

**Book Review: Doctoral Students'
Identities and Emotional Wellbeing
in Applied Linguistics:
Autoethnographic Accounts,
Yazan, B., Trinh, E., & Pentón
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Doctoral Students' Identities and Emotional Well-Being in Applied Linguistics, edited by Bedrettin Yazan, Ethan Trinh, and Luis Javier Penton Herrera and published in 2023, serves as a groundbreaking exploration of the intricate experiences of doctoral students in the field of applied linguistics. This book focuses on a crossing point where emotional well-being and identity work of doctoral students meet and explore these student' personal transformation narratives of being challenged by their doctoral journeys. The editors have selected a compilation of 12 autoethnographies that explore the often difficult and oppressive nature of the academic environments and their intersection with personal and professional identities. Moving beyond a traditional scholarly discourse, each chapter delves into the lived experiences of doctoral students focusing on the challenges, failures, and achievements they have gone through while earning a doctoral degree; their personal and professional identity development within immediate academic communities; and the prominent role of emotional well-being

while navigating the frequently-tumultuous waters of doctoral study. The book's overarching goal is to provide a thorough understanding of these challenges and propose ways to build more compassionate and inclusive educational setting for prospective doctoral students.

The edited volume of the book utilizes autoethnography as the overarching methodology to effectively combine various theoretical frameworks, including poststructuralism, queer theory, and identity-trajectory theory. The book uses introspection to study the chapter writers' personal experiences and academic journeys. Each chapter utilizes personal data sources such as journal entries and reflections. The book excels in its meticulous and all-encompassing storytelling and a large array of data strategies, combined with qualitative, thematic, and narrative analysis methods. These methods emphasize the genuineness and profoundness of the narratives. The findings provide a compelling and varied range of experiences. They highlight the pivotal roles of emotions, identity, and support networks in the achievement of PhD students in applied linguistics. The book is an invaluable resource for graduate students, faculty members, higher education administrators and policymakers, emphasizing the need of compassionate and all-encompassing educational settings.

This edited volume consists of 12 chapters each of which frames and explores a doctoral student's own narrative in their own voice and in their own style. Throughout a diverse set of data, including poems, visuals, and other forms of storytelling, the autoethnographers capture not only our minds but also the hearts of the readers while revealing multiple layers of consciousness, connecting personal and emotional experiences to their sociocultural and sociohistorical contexts. The chapters of this volume are presented in five subsections titled as (I) Interrelating Multiple Identities, (II) Navigating and Negotiating in-betweenness, (III) Engaging Emotions and Wellbeing, (IV) Establishing Support Systems, and (V) Moving forward with Autoethnography in Applied Linguistics.

In Part I, there are three sets of chapters, exploring the interrelating multiple identities. Chapter 1 provides a detailed examination of the overlapping identities of James Coda, who is a first-generation, LGBTQ+ student coming from a disadvantaged socioeconomic background. Employing poststructuralism and queer theory, Coda analyzes the interplay between their intersecting identities and their influence on his academic trajectory. In Chapter 2, Xiao Tan reveals the change he underwent from being a Chinese EFL student to integrate into the academic discourse community in the United States. He applies academic discourse socialization theory to emphasize the problems he faced and he approaches used for his socialization process. In Chapter 3, Juyeon Yoo's contribution enhances the topic by analyzing the development of her scholarly identity via academic mentoring and engagement, using an identity-trajectory theoretical approach.

Navigating and negotiating in-betweenness is the focus of the next series of chapters in Part II. Chapter 4 delves into Ufuk Keleş's autoethnographic accounts as a transnational academic, employing poetry and personal narratives to explore the concept of "in-betweenness" as a transnational researcher. Keleş combines academic and creative approaches by employing stream-of-consciousness and "every day spoken English" conventions. Challenging reader passivity and academic boundaries, Keleş presents his story as a transformation narrative from a monocultural and monolingual teenager in small mining town to a multicultural and multilingual language teacher in a cosmopolitan city in Turkey and from there to the .us to pursue his PhD studies as a transcultural and translanguingual scholar of applied linguistics. Keleş uses a lyrical and creative approach in his poetry to depict his in-betweenness in the magical but non-existent "Neverland" of Peter Pan and the diverse environments of "Everyland". Chapter 5 showcases the experiences of three doctoral students: Soyoung Sarah Han, Seongryeong Yu, and Yun-chen Yen. It specifically focuses on their transition from being K-12 teachers in South Korea and Taiwan to being PhD students in the United States. Their narrative highlights the adaptability of their professional and cultural identities in the face of new academic settings. In chapter 6, Oksana Moroz offers a distinctive viewpoint on transnational identity, illustrating how individual encounters across multiple spaces influence both her academic and personal identities.

The book then shifts, in Part III, to focus on emotions and wellbeing of doctoral students. In Chapter 7, Farah Ali provides an in-depth investigation of the abuse experienced by students from faculty members and how it has affected these students' emotional well-being and their sense of self in academic setting. The narrative offers a pivotal viewpoint on the dynamics of power and individual autonomy. In Chapter 8, Eunhae Cho explores the emotional conflict she experienced while developing her professional identity as an international PhD student. The chapter provides a profound understanding of the complex emotional challenges involved during the author's navigation in and around academia. In Chapter 9, Carlo Cinaglia explores his lived experiences as a first-year PhD student exploring his emotional voyage full of obstacles, and the evolution of his identity in reaction to many unpleasant academic encounters.

In Part IV, establishing support systems in the doctoral journey is the focal point. In Chapter 10, Jia Gui, Shu-Wen Lan, and Luciana C. de Oliveira explore the significance of mentoring in scholarly pursuits, highlighting how mentor-mentee interactions assist in navigating the complexities of academia. In Chapter 11, Iuliia Fakhruddinova, Nasiba Norova, and Vannessa Quintana Sarria emphasize the significance of academic cooperation in cultivating a favorable research atmosphere. In Chapter 12, Lucian Rothe's personal narrative highlights the importance of community-based support structures in doctoral studies, as he shares his experiences of overcoming challenges as an overseas graduate student at a US university.

In the conclusion chapter titled as “Moving forward with Autoethnography in Applied Linguistics”, the editors present a poetic piece to highlight the ongoing nature of their own understanding of identity work in the form of a reflective summary of numerous narratives as well as asking several other questions to guide readers as they move forward with autoethnographic inquiries in applied linguistics and beyond. They push the envelope by asking several other questions to guide the readers as they move forward with autoethnographic inquiries in applied linguistics and beyond. On the whole, each chapter, within the context of its subject, offers a comprehensive exploration of unique and personal PhD experiences of (growing) applied linguists. This book is a resource for graduate students, faculty members, higher education administrators and policymakers that is both thorough and insightful, and it makes a substantial contribution to the knowledge of the experiences that PhD students have in applied linguistics. Throughout the volume, the editors and contributors successfully blend theoretical rigor with personal narratives, offering a rich experiential knowledge base pertinent to doctoral experiences. The book serves as an insight into the complicated relationship that exists between the private and professional selves in an effort to understand, show feelings and personal well-being along with access to (or lack thereof) support networks affect academic achievement, endurance, and tolerance. Its possible readership is graduate students, faculty members, administrators of higher education institutions, and so on as it reminds and highlights the degree to which empathy, emotions, and mentorship are important especially during graduate studies. These insights are provided via first-person autoethnographic accounts offering a rich variety of viewpoints and in-depth scrutiny presented both evocatively and analytically.

Overall, the editors and writers successfully connect the human condition with unconventional but still scholarly discourses, resulting in an engaging and nuanced resource that also appeals to a broad spectrum of educational sciences. The book’s strengths lie in its broad range of personal narratives, profound theoretical foundation, and foci on emotions and wellbeing. Although personal accounts provide detailed insights, readers who prefer traditional academic texts may not find the analytical and “scientific” knowledge of the systemic obstacles in higher education in this book. Furthermore, although autoethnography is a strong lens (Keleş, 2022a, 2022b), integrating some consideration of broader systemic concerns in academia might increase the book’s impact. Significant systemic issues in academia affect doctorate students’ experiences and well-being, as demonstrated by the multitude of issues that make academia a toxic environment, including authorship disputes, abusive relationships between faculty and students, and a pervasive lack of support systems that heightens pressure, stress, and anxiety. Autoethnography provides a detailed account of the doctoral journey, but its introspective nature may overlook these external factors. Incorporating comparative studies, institutional autoethnographic studies on doctoral education trends could offer a more comprehensive understanding. The edited volume seems to remain to be a valuable

reference book, providing substantial insights into the complexities of doctorate research in applied linguistics.

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