



## LSLP Micro-Paper 78: Duoethnography

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### Defining the Term

Duoethnography is a collaborative research method in which researchers (not necessarily just two) engage in a dialogical process (which is at the heart of the “duo”) to reconceptualize and re-story their own narratives while developing a topic. Normally, researchers establish a series of conversations that follow a leitmotiv with the objective of sharing and contrasting their experiences regarding the same phenomena. Additionally, a duoethnography does not impose conclusions on readers; rather, duoethnographers portray their experiences so the reader can reach their own conclusions.

Duoethnography presents narrative spaces in which readers identify themselves and their background to produce new concepts and narratives. This research method does not pretend to propose a universal or closed conclusion. Instead, it introduces a trustworthy set of discussions that could become a catalyst of new dialogues between the reader, the text, and researchers. When one finishes reading a duoethnography, one is not expected to adopt the researchers’ resolution; on the contrary, it is intended to revisit its experience in order to make its own outcome. Duoethnography, as a research methodology, intends to be a transformative experience for both the readers and those involved in the research endeavor.

### Connecting it to LSLP

At LSLP, we are constantly looking for new ways to engage with research methods and topics that integrate the different perspectives of our members while preserving methodological rigor and trustworthiness in our work. Duoethnography allows to contrast and integrate in a single work the multiple voices present in our research lab. Specifically, we have begun to integrate duoethnography in our research to better capture the life experiences of our researchers into our projects. Our [gaming research](#) has already taken some steps and we are also delving in duoethnography in our [city-as-literacy](#) studies.

Methodologically, we have found that we can easily weave the idea of duoethnography with other concepts

we are already using in our research, such as [polyangulation](#) or [Rashomon Effect](#), concepts that provide an open-ended and dynamic research methodology. Finally, duoethnography may allow our researchers to contrast their own experiences with those from other members of our teams, which benefits the future integration of some of our research lines.

### Expanding Second Language Research

Learning a language is a lifelong process. Sometimes, in a single research project, only a part of this entire process is tackled. A duoethnographic research allows the researchers to tackle experiences only subdued to the extension of their memories. This has significant consequences when it comes to analyzing factors as motivation, acquisition processes out of the classroom, [identity](#), teaching experiences and contrasted acquisition processes.

Furthermore, the implementation of duoethnographic exercises in the L2 classroom can provide teachers with information regarding students’ interests, learning styles and strategies and even feedback on teacher’s practices. Finally, duoethnographic exercises can be expanded to other areas which will provide with an interdisciplinary focus on the different moments and contexts that conform the second language acquisition processes.

### References

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