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Type: **In-person interactive poster session**

## **Presenting autoethnography as both process and product**

*Saturday 17 May 2025 11:30 (1 hour)*

### **TITLE**

Presenting autoethnography as both process and product

### **RELEVANT SIG**

Learner Development

### **FORMAT**

In-person interactive poster session

### **Short English description**

### **KEYWORDS**

autoethnography, critical applied linguistics, translanguaging, multimodality

### **First-time presenter?**

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### **ABSTRACT**

This presentation explores the evolving role of autoethnography (AE) in language education research, focusing on its development in national and international conferences. While conventional language education research has focused primarily on studying effective language learning and teaching methods, more studies today incorporate critical perspectives that address social and political aspects, such as language ideologies and resulting inequalities in the classroom and beyond. In this vein, AE's role in connecting researchers' personal experiences to such issues from a different angle has received increasing attention (Yazan, 2024). However, unlike the end product of AE such as publication, the process of AE (e.g. how it is experienced and presented beyond written forms) is rarely discussed. Here, I will present a review of relevant conference programs over the last three years and reflect on my own presentation experience. As a doctoral student who was hesitant to adopt AE, I started by silently listening to other people's AE, eventually getting involved in

a collaborative AE and finding myself much more comfortable sharing personal stories as a research method. I will also highlight the potential of AE in language education research, through translanguaging and multi-modality, making research more accessible and meaningful to a wider audience.

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