

## Appendix A:

- Braine, G. (2010). *Nonnative speaker English teachers: Research, pedagogy, and professional growth*. Routledge.
- Breen, M. P. (1985). Authenticity in the language classroom. *Applied Linguistics*, 6(1), 60-70.  
<https://doi.org/10.1093/applin/6.1.60>
- Chang, H. (2008). *Autoethnography as method*. Routledge.
- Clark, E., & Paran, A. (2007). The employability of non-native-speaker teachers of EFL: A UK survey. *System*, 35(4), 407-430. <https://doi.org/10.1016/j.system.2007.05.002>
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60(4), 385-387.  
<https://doi.org/10.1093/elt/ccl030>
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315-348.  
<https://doi.org/10.1017/S0261444808005028>
- Norris, J., & Sawyer, R. (2012). Toward a dialogic methodology. In J. Norris, R. Sawyer and D. E. Lund (eds.), *Duoethnography: Dialogic methods for social, health, and educational research* (pp. 9–40). Left Coast Press.
- Rivers, D. J. (2013). Implications for identity: Inhabiting the “native speaker” English teacher location in the Japanese sociocultural context. In S. Houghton & D. J. Rivers (Eds.), *Social identities and multiple selves in foreign language education* (pp. 75–91). Bloomsbury. <https://doi.org/10.5040/9781472542045.ch-002>
- Snow, D. (2004). Framing processes, ideology, and discursive fields. In D. Snow, S. Soule, & H. Kriesi (Eds.), *The Blackwell companion to social movements* (pp. 380–412). Blackwell Publishing.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.

## Answer key:

**Question:** *In what order are the references written?*

**Answer:** The references are written in alphabetical order by the author’s surname.

**Question:** *Which of these references are for books, which are for chapters in edited works, and which are for journal articles?*

**Answers:**

- *Books:* Braine (2010), Chang (2008), Widdowson (1978).
- *Chapters in edited works:* Norris & Sawyer (2012), Rivers (2013), Snow (2004).
- *Journal articles:* Breen (1985), Clark & Paran (2007), Holliday (2006), Moussu & Llurda (2008)

**Question:** *What are the rules for referencing each kind of source?*

**Answers:** Rules for referencing each kind of source

**Books:** Author surname(s), Author first name(s) initial(s). (Year). *Title of book*. Name of publisher.

**Book chapters:** Author surname, Author first name(s) initial(s). Year. Title of chapter. In Editor first name initial. Editor surname (Eds.), *Title of book* (pp. Start page-End page). Name of publisher. DOI number (where applicable)

**Journal articles:** Author surname, Author first name(s) initial(s). Year. Title of article. *Name of Journal*, Volume(Issue), Start page-End page. DOI number (where applicable)

**Question:** *What is a "DOI"?*

**Answers:** A DOI is a Digital Object Identifier. This a unique number which is linked to specific digital content, such as a journal article. Not all sources have a DOI number.

## Appendix B:

- Adams, T. E., Holman Jones, S., & Ellis, C. *Autoethnography*. Oxford University Press, 2015.
- Canagarajah, A. S. (2012), Teacher development in a global profession: An autoethnography, 258-279. *TESOL Quarterly*, 46/2. <https://doi.org/10.1002/tesq.18>
- Adrian Holliday (2022, June). *Contesting grand narratives of the intercultural*. Routledge.
- Liu, W. (2022). *RELC Journal*, 53(1): Language teaching methodology as a lived experience: An autoethnography from China: 71-84. <https://doi.org/10.1177/0033688220920371>
- McKinley, J. (2019). *Evolving the TESOL teaching–research nexus*. *TESOL Quarterly*, 53(3), 875–884. <https://doi.org/10.1002/tesq.509>
- Pinner, R. (2019). *Authenticity and teacher-student motivational synergy: A narrative of language teaching*. Routledge.
- Rose, H., & Montakantiwong, A. (2018). A Tale of Two Teachers: A Duoethnography of the Realistic and Idealistic Successes and Failures of Teaching English as An International Language. *RELC Journal*, 49(1), 88–101. <https://doi.org/10.1177/0033688217746206>
- Duoethnography*, by R.D. Sawyer & J. Norris (2013). Oxford University Press.
- Stanley, P., & Vass, G. (2018). On the difficulties of writing about culture in autoethnography. In P. Stanley & G. Vass (Eds.), *Questions of culture in autoethnography* (pp.1-12). Routledge.
- Yazan, B., Canagarajah, C., & Jain, R. (2021). Autoethnography as research in ELT: Methodological challenges and affordances in the exploration of transnational identities, pedagogies, and practices. In *Autoethnographies in ELT: Transnational identities, pedagogies, and practices* (pp.1-19), edited by Yazan, B., Canagarajah, S., & Jain, R. Published by Routledge.

## Answer key:

### Correct reference:

- Adams, T. E., Holman Jones, S., & Ellis, C. (2015). *Autoethnography*. Oxford University Press.  
– For this reference the year was written in the wrong place.

### Correct reference:

- Canagarajah, A. S. (2012), Teacher development in a global profession: An autoethnography. *TESOL Quarterly*, 46(2), 258-279. <https://doi.org/10.1002/tesq.18>  
– For this reference there should have been a period after the year, the page numbers were written in the wrong place, and the volume/issue numbers were incorrectly formatted.

### Correct reference:

- Holliday, A. (2022). *Contesting grand narratives of the intercultural*. Routledge.  
– For this reference the author's name was written incorrectly, and a superfluous month was added after the year.

### Correct reference:

Liu, W. (2022). Language teaching methodology as a lived experience: An autoethnography from China. *RELC Journal*, 53(1), 71-84. <https://doi.org/10.1177/0033688220920371>

- *For this reference, the name of the journal and title of the article were written the wrong way around.*

**Correct reference:**

McKinley, J. (2019). Evolving the TESOL teaching–research nexus. *TESOL Quarterly*, 53(3), 875–884. <https://doi.org/10.1002/tesq.509>

– *For this reference, the title of the paper was italicized, rather than the name of the journal and the volume number.*

**Correct reference:**

Pinner, R. (2019). *Authenticity and teacher-student motivational synergy: A narrative of language teaching*. Routledge.

– *This reference was written correctly.*

**Correct reference:**

Rose, H., & Montakantiwong, A. (2018). A tale of two teachers: A duoethnography of the realistic and idealistic successes and failures of teaching English as an international language. *RELC Journal*, 49(1), 88–101. <https://doi.org/10.1177/0033688217746206>

– *For this reference, the title of the article was written in title case rather than sentence case.*

**Correct reference:**

Sawyer, R.D., & Norris, J. (2013). *Duoethnography*. Oxford University Press.

– *For this reference the title of the book was in the wrong place. The author surnames and initials are also written the wrong way around.*

**Correct reference:**

Stanley, P., & Vass, G. (2018). On the difficulties of writing about culture in autoethnography. In P. Stanley & G. Vass (Eds.), *Questions of culture in autoethnography* (pp.1-12). Routledge.

– *This reference was written correctly.*

**Correct reference:**

Yazan, B., Canagarajah, C., & Jain, R. (2021). Autoethnography as research in ELT: Methodological challenges and affordances in the exploration of transnational identities, pedagogies, and practices. In B. Yazan, S. Canagarajah, & R. Jain (Eds.), *Autoethnographies in ELT: Transnational identities, pedagogies, and practices* (pp.1-19). Routledge.

– *Here, the editors' names were written in the wrong place, and their surnames and first name initials were inverted. Also, the superfluous words "edited by" and "published by" were included. The word "(Eds.)," was omitted.*