Title of Project:
Tracing Chinese Transnational English Learners' Language
Learning across Digital Spaces and First-Year Writing: A
Language Socialization Perspective

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TIRF Research Topic Investigated:
Language Assessment

Project Summary:
The prevalent use of technology and new media both in and out of instructional settings has led to a reconceptualization of the "language classroom" (Collins & Muñoz, 2016; Leander & McKim, 2003). An expanded circulation of language, knowledge, and texts in the digital era has rendered language learning far beyond the physical boundaries of a language classroom (Collins & Munoz, 2016; Reinhardt, 2019). In response to the advancement of digital tools and new media in mediating language learners' language socialization process, this ethnographic study (1) traces Chinese transnational English learners' (TEL) literacy practices across different spaces within and outside the first-year writing program in a U.S. university, and (2) examines how their engagement in different digital spaces informs/mediates their socialization into the U.S. higher education academic discourses. To capture TELs traveling across different literacy spaces (digital, informal, and formal), I adopt a spatiality lens (Canagarajah, 2017; Leander & Sheehy, 2004) to illuminate the ways in which TELs interact with the affordances of different digital spaces in relation to their English learning and literacy development in U.S. higher education academic discourses.