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Type: Practice-oriented Oral Face-to-face presentation

Using Duoethnography in Academic Research Writing: An Action Research Study

Saturday 17 May 2025 15:45 (25 minutes)

TITLE

Using Duoethnography in Academic Research Writing: An Action Research Study

RELEVANT SIG

College and University Educators (CUE)

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Duoethnography, academic writing, L2 writing

First-time presenter?

ABSTRACT

This presentation introduces action research that implemented duoethnography in a research writing course for third-year university English majors. The course aims to prepare students to write graduation theses in English in their fourth year. Teaching this course is challenging because students tend to struggle with conducting research (e.g., data collection and analysis) because they lack previous research experience and are also relatively unfamiliar with academic writing conventions. To experience a research process, students engaged in duoethnographic projects in this course. Duoethnography is a collaborative research approach where participants from different backgrounds compare their life histories to offer diverse perspectives on the world or phenomena (Norris & Sawyer, 2012; Sawyer & Norris, 2015). Duoethnography can also be used in the language classroom (Lowe & Lawrence, 2020). In pairs, students collected and analyzed interview data during class, which allowed them to engage in hands-on research while selecting topics of personal interest

(e.g., L2 learning motivation and anxiety, study abroad, academic writing). Students reported finding the experience with duoethnography engaging and beneficial. They appreciated the opportunity to learn a new research method and choose topics freely. This approach seemed to improve the class atmosphere as students connected more deeply with one another.

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