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## Exploring Queer ELT Identity Through Autoethnography

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**What type of student are you? / 当てはまるものを選んでください**

Part-time MA 定時制 (フレックス制) 課程修士学生

**Where are you currently studying? / 学校名 (全員)**

University of British Columbia

**Presentation Title / 発表タイトル**

Exploring Queer ELT Identity Through Autoethnography

**Abstract / Bio**

Teacher identity is shaped by personal experiences, institutional expectations, and broader social forces. This presentation explores how I use autoethnography as a method to examine queer, foreign English language teaching (ELT) identity in Japan. Drawing on my own experiences, I critically reflect on the ways my identities interact and overlap in the various social and professional contexts I find myself in, using diverse theories such as Norton's (1995, 2013) concept of identity and investment, Varghese et al.'s (2005) work on teacher identity, and Butler's (1990) theory of performativity. This presentation highlights the benefits of autoethnography as a reflective and research tool for language educators. Participants will gain insight into how this method can support self-reflection and contribute to discussions on identity in ELT. Whether attendees are familiar with critical, qualitative methods such as autoethnography or not, they will gain a greater appreciation for the power of reflective writing in their own teaching contexts.

Chelanna is currently completing an M.Ed. in TESOL at the University of British Columbia. She is also a full-time instructor at Reitaku University. She is the Director of Program for JALT, and a founding member of the SPIN Committee.

**Author:** WHITE, Chelanna (Reitaku University)

**Presenter:** WHITE, Chelanna (Reitaku University)

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