Title of Project:
Digital Technology for English Language Learning of
Non-dominant Adolescents across Borders

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Project Summary:
One of the primary challenges for this digital age is how to use digital technologies in ways that support youth to improve their communicative skills in school settings. Since teachers struggle to integrate digital technologies into their classrooms (Hutchison & Reinking, 2011), there are widening gaps between theory and practice, particularly in out-of-school and in school settings. In addition, various digital devices and social contexts can widen gaps in language learning (Darvin & Norton, 2014). English teachers and policy makers are not clear how to use digital technologies for language learning practices across contexts and to promote educational equity. This digital age calls for more attention to educating 21st century global citizens who are able to communicate and interact with one another across borders.

This study explores how innovative approaches can be integrated into school settings to support English language learning and educational equity. I comprised a design-based research (Brown, 1992; Collins, 1992) and a case study approach (Yin, 2013) as methodology to seek an educational intervention that prepares students in an English as a Foreign Language context to use English in a global context. An afterschool English program in a public high school in a rural area of South Korea participated in an educational global online community over one academic semester. Drawing on sociocultural framing (Gee, 2015; Street, 2003), multiple data resources (i.e., in-class writings, postings and comments online, survey, interviews, audio and video recordings, field notes) have been gathered.