Title of Project:
Integrating out-of-class digital literacy development and English language learning practices with classroom language learning and teaching in Thailand.

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Project Summary:

This project aims to investigate digital literacy development and language learning practices of Thai student teachers outside the classroom in order to examine their pedagogical potential for in-class use. A growing number of people are increasingly using digital technology to communicate and learn outside of school and a number of studies have explored the potential of language learning and digital literacies outside the classroom for classroom learning and teaching (Hafner and Miller, 2011; Hafner, 2013; Leander and Aplin, 2014; Warschauer, Zheng, and Park, 2013). Thailand has been facing issues with English language education similar to those in other ASEAN member states. English language proficiency in Thailand is low and ineffective educational reform and traditional approaches to teaching have prevented the development of English language education and teacher education (Kantamara, Hallinger and Jatiket, 2006). However, Thailand's high number of mobile internet subscriptions (52.3 per 100 inhabitants, ITU (2013)) and high social media penetration of 52% (Statista, 2014) means that there is great potential to explore learners' digital literacy development and out-of-class language learning practices using mobile devices as a contribution to solve the current problems with language learning. By taking an engaged approach to discourse analysis in the form of Mediated Discourse Analysis (Norris and Jones, 2005; Scollon, 1999, 2002) I aim to research how technology currently assists students in communicating and learning English outside the classroom, the digital literacies they use in these learning practices and how these practices can be integrated in their formal education.