Supplementary Material

Table S1. Summary of research data with observation details

Data source	Lucy	Jane	Betty	Diana
Interviews				
Number of Interviews	3	2	2	2
Duration of Interviews	2h 26min 1h 20min	2h 38min 1h 20min	1h 37min 49min	2h 37min 1h 35min
Class observations				
Number of classes (40 min each)	128	128	64	64
Participants' reflections	2	2	2	2
Social media interactions				
WeChat conversations	19	41	21	27

Unstructured participant observations details: I instructed third-year courses for Lucy and Jane from September 2021 to June 2022, and these courses were held twice a week. I instructed third-year different courses for Betty and Diana from September 2022 to June 2023. Betty's classes were held twice a week, and Diana's classes were held once a week. Participants were observed during class sessions, breaks, and on campus.

Table S2. Digital technology usage and its impact on language learning and identity negotiation among Uyghur students

	Medium of Instruction	Usage of Digital Technologies	Usage of Digital Technologies for Language Learning	Target Language Improvement and Academic Study	Identity Negotiation at School/ University
Primary school	Uyghur	None	None	N/A	N/A (All classmates were Uyghur students.)
Secondary school	Mandarin	Extremely restrained: 1. Cell phone usage allowed only for one or half a day on weekends; 2. Highly limited access to computer labs at school; 3. No personal computers or laptops.	None Used cell phones to contact family and friends rather than for educational pursuits	Extremely hard and slow. Emotion crisis (Feeling desperate). Consideration of leaving *Neichu ban* and transferring to another ordinary junior high school	Marginalization primarily due to language barrier. Mainly socializing with Uyghur students and barely socializing with Han students, esp. in junior high schools.
University	English	Easy access: 1. No restraints on cell phone usage; 2. Easy access to	Frequent use of digital technologies in class and after class: 1. Mobile apps (e.g., Baicizhan App for	Comparatively easier and faster. No emotion crisis (Being able to manage negative	Digitally empowered learners. Competent English learners. Confident English

computer labs at university; 3. Having personal laptops.	vocabulary memorization, Fun Dubbing App for English dubbing, English audiobooks provided by Himalaya App, TED App, etc.) 2. Websites relevant to English learning that provide English speeches, American and British TV shows, English movies, and other English videos or audios (e.g., Bilibili website, TED website, etc.) 3. English online dictionaries 4. Language-oriented social platforms (e.g., HelloTalk) for engaging in speaking, texting, and video chats with language partners	emotions within a short time). Empowering independent target language learning through digital technologies. Academic excellence: top students, scholarships, direct master's program admissions.	communicators. Proactive academic participants. Sought-after collaborators. Engaged group leaders and spokespersons. Gaining confidence to communicate and interact with Han students in and out of the classroom. Socializing with Han friends in daily life. Han friends respecting and following ethnic minority customs and habits. Integrating much more into the Han-dominant environment.

worldwide, facilitating communication with both native English speakers and non-native speakers using English as a lingua franca.	Digitally empowered community builders.
	Fostering a greater sense of belonging to the department and university environment.
5. Podcasts	
	becoming exceptional individuals among all students, including Han.
6. Use of smartphone cameras to capture PowerPoint slides that are not understood for after-class study	
	Challenging stereotypes and low expectations that assume ethnic minorities cannot be high-achieving representatives.
7. Integration and internalization of digital technologies to enhance target language learning in daily life	
	Challenging social prejudice against ethnic minority identities; asserting and demonstrating their legitimacy as English tutors for Han students.
8. Use of digital technologies to empower ethnic minority students university-wide in English learning	
	Achieving upward social mobility in first-tier cities.

| 9. Use of digital technologies to prepare for English speech contests |

Table S3. Comparison of English learning experiences: Uyghur and Han university students

	Uyghur students at university	**Han students at university**
Onset of learning English	Grade 7	Grade 1 or even kindergarten
Access of digital technologies in secondary schools	They attended as boarders who had almost no access to using digital technologies to learn English at school. They returned home once every six months or once a year, and there were no digital technologies at home either. Conversely, local students at these secondary schools were day students and could use digital technologies at home.	They were local students in Beijing. They were day students in secondary schools in Beijing who had easy access to abundant digital resources at home to learn English.
Medium of instruction for English courses in secondary schools	English teachers in secondary schools taught entirely in Chinese.	English teachers in secondary schools used entirely English or a combination of English and Chinese for instruction, reflecting the generally observed higher qualifications and training of English teachers in Beijing compared to those in other inland cities.