

## TECHNOLOGY-MEDIATED L2 LITERACY PRACTICES AND IDENTITY DEVELOPMENT

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**Abstract.** *This case study explores the second language literacy practices of two Chinese graduate students studying at a Southeastern U.S. university. The findings of this study reveal that technology (technology and computer interchangeable in this paper) and multimedia can foster these two Chinese students' English learning and literacies development and further facilitate their identity negotiation. In addition, the marriage of funds of knowledge with technologies not only boosts these students' English learning confidence, but also helps them accumulate linguistic and cultural capital (Bourdieu, 1986). This empirical research used interviews and semi-structured interviews, classroom observations, and documents to collect data. The first section of this paper discusses L2 literacy and the influences of computer-assisted language learning (CALL) and multiple modes mediated communication on L2 learning and literacy. The second section of this paper analyzes the data derived from the interviews, field notes, and documents. The last section of this paper addresses the implications for second language teaching and learning, which emphasizes the intertwined relationships among multimodality, language, and identity. The implications of this research might provide new insights into second language literacy development and support English instructors to meet the needs of second language learners in the context of the increased population of Chinese students.*

**Key words:** *Chinese students, L2 literacy, interviews, computer-assisted language learning*

### 1. INTRODUCTION

The ubiquitous use of technologies and multimedia has dramatically changed the way of communication, which subsequently revolutionized the traditional second language teaching patterns and literacy practices (Kalantzis & Cope, 2012; Kern, 2000, 2006; Kress, 2003; Lam, 2000, 2004, 2006, 2009; Nelson, 2006; Lankshear & Knobel, 2003). Technologies have made it possible for second language (L2) learners to use various modes to enhance their linguistic knowledge and cultural enrichment in numerous ways. The multiple modes of language learning are characterized by interactivity, creativity, dynamicity, heterogeneity, and flexibility in the context of new technologies and multimedia (Kern, 2000; Kress, 2003; Gee & Hayes, 2011; Lundby, 2008; Lewis & Fabos, 2005; Ajayi, 2008, 2009; Gee, 2003; New London Group, 1996; Jewitt, 2008; Rowsell & Walsh, 2011). A shift from writing to image, from print to multiple modes of communication and representation has featured the landscape of L2 learning and literacy development (Kress, 2003; Kern, 2000), which has offered L2 learners alternative opportunities to shape and negotiate multiple identities in multilingual and multicultural contexts (Lam, 2009; Lewis & Fabos, 2005; Kramsch, 2000a). Based on the

interconnections among multimodality, L2 literacy, and identity development, this case study explores two Chinese graduate students' L2 literacy practices and identity transformation when multimodality and technology is used. The findings of this study reveal that technologies and multimedia can foster these two Chinese students' English learning and literacies development. In addition, the marriage of funds of knowledge with technologies not only boosts these students' English learning confidence, but also helps them accumulate linguistic and cultural capital (Bourdieu, 1986). This empirical research used interviews and semi-structured interviews, classroom observations, and documents to collect data. The first section of this paper discusses L2 literacy and the influences of computer-assisted language learning (CALL) and multiple modes mediated communication on L2 learning and literacy practices. The second section of this paper analyzes the data derived from the interviews, field notes, and documents. The last section of this paper addresses the implications for second language teaching and learning, which emphasizes the intertwined relationships among multimodality, language, and literacy. The implications of this research might provide new insights into second language literacy development and support English instructors to meet the needs of second language learners in the context of the increased population of Chinese students.

## 2. LITERATURE REVIEW

### 2.1. A Sociocultural Perspective on L2 Literacy

From a psycholinguistic point of view, L2 literacy can be understood as an ability to read and write in a second language (Kern, 2000), an understanding that focuses particular attention on cognitive skills, cultural knowledge, and textual analysis. Kern (2000) argues that, however, in a traditionally psychological interpretation of L2 literacy there exist apparent limitations in the context of L2 teaching and learning, such as viewing L2 literacy as a final product of instruction, excluding contextual factors, and ignoring language socialization and use. Accordingly, he suggests that L2 literacy should be defined based on a sociocultural understanding, which stresses the importance of interpretation, collaboration, cultural conventions, cultural knowledge, problem solving, reflection and self-reflection, and language use. Parallel to Kern's (2000) suggestion on the definition of L2 literacy, Gee's (2000) view of literacy highlights sociocultural factors. Hence he considers literacy as a social participation and engagement in which humans are able to use a fluent language to interact with each other as identifiable and acceptable community members. Informed by Kern (2000) and Gee (2000), Lam (2000) contends that L2 literacy development is a process of language socialization by the use of multiple tools and technologies for group membership in a multilingual and multicultural context. Lam's definition of L2 literacy stresses the importance of an interconnection among language learning, identity transformation, and multimodality utilization.

### 2.2. Technology-mediated L2 learning

A burgeoning body of research on technology-mediated L2 learning has arrived on the scene (Kern, 1996, 2006, 2011, 2015; Thorne, 2003; Cornillie, Thorne, & Desmet, 2012; Thorne & Smith, 2011; Thorne & Payne, 2005; Thorne, Black & Skyes, 2009;

Thorne & Payne, 2009; Lam, 2009, 2006, 2004, 2000; Warschauer, 1999b, 2002, 2003, 2004, 2005; Chapelle, 2005; Warschauer & Kern, 2000; Nelson, 2006; Bloch, 2004; Levy, 1997; Egbert, 2005), which reveals new forms of communication, meaning negotiation, discourse, authorship, and identity construction, manifests new ways to create, choose, and maintain language learning communities and groups that across cultural, ethnic, and national boundaries. A comprehensive understanding of technology-mediated language learning needs to include “the technologies of writing, sound recording, film, and video” (Kern, 2006). Put it simply, technology mediated English learning in this research refers principally to computer-assisted language learning (CALL) (Levy, 1997; Egbert, 2005) and computer-mediated communication (CMC) (Mohan & Luo, 2005), such as online conferencing (Hampel & Hauck, 2006), instant messaging (Lam, 2009; Lewis & Fabos), chat rooms, multimedia L2 writing (Nelson, 2006), online game-based writing (Thorne, Black & Sykes, 2009), writing on Facebook (Reid, 2011), and digital storytelling (Lambert, 2012; Vinogradova, Linville & Bickel, 2011) and so forth. Technology has significantly promoted language learning and socialization in a myriad of aspects. For example, Kramsch, A’Ness, and Lam (2000) find that computer-mediated language learning improves language users’ sense of agency and a sense of authorship, which is articulated as “authorship becomes the privilege of any language user, at equal par with any other” (p. 96). Kern’s (2006) collection of technology in language learning illustrates that technology plays multiple roles in CALL, such as tutor, tool as well as medium. Also, computers provide instruction, feedback, and simulate communicative interaction. Computers also offer user-friendly access to video materials, written, and audio resources. In addition, internet provides sites for communication, publication, online learning, and community engagement. Koutsogiannis and Mitsikopoulou (2004) observe that the Internet makes it possible for immigrant students to socialize through language in a more relaxed environment than physical classrooms, because they feel less pressure when they communicate with others online. In addition, Bloch’s (2004) examination on a group of Chinese L2 writers’ use of cyberspace as an alternative writing community to generate a rhetoric characterized by traditional Chinese rhetorical strategies shows that CMC can function as a fertile context for L2 composition. It provides possibilities of emancipation for L2 writers to talk about issues that they do not need to explain to people who have different opinions. Also, the Internet offers opportunities for these Chinese L2 writers to take a risk with their second language without the fear of being judged as linguistic deficient.

Thorne, Black, and Sykes’s (2009) exploration of L2 learning in Internet interest groups and online game reveals the extension of language socialization into advanced and experienced communicative practices and illustrates the salience of creative and critical language use as a means to develop and manage identities. The closed-group tutorial Facebook community in Reid’s (2011) research functioned as communicating, relationship building, and experience sharing in an academic-oriented learning group. Reid observes that the closed-group Facebook pages shifted power relations between students and their tutors, provided a platform for students to redesign and negotiate meaning and let their voice be heard. Also, the closed-group Facebook pages offered students opportunities to practice critical literacies and electronic literacies in relation to English composition. Allen et al. (2014) claim that game-based L2 writing strategy practices may have the potential to enhance L2 students’ writing performance, self-reported engagement and motivation. Specifically, students constantly interacted with W-

Pal, a tutoring system that provides explicit writing strategies displayed through instructional videos and mini-games. This research evidences that there was a correlation between L2 learners' attitudes towards the game-based strategies and their perception of writing performance. Allen et al. hence conclude that game-based writing strategies lead to both increases in writing affect, such as motivation, involvement, and perceived performance, and actual writing performance.

Even though much literature has shown that new technology and multimedia have influenced L2 learners' literacy practices, little attention has been paid to how Chinese graduate students' identity is constructed and re-constructed based on the use of multiple modes and digital tools. In this sense, this case study inquiry focuses on two Chinese graduate students' L2 learning to understand how the use of multiple modes and technology might facilitate their L2 literacy practices and identity development.

### 3. THEORETICAL FRAMEWORK

This study is guided by Vygotsky's (1978) sociocultural theory of learning wherein knowledge is constructed and reconstructed socially, historically, and culturally. Learning takes place in a particular cultural context, which is mediated by language and other implicit and explicit symbol systems. A vital aspect of sociocultural theory that stresses the importance of culture and language in facilitating learning and literacy development provides an overarching frame for this research. Second language acquisition and literacy advancement heavily relies on the interdependence of social and individual processes in different cultural settings. In the new era of the multicultural and technological context, the focus of second language teaching shifts to a learner's language performance, cultural understandings, and critical perspectives of intricate relationships among power, discourse, identity, behavior, and agency through making use of language as a tool. The use of multimedia and technologies and increasing interactions with each other have facilitated and sped up the exchange of information and knowledge constructing and co-constructing.

The theory of language socialization (LS) (Schiefelin & Ochs, 1986b, 2011; Duff 2003, 2007, 2010, 2011; Watson-Gegeo & Nielsen, 2003) also informs this study to understand the relationship among L2 literacy, multimodality, and identity. Informed by sociocultural theory, LS speaks to a domain that captures language learners' development of social and cultural capability and sensibility based significantly on language use, which is stated as "socialization through the use of language and socialization to use language" (Schiefelin and Ochs, 1986b, p.163). Informed by literature of linguistic and sociocultural diversity and hybridity, LS strives to conceptualize how language learners are socialized into access to cultural capital (Bourdieu, 1977) and hybrid identities development. A predominate tenet of language socialization research is to understand how competent socializers, artifacts, and structured environment synergistically promote novices' engagement in communicative practices, in which interaction is fundamental. This understanding of LS resonates with Rogoff's (2003) notion that learning is a collaborative interaction in which expert learners guide and scaffold new comers in a community of practice (Lave & Wenger, 1991; Wenger, 1999). Suffice it to say, LS is characterized by agency, cooperation, and scaffolding.

Grounded in sociocultural theory and the theory of language socialization, this study is to understand how the two Chinese graduate students' use of multiple modes, such as written and oral language, music, gesture, body movement, pictures, etc., and technological tools might facilitate their L2 literacy practices and identity construction.

#### 4. METHODOLOGY

To capture and understand the complexities of L2 learning, literacy development, and identity transformation, this investigation chose two Chinese graduate students as units of analysis to conduct a case study inquiry at a Southeastern U.S. university. One of the reasons for selecting case study as my research method is because of the nature of case study itself. Stake (1995) contends that case study aims to optimize understanding through answering targeted and selected questions, and focuses on using experiential knowledge to dig out the principles underlying the phenomena being studied within certain social and physical contexts. Central to a case study is to probe particularities and complexities through in-depth describing, interpreting and explaining data that provide researchers, informants, and readers with opportunities to learn the world. Put it simply, case study is to "look at the particular" (Sarangi & Candlin, 2003). This in-depth inquiry of two cases in this research illuminates the situated language learning and literacy development, and the complexities and particularities of individuals' identity negotiation.

The use of case study to conduct my research also manifests my epistemological orientation as a novice qualitative researcher. More importantly, this study lent itself to a case study inquiry, because case study allows me to investigate complex units of analysis, offers me opportunities to garner rich and holistic information, and helps me shed insights into participants' lived language learning experience in order to illuminate meanings.

##### 4.1. Selection of Research Site and Participants

This four-month case study took place from August 2013 to December 2013 at a southeastern U.S. university (the main research site) where the population of Chinese graduate students has increased dramatically (information from the university website). The selection of one female and one male Chinese students as my research subjects was followed by the notion of purposive sampling that "[selecting] a sample from which the most can be learned" (Merriam, 2002, p. 12) and choosing information-rich cases (Patton, 1990) to look at the particulars and particularities (Sarangi & Candlin, 2003). To better answer my research question, these two informants served the following selection standards: (1) potential participants were Chinese graduates from mainland China (aged from 25-30); (2) prospective participants arrived at this university less than a year; (3) prospective participants used multiple modes and/or digital tools to learn English. Nominations of potential participants were obtained from the International Student Service. Eventually, John and Lisa agreed to participate in this inquiry. Table 1 below displays the profile of my informants.

Table 1. Participants' profile

Name	Age	Gender	Education	Major	L1	Other Ls	Time in US
John	29	Male	Graduate level	TESOL	Canstoneese	English	2 months
Lisa	26	Female	Graduate level	TESLOL	Mandarin	English	1 month

These two Chinese graduate students just attended the TESOL program in their department when this study began. All of them came from mainland China and spoke both their first language and second language. Most of time they spoke their home language, because they did not feel comfortable when they spoke English even though they had a good command of English. These two participants were experts in computer and information technology and interested in making meanings through multiple modes and digital tools.

#### 4.1.1. Data collection and analysis

Data were collected from three resources, including classroom observations, formal and informal interviews, artifacts (email exchanges, homework postings, and final cultural projects), and my research journal entries to understand how multiple modes and technological tools might facilitate L2 learning, L2 literacy practices and identity negotiation. I carried out one formal interview and four informal interviews that lasted for about an hour each with each participant. All the interviews were tape recorded. The formal interview was conducted in a library, but informal interviews happened in Starbucks, at the quad, and classrooms after class. Mandarin Chinese was chosen as the interview language, because my participants felt comfortable to tell their stories in their home language. I observed the participants' class once while they were presenting their final cultural projects. My reflexive journal entries as an additional data source documented my thoughts, reflections, and feelings when conducting the research, which helped me minimize biases.

Besides using In Vivo Coding that prioritizes participants' voice, I also used Axial Coding that reassembles data (Corbin & Strauss, 2008; Saldaña, 2009) and case study analysis (Merriam, 1998; Stake, 1995; Yin, 2009; Dyson & Genishi, 2005) to identify patterns in interview transcripts, field notes, and participants' documents. I examined how multimodality and technology may function as a facilitator and alternatives for the two participants to socialize through English and use English to socialize with each other; how they negotiate and transform their multiple identities.

## 5. FINDINGS

The data indicate that multiple modes and technological tools not only boost the two Chinese graduate students' English learning confidence, facilitate their L2 literacy development, but also help them transform their multiple identities in multiple ways.

These two participants all expressed that they experienced culture shock when they started the TESOL program at this university, but the biggest challenge was “learning shock” (Griffiths et al., 2004), which is a sensation of “acute frustration, confusion and anxiety experienced by some students [who] find themselves exposed to unfamiliar learning and teaching methods, bombarded by unexpected and disorienting cues and subject to ambiguous and conflicting expectations” (p. 2-3). The two participants’ classes were seminars at this university, which were characterized by student-centered teaching models and positive engagement in classroom activities. In China, however, teacher-centered teaching and spoon-feeding models dominated the classroom. It was neither polite nor acceptable to challenge teachers’ authority, so students generally agreed to disagree in class. Growing up among Confucianism in a conservative environment, John and Lisa felt like outsiders in American classes, because they were not accustomed to engaging in interactions with classmates and professors. The language barrier was another obstacle, because their listening and speaking abilities were not advanced enough to communicate with others. However, one of their assignments posting has saved them to some degree, like John narrates:

*There are eight students in my class, two of which are Chinese. I am one of them. The rest of them are Americans. I am the minority in my class. I am a little bit shy, so I do not talk that much in class. Even though I know the answer, I do not want to speak up, because I am afraid of being blamed for showing off. You know we have a saying in Chinese: “fame portends trouble for men just as fattening does for pigs”. Also, I am afraid of making mistakes. That is why I kept in silence in class most of time, but I lost so many opportunities to practice my speaking. Fortunately, my writing is good. I like writing. When the first time my professor asked us to introduce ourselves on Blackboard, I was very excited about it. I wrote three paragraphs and revised them so many times. I did not want my classmates to laugh at me because of my grammar errors. After I posted it on Blackboard, I expected to see my classmates’ responses and my professor’s feedback. I was so inspired and impressed by their kind and thoughtful comments and suggestions, which encouraged me to write more and more. With the practice, my writing is much better than before. I love posting, which is one of my favorite assignments! (Interview with John, September 2013)*

*(Following is John’s posting)*

Who are you? List three things that most represent your identity or identities.

*What best represents me as a member in my family is myself, being a unique agent. I am diligent, persistent, and resilient like my father. I am outgoing, positive, and accommodating like my mother. My appearance combines my father and mother’s beauty and ugliness. I have been told that I am my parents’ carbon copy, but I do not think so. I would say my ID card represents me as a citizen of my country because it presents my identity as Chinese. It not only demonstrates my name, gender and nationality, but also embodies my birthday, address, and my ID Number through which I can have all the rights and freedom as a citizen.*

*My laptop, I think, is the most indispensable artifact in my daily and academic life. I cannot imagine how I would survive and continue my studies if I did not have this device. I can use my laptop to collect and process information, contact my professors and classmates as well as express my opinions on the heated topics and issues in my field. With its help, I have made great progress in my English study. Therefore, my laptop is part of my life. (Excerpted from John's postings, September 2013)*

## 6. CONCLUSION

Posting self-narration on the Blackboard offers John with opportunities to express his identity in a written format, which helps him avoid being mocked due to strange accents and/or grammatical errors that new arrival English learners often confronts (Liu, 2002). The Blackboard posting functions as a safe house for John to practice English writing skills. Since he is not active in class activities, he considers postings as an alternative to participate in the on-line community of practice. Posting acts as a social and linguistic context for John's L2 learning and development by interacting with his peers and his professor. Lisa also notes that posting helps her become a member of the on-line discussion group. She enjoys reading her classmates' postings and actively responds to them. She indicates that she could not wait to read the feedback she receives from their peers and professor on the Blackboard, which not only improves her L2 learning, but also shortens the distance between her and the native speaker classmates.

### 6.1. Cultural Analysis Project - An Opportunity to Construct Identity

Technologies and multimedia have provided these two English language learners with a platform to express themselves in their favorable ways. They can communicate with native speakers via e-mail in order to make new friends, exchange information and know about host culture and tradition. More importantly, e-mail messaging can improve their linguistic knowledge and skills. Except for emails, other modes of English learning also interest them, like Lisa states:

*I like using multiple modes to express myself and my perspectives, such as pictures and music. I think sometimes words can't depict what I think, so I use pictures and music to help convey meanings. You know they (the modes) made my presentations very interesting and meaningful. Last time, I presented Chinese culture with different modes, like Chinese music, Chinese painting, and my writing. I spent almost a week to put the entire thing together to make a PowerPoint presentation. I recoded my narrative about Chinese culture like 9 times. After I was content with my pronunciation, intonation, sentence rhythm, and pausing, I inserted music, pictures, animation, and my voiceover to my PowerPoint slides. It was time-consuming, but it was rewarding, because I learned a lot through making it. Interestingly, my classmates liked my PowerPoint presentation very much. They said that they would go to China someday. I was so glad my professor gave me the opportunity to display Chinese culture. Through carrying out this project, I realized that Chinese culture is excellent and unique. I am so proud of it, because I represent my culture in some ways. Every time when I play the PowerPoint slides, my blood is boiling. I love my culture. (Interview with Lisa, December, 2013)*



The process of producing this project requires multiple abilities: oral and written language combined with other symbol systems to design meaning (Kress, 2000). Design is essential to meaning makers to represent themselves and communicate with others (Jewitt, 2008; Kalantzis & Cope, 2012; Kress, 2000, 2003). In this case, Lisa articulates her voice by utilizing complex multiple modes through technological means to realize her identity negotiation, which not only deepens her understanding of her own culture and the host one, but also helps her gain a sense of belonging. As a novice member in her learning group, Lisa's move from the edge to the center of the practice of community represents the trajectory of accumulation of linguistic and cultural capital (Bourdieu, 1977, 1986).

Also, the experience of carrying out the cultural project significantly enhances John's L2 literacy practice and identity construction and re-construction. He did a lot of research on Chinese culture and tradition and he decided to use a Chinese character 和 (the basic meaning is harmony in English) to display the essence of Chinese culture. This Chinese character stands for Chinese heritage, which not only represents Chinese people's wisdom, but also crystalize Chinese traditional core value. After selecting 和 as a theme of his project, John started collecting cultural and symbolic materials to present his main idea. He used Chinese folk music as its background music and employed voiceover to tell a story about 和. In the meantime, he showed Chinese calligraphy of 和 and relevant poems of 和. John's design of this project fully demonstrates his linguistic talent and cultural understanding, which facilitates him to reconstruct his multiple identities. Figure 1 is one of John's PowerPoint slides.



Fig.1 One slide of John's cultural project presentation

## 6.2. “Wechat” - A Platform of English Learning Practice

The use of cellphone in second language learning also displays its unique charm. Both John and Lisa use their cellphone to talk with native and non-native speakers to study English. Lisa is very excited about talking by Wechat (micro-messaging, 微信 in Chinese), which combines mobile text, voice messaging, and video communication together. Lisa notes:

*Wechat is awesome; once you download it from a website to your smart phone you can call people for free. I can make a voice call or a video call by Wechat, I can also use it to send messages, pictures, and music to others. I can write blogs by Wechat. You know sometimes I am so frustrated when I do not know how to participate in classroom activities. I write little stories about my feelings, thoughts, and insights on English learning on WeChat. Shortly, my friends in my Chat group post their ideas and opinions on my stories and we discuss how to improve linguistic skills and raise cultural awareness. WeChat is really helpful. I had strong accent when speaking in English. I was afraid of being laughed at, so I did not want to talk in class. Since I downloaded WeChat, I tried to talk to my Chinese friends in English. In the very beginning, it seemed weird. Gradually, I was used to it. And I started talking with native speakers by Wechat. I have made so much progress in my speaking. Wechat helps me a lot. (Interview with Lisa, November 2013)*

In a particular sociocultural context, WeChat serves as a mechanism for Lisa and her friends to exchange English learning experience, relieve stress, and shrug off frustration. Lisa takes full advantage of WeChat to practice her L2 speaking in a practice of community.

## 7. DISCUSSIONS AND IMPLICATIONS

Undoubtedly, technologies and multiple modes provide these two English learners unlimited opportunities to study a second language. Postings not only hone John’s writing skills, but also boost his English learning confidence. He has a sense of worthiness and self-realization, even though his speaking still needs to be improved. Postings also offer a chance for him to show his personality and different identity. In the posting “Who am I?” John shows his classmates and professor his character, “I am diligent, persistent, and resilient like my father. I am outgoing, positive, and accommodating like my mother. My appearance combines my father and mother’s beauty and ugliness” (excerpted from John’s posting). He uses concise language to depict his multiple identities: a Chinese speaking of English learner, a good student, a humorous son, an information exchanger, a knowledge producer, a learning partner, and a Chinese cultural representative. So to speak, language learning and literacy development is a process of building and rebuilding a sense of who he is and how he reacts and behaves in a social world. If John did not use postings to portray himself, his classmates would think he was a reticent person or he was not interested in English. Fortunately, the on-line activity points him another way to show people his multiple identities. The Blackboard functions as a learning community for John to practice L2 literacy and gain the entry to

the new group. In addition, making PowerPoint slides for Lisa is not only a pleasure but also displays her multiple talents. She uses various modes, like Chinese painting, folk music, and writing to present Chinese culture. Chinese painting and folk music stand for Chinese culture in certain ways, because these artifacts or signs carry rich and deep meanings. These semiotic symbols convey the core value of Chinese culture. By making the PowerPoint slides, Lisa has the chance to better understand her home culture through her classmates' comments on her work, which also inspires her to know about American culture by comparing and contrasting to Chinese culture. The recognition of her multiple talents by her classmates helps her gain membership of the practice of community.

John's design of his cultural project demonstrates his deep understanding of Chinese culture. The combination of his favorable modes with technological tools perfectly manifests his familiarity with different affordances of different signs or symbols (Kress, 2000), his audience's preferences, and the theme of his cultural project. Through the exhibition and representation of his PowerPoint slides, John successfully communicated with his audience and showed them his identities, which confirms Lam's (2000) understanding of intricate relationship among L2 literacy, multiple modes and technological tools, and identity transformation.

This case study also carries a message that the marriage of funds of knowledge with technologies enhances L2 learners' self-confidence and learning interests. L2 learners' diverse cultural knowledge and language abilities are valuable resources because they promote students multiliteracies (New London Group, 1996). In both Lisa and John's case, their sensitivity to Chinese culture is a valuable curriculum resource to improve learning outcomes. The marriage of funds of knowledge with multimedia not only builds strong relationships between the two individuals and their learning communities, but also fosters their cognitive development and language skills.

## 8. CONCLUSION

This case study examines how two Chinese graduate students use technological tools and multiple modes to practice L2 literacy and identity negotiation. The findings show that multiple modes and multimedia not only enhance these students' language learning, but also develop their identity construction. However, given the small sample of this case study, it is not appropriate to generalize from its limited findings, because this research aims to understand two Chinese students' L2 literacy practices and identity construction in a CALL and multiple modes-mediated English learning context.

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