oriented ELT curriculum and the identities of teacher educators: A collaborative and analytic autoethnography. *Teachers and Teaching*, 1-14. <https://doi.org/10.1080/13540602.2022.2062733>

Lowe, R. J. (2024). Native-speakerism, (dis) empowerment, and paradoxes of internationalization: An autoethnography of success and failure in language teaching and learning in Japan. In L. Gurney & L.Wedikkarage (Eds.), *Language education policies in multilingual settings: Exploring rhetoric and realities in situ* (pp. 17-33). Springer Nature.

Mackinlay, E. (2022). *Writing feminist autoethnography: in love with theory, words, and the language of women writers*. Routledge.

Méndez, M. (2013). Autoethnography as a research method: Advantages, limitations and criticisms. *Colombian Applied Linguistics Journal*, *15*(2), 279-287.

Mirhosseini, S. A. (2018). An invitation to the less‐treaded path of autoethnography in TESOL research. *TESOL Journal*, *9*(1), 76-92. DOI: 10.1002/tesj.305.

Miri, M. A. (2019). The impact of English language in Afghanistan: An autoethnography. *International Journal of TESOL & Learning*, *8*(1).

Mora, R. A. (2021). Criticality and English language education: An autoethnographic journey. *HOW Journal*, *28*(3), 62-77.

Noy, C. (2007). The language (s) of the tourist experience: An autoethnography of the poetic tourist. In I. Ateljevic, A. Pritchard, & N. Morgan (Eds.), *The critical turn in tourism studies* (pp. 349-370). Routledge.

Nuñez, J. L. (2021). Losing my code: An autoethnography on language attrition. *Journal of Languages and Language Teaching*, *9*(4), 480-487.

Ozturk, H. A. (2020). My quest for negotiating meaning. Reflections on my dilemmas about practices of English language teaching in public school context in Turkey: An autoethnography. *Technium Social Sciences Journal*, *7*, 36-48.

Park, L. E. (2014). Shifting from reflective practices to reflexivity: An autoethnography of an L2 teacher educator. *English Teaching*, *69*(1). 173-198. http://journal.kate.or.kr/wp-content/uploads/2015/01/kate\_69\_1\_8.pdf

Peña-Pincheira, R. S. (2022). An autoethnography. In I. C. Plough & W. Tamboura (Eds.), *Cultures and languages across the curriculum in higher education: Harnessing the transformative potentials of CLAC across disciplines*. Taylor and Francis.

Peynado, C. C., Morales-Triviño, M. C., & Castañeda-Trujillo, J. E. (2022). A collaborative autoethnography on being preservice English language teachers throughout the bachelor’s degree. *Profile Issues in Teachers Professional Development*, *24*(2), 169-183.

Pinner, R. S. (2018). Re-learning from experience: Using autoethnography for teacher development. *Educational Action Research*, *26*(1), 91-105.

Pitard, J. (2017). A journey to the centre of self: Positioning the researcher in autoethnography. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 18*(3). <https://doi.org/10.17169/fqs-18.3.2764>

Raza, K., Manasreh, M., King, M., & Eslami, Z. (2024). Context specific leadership in English language program administration: What can we learn from the autoethnographies of leaders?. *International Journal of Leadership in Education*, *27*(5), 1031-1051.

Reed-Danahay, D. (2009). Anthropologists, education, and autoethnography. *Reviews in Anthropology*, *38*(1), 28-47.

Reed-Danahay, D. (2017). Bourdieu and critical autoethnography: Implications for research, writing, and teaching. *International Journal of Multicultural Education*, *19*(1), 144-154.

Sánchez-Martín, C. (2020). Critical autoethnography in TESOL teacher education: A translingual and Cultural Historical Activity Theory perspective for transnational spaces. In O. Z. Barnawi & A. Ahmed (Eds.), *TESOL Teacher Education in a Transnational World* (pp. 105-118). Routledge.

Sardabi, N., Mansouri, B., & Behzadpoor, F. (2020). Autoethnography in TESOL. In J. I. Liontas (Ed.), *The encyclopedia of English language teaching* (pp. 1-6). John Wiley & Sons.

Simon-Maeda, A. (2011). *Being and becoming a speaker of Japanese: An autoethnographic account*. Multilingual Matters.

Sondari, P. S. (2023). Reflecting on the intersection of critical pedagogy, identities, and spaces: An Indonesian doctoral student’s autoethnography. *RELC Journal*, *54*(1), 183-196.

Song, J., & Wu, A. E. (2024). Intergenerational autoethnography of heritage language maintenance: Focusing on emotion, identity, and power. *The Modern Language Journal*, *108*(S1), 14-36.

Stanley, P. (2019). Autoethnography and ethnography in English language teaching. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 1071-1090). Springer.

Stanley, P. (Ed.). (2020). *Critical autoethnography and intercultural learning: Emerging voices*. Routledge.

Starr, L. J. (2010). The use of autoethnography in educational research: Locating who we are in what we do. *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheures et chercheurs en éducation*, *3*(1), 1-9.

Sun, X. (2024). Teacher intuition and teacher development: An EFL teacher's autoethnography. *Issues in Educational Research*, *34*(2), 743-759.

Thomas, C. (2018). Negotiating words and worlds: An autoethnography of linguistic identity development. *International Journal of Qualitative Studies in Education*, *31*(7), 612-625.

Tienari, J. (2019). One flew over the duck pond: Autoethnography, academic identity, and language. *Management learning*, *50*(5), 576-590.

## Tin, T. B. (2024). Finding constraints to foster creativity in language learning tasks: An autoethnographic approach. *TESOL Journal*, e792.

## Trahar, S. (2009, January). Beyond the story itself: Narrative inquiry and autoethnography in intercultural research in higher education. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 10*(1). DOI: <https://doi.org/10.17169/fqs-10.1.1218>

## Truong, K. D., & Nguyen, A. T. (2024). Western-trained Vietnamese teachers’ EFL writing instruction: A collaborative autoethnography of tensions, emotion, and agency from an activity theoretical perspective. *Journal of Second Language Writing*, *65*, 101132.

Valencia, A. (2022). (Re) Imagining EFL language teacher education through critical action research: An autoethnography. In A. Grogné, A. Kalan, & S. Herath (Eds.), *Critical action research challenging neoliberal language and literacies education* (pp. 81-100). Peter Lang.

Vellanki, V., & Prince, S. P. (2018). Where are the “people like me”?: A collaborative autoethnography of transnational lives and teacher education in the US. *The Teacher Educator*, *53*(3), 313-327.

Yang, G. (2014). An autoethnography on language ideologies in English curriculum development. *Sino-US English Teaching*, *11*(8), 553-566.

Yang, X., & Pak, B. (2023). Pedagogical challenges of immigrant minority teacher educators: A collaborative autoethnography study. In M. Gutman. W. Jayusi. M. Beck, & Z. Bekerman (Eds.), *To be a minority teacher in a foreign culture: Empirical evidence from an international perspective* (pp. 285-300). Springer.

Yazan, B. (2019). An autoethnography of a language teacher educator. *Teacher Education Quarterly*, *46*(3), 34-56.

Yazan, B. (2019). Identities and ideologies in a language teacher candidate's autoethnography: Making meaning of storied experience. *TESOL Journal*, *10*(4), e500.

Yazan, B. (2019). Toward identity‐oriented teacher education: Critical autoethnographic narrative. *TESOL Journal*, *10*(1), e00388.

Yazan, B. (2024). *Autoethnography in language education: Tensions, characteristics, and methods*. Springer Nature.

Yazan, B. (2024). Situating autoethnography in the research landscape of language education. In *Autoethnography in language education: Tensions, characteristics, and methods* (pp. 1-16). Springer Nature.

Yazan, B. (2024). Teacher ethnography in critical autoethnographic narrative: Making sense of the political in the personal. In P. I. de Costa & Ö. Uştuk (Eds.), *A sociopolitical agenda for TESOL teacher education* (pp. 123-143). Bloomsbury.

Yazan, B., Canagarajah, S., & Jain, R. (Eds.). (2020). *Autoethnographies in ELT: Transnational identities, pedagogies, and practices*. Routledge.

Yazan, B., Penton Herrera, L. J., & Rashed, D. (2023). Transnational TESOL practitioners’ identity tensions: A collaborative autoethnography. *TESOL Quarterly*, *57*(1), 140-167.

Zhang, E. D., & Yu, S. (2024). ‘I am not omniscient’: An autoethnography inquiry into a novice L2 teacher’s implementation of digital multimodal composing. *Computer Assisted Language Learning*, 1-29.

Zhu, J., Kim, G. J. Y., & Weng, Z. (2022). Affordances and constraints: Using collaborative autoethnography as a methodology to examine language teacher agency. *International Journal of Qualitative Studies in Education*, 1-14. <https://doi.org/10.1080/09518398.2022.2127011>