

MULTIMODAL COMPOSING FOR LITERACY PROMOTION ON COMMUNITY INSTAGRAM @DUDUKBACA

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Abstract. This study aims to describe the multimodal composing of the @dudukbaca Community to promote literacy on Instagram. The method used to process the research data is qualitative with data collection techniques of participatory observation, interviews, and documentation. The results of the study showed that (1) multimodal composing was carried out through the stages of invention, drafting, and revision which were carried out with a literacy message dissemination strategy (2) the content of the promotional message includes messages of the joy of reading, such as reading books is an exciting, fun, joyful, brings happiness, and is useful. (3) audience responses to this multimodal text/community content tended to be positive and led to participation in joint reading activities in public spaces, which in turn increased the number of readers and fostered a reading culture. This study concludes that multimodal composing is an efficient dissemination of literacy messages.

Keywords: multimodal composing, literacy, reading community

INTRODUCTION

Multimodal composing is a communication practice that is widely used in the digital era. A reliable communication practice to build and convey meaning in various contexts, both in the scope of learning and work. This is proven by the multimodal text that is developing massively in the digital world along with the development of technology. Types and multimodal text forms are continuously increasing with diverse combinations. This indicates that conveying meaning with various modes is very important to produce rich understanding and experience.

Multimodal composing is the process of producing multimodal texts or texts produced from various modes. Multimodal composing is a dynamic, varied, and complex process influenced by the interaction of various factors (Smith, 2017). The practice of digital multimodal composing demonstrates semiotic awareness, creativity, and critical thinking skills (F. V. Lim & Toh, 2020). In practice, this process is also called multimodal writing to produce dynamic texts that are generally in digital form (J. Lim & Kessler, 2024; Nur et al., 2023). Modes in multimodal texts refer to meaning-making resources, both linguistic and non-linguistic (visual, aural, spatial, and gestural) that are created and used in cultural communication practices (New London Group, 1996; Yi et al., 2020). Multimodal composing, generally, follows the stages of writing, such as invention, drafting, and revising by offering unique challenges and opportunities from the developing composition genre (Gagich, 2020; Jiang, 2024). By combining various modes through several stages, multimodal composing produces multimodal texts.

With its complex and dynamic nature, multimodal texts can be used to convey meaning and messages in an interesting way to the public. One of them is the message of literacy promotion. On the one hand, Indonesia is a country with literacy that needs to be improved. The PISA 2022 report shows that Indonesian students scored below the OECD average in reading, mathematics, and science (OECD, 2023). These results imply the need for participation not only from schools, but from various parties to improve literacy in Indonesia. Especially in reading, skills can be improved with a reading culture. As previous research has found, reading habits contribute significantly to reading ability and understanding (Hassan et al., 2021; McGeown et al., 2015). To cultivate reading,

literacy promotion is important to be conveyed with multimodal texts. This takes into account the massive use of digital tools.

One of the communities that promotes literacy is the @dudukbaca community. This community is a reading community that spreads the culture of reading in public places. This community often practices literacy, such as silent reading, reading together, book reviews, and book discussions. Not only does it spread the culture of reading to the surrounding community, this community also promotes the culture of reading and literacy on social media, especially Instagram. On social media, this community actively creates multimodal texts or is also known as Instagram content to promote the culture of reading and the excitement of literacy. This community has grown to have tens of thousands of followers so that it can reach many users. Based on this context, this study has an urgency to examine the multimodal composing of the @dudukbaca community in promoting literacy.

Research in the field of multimodal composing has been conducted, including the process of writing computer-based multimodal texts for independent revision and English learning (Dzekoe, 2017), students' multimodal literacy levels and lecturers' perspectives on students' multimodal literacy (Fifitnova et al., 2022), comparison of syntactic complexity and accuracy between digital multimodal composing and traditional essay writing and learners' perceptions (Kim & Belcher, 2020), students' multimodal text composition and metalanguage development (Shin et al., 2020), assessment of multimodal text writing results and their application (Beltrán-Palanques, 2024), students' cognitive processes of multimodal composing and traditional writing (Tan, 2023), and comparison of the characteristics of multimodal composing and traditional monomodal writing texts (Cho & Kim, 2024). These studies show that multimodal composing is an important skill for producing digital multimodal texts in accordance with the development of digital technology. These studies focus on multimodal composing in the context of language learning. There is still little research that explores the multimodal composing process and the message content disseminated through multimodal texts produced in contexts outside the classroom, such as in the community. This gap is a gap that will be filled by this study.

This study aims to describe the multimodal composing carried out by the @dudukbaca community. The focus of this study consists of three main things, namely 1) the multimodal composing process by members of the community, 2) the message content conveyed through the community's multimodal texts and 3) user responses to multimodal texts. This study has implications in providing an overview of multimodal composing with creative purposes outside the classroom. In addition, this study provides an overview of the benefits of writing multimodal texts to convey messages to the audience through social media. This study also provides an overview of multimodal literacy practices.

RESEARCH METHOD

This study uses qualitative methods to process data and achieve research objectives. Data collection techniques used are interviews, participant observation, and documentation. The data for this study are transcripts of interviews with members of the @dudukbaca community who do multimodal composing and multimodal texts uploaded by the community on Instagram. Data analysis was carried out by following the qualitative data analysis according to Creswell (2014). The data analysis process for this study is presented in Figure 1.

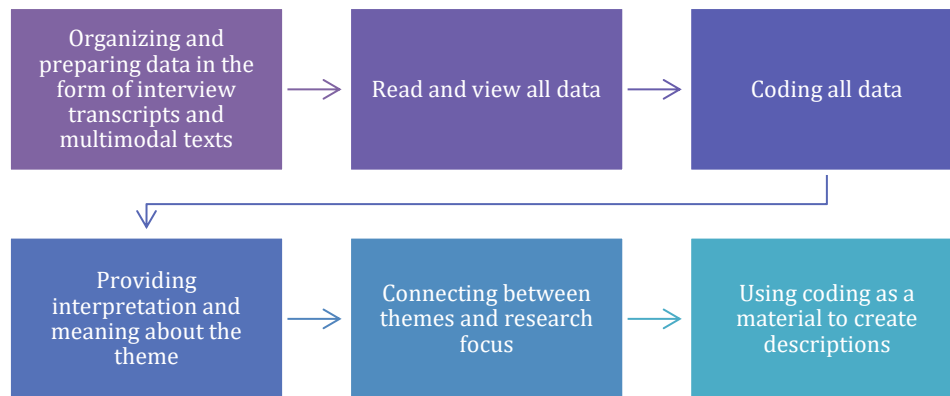


Figure 1. Data Analysis Process

RESULT AND ANALYSIS

The results of this study consist of three things, namely the stages and strategies of multimodal composing for literacy promotion, literacy promotion messages conveyed in multimodal texts, and reader responses to multimodal texts containing literacy messages. These results highlight the role of multimodal composing in fostering literacy in the wider community. The following is an explanation of the results of this study.

1.1 Stages and Strategies in Multimodal Composing

1.1.1 Multimodal Composing Stages

As the process of producing works, multimodal composing is a creative process. Each person has a unique way of doing multimodal composing. This was also found in this study. However, the process of community members doing multimodal can be classified into three, namely the invention stage, the designing stage, and the revising stage. The first stage can be observed in table 1.

Table 1. Multimodal Composing Invention Stage

Informant	Invention Stage	Source of Inspiration
I	Usually, look for content references first, then use the ATM method, namely observe, imitate, and modify so that the content we create is not 100% plagiarized with other people's content.	Inspiration is usually sought on Instagram's FYP, then research what content can educate the public.
II	I watch movies until I'm stuck, listen to songs, then when I'm in the mood I edit	Pinterest
III	looking for inspiration on pinterest & cosmos, make a rough sketch by combining several inspirations	Pinterest & Cosmos
IV	Scroll through TikTok, if there's something good, feel free to edit it	Social media
V	First, I definitely look at references from Pinterest, Freepik, FYP IG feeds, and sometimes from Canva templates. Then I combine them with the feed that I created, so I will modify several references and make a new feed where sometimes there are all the elements from the references.	Pinterest, freepik and also fyp feeds on ig

Table 1 shows that there is a search for inspiration at the invention stage. The source of inspiration for community members for multimodal composing is social media and digital platforms. This is because the multimodal text produced is uploaded to Instagram. The inspiration obtained triggers creativity to produce similar multimodal texts with different messages. Based on the results of observations, this invention stage also involves discussion. Community members find ideas by identifying relevant and interesting topics. Then, exploration to collect the materials needed, such as photos. The results of the exploration are then adjusted to the concept and message to be conveyed. Specifically, in multimodal texts in the form of reels, content is created by taking inspiration from trending trends and audio. After getting inspiration and having an idea, the idea is realized into the form of multimodal text through the designing stage, as shown in table 2.

Table 2. Table of Stages of Designing Multimodal Composing

Informant	Text Type Multimodal	Designing Stage	Media
I	Feeds and videos	How to design content is usually adjusted to what the needs are and the software used. If it's just a simple feed, usually edit it directly in Canva. So before designing, find a suitable layout example and also prepare the content writing. After that, it is executed according to the existing plan and design	Instagram and Canva
II	Feeds	I usually look for inspiration on IG or Pinterest, then I modify it to my own style.	Canva and Adobe Illustrator
III	Feeds	because I mostly create recap feed content, I usually focus on the appearance of the content that represents sitting reading or adjusting the theme to the ongoing event. starting from color, font, to graphic elements, everything is arranged to look consistent and pleasing to the eye. I also make sure the design is responsive and key details such as text or images really stand out. Once finished, I check again to make sure everything is according to the initial concept and ready to be posted.	Procreate, canva
IV	Reels	Combines raw video with audio from selected content.	Capcut
V	Feeds	The way I design content is by looking for references, then looking for appropriate elements and then combining them in one layout that contains the information I want to convey.	Canva da Figma

Based on table 2, it can be seen that media plays an important role in the multimodal composing stage. This media is categorized into two, namely media for designing feeds and for making videos. At the designing stage, there are similarities in the design of multimodal text in the form of feeds. The things considered for this text design are the concept, the message to be conveyed, and the distinctive design that represents the @dudukbaca community. With these considerations, the resulting multimodal text shows the identity of the community, spreads the community's message, and is attractive to readers. Meanwhile, multimodal text in the form of video goes through the designing stage by combining video and audio found on Instagram. For Instagram reels, audio plays a very important role so that videos can reach many users. After the text goes through the designing stage, the multimodal text is then revised. The resource person explained the revision stage in multimodal composing as presented in table 3.

Table 3. Revising Stages of Multimodal Composing

Informant	Revising Stage
I	Content revisions are usually in the precision of the placement of design elements, whether they are appropriate or not. Then the use of colors and fonts, and grammar. For reels, it is usually more about the duration of the video, then the selection of songs, and the concept of the video.
II	usually I prefer to revise directly
III	consider revision input by prioritizing content suitability
IV	Review the revision, then re-edit
V	Usually I first understand the purpose of the revision. After understanding, I revise it according to the revision, sometimes I look at other references for revision materials.

Table 3 shows that the revision of multimodal text is an important stage. Revision is done to produce quality, interesting, cohesive and coherent multimodal text, while also being able to convey a message. Based on the interview results, it was found that revision can repeat the invention and designing process. This is intended to facilitate revision by looking at other examples of multimodal texts. The observation results also show that revision is done by discussing with members to provide feedback and suggestions.

1.1.2 How to Promote Literacy

One of the uniqueness of the @dudukbaca community's multimodal composing is its strategy in conveying literacy promotion. As a community in the field of literacy, @dudukbaca strives to spread the culture of reading to the community. To realize this, literacy is promoted through multimodal texts on Instagram @dudukbaca. In the multimodal composing process, this includes determining literacy messages and delivering literacy messages, as presented in table 4.

Table 4. Ways to Promote Literacy

Informant	Message Determination	Message Delivery
I	Usually we choose according to the interests of the community and the market for dudukbaca, so that the message can be conveyed well. Because dudukbaca is mostly young people, so usually we look for topics that are indeed suitable for young people.	The strategy used is usually to look at existing trends and adapt them to literacy.
II	I usually start from educational material based on problems that book readers often experience, such as how to overcome reading slump, and how to care for books. For example, book recommendations.	starting from problems related to the market, but for reel content, I usually look at reels often and then I see what kind of content is trending, if it can be modified into literacy content, then I'll take that content.
III	more focused on current trends and adapting to the image of the sitting reading community	more focused on current trends and adapting to the image of the sitting reading community
IV	Discussion in the content creator group dudukbaca	Short videos
V	I always look at what points will be conveyed, for example how much I want to include in the content such as dates, places, etc. After determining what points, then I think about the layout design and add words of invitation or those that are relevant to the post, but that's	The strategy is that we have to position ourselves as readers, so imagine how we would read our content if we were readers.

	after I enter the mandatory points that must be in the feeds, then I add other optional words.	
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Table 4 shows that the way the @dudukbaca community promotes literacy messages is by determining messages and message delivery. Literacy messages are determined based on community interests, community targets, relevant topics, problems that are relatable to book readers, and information about literacy events. In addition, the message delivery that is commonly used is combining trends and literacy. This is a bridge that connects the community with many users. In addition, the acceptance and perspective of the reader are still considered. That way, the multimodal text produced can convey literacy messages by following developments in social media. This method has been proven to reach many Instagram users and the wider community.

1.2 Literacy Promotion Messages in Multimodal Texts

Each multimodal text with its complexity has different characteristics. However, these texts still have coherence with the instructed multimodal composing process. This can be observed in the multimodal texts found on the Instagram community @dudukbaca. Multimodal texts with various formats and displays have something in common, namely conveying messages of literacy and reading culture. In this study, literacy promotion messages in multimodal texts created by the @dudukbaca community are categorized based on the type of content and its contents.

Table 5. Multimodal Texts and Literacy Promotion Messages

Multimodal Text Forms	Content Types	Literacy Promotion Message
Feeds	Feeds after literacy activities	• The fun of reading together and promoting the number of books that can be borrowed • The joy of reading together and book discussions • A series of fun literacy events, such as silent reading, book reviews, and making mini zines. • A series of events including reading together, book discussions, and learning sign language. • The joy of a collaborative event with silent reading activities, discussions on mental and physical health based on books read, and a workshop on making infused water. • The excitement of silent reading activities, comic classes, making comics, and discussions
	Literacy activity poster	• Invitation to an event that collaborates with other communities to dissect books • Invitation to read together and discuss books at the yard • Invitation to a fun literacy event in collaboration with libraries and cafes • Invitation to read together at the yard • Book club event invitation • Invitation to meet and read books at the yard • Invitation to book launch and book discussion event
	Educational feeds	• Tips for caring for books • Definition and how to overcome reading slump • Launching of website for borrowing books at Dudukbaca • The most frequently borrowed books at Dudukbaca
Video reels	Reels after literacy activities	• Documentation of the excitement of reading together • The joy of participating in reading activities together

		• A moment of happiness reading together at the yard • The excitement of silent reading, journaling, and sharing sessions • Romanticize the joy of reading together • Reading together as a productive activity • Positive activities such as reading together and healthy talks for a happy life • Documentation of the joy of reading together at the yard • The excitement of reading and relaxing together at the yard
	Interactive Reels	• Invitation to read together at the yard • Interest continues to follow reading events together at the yard • Books as media and reading as a way of healing • Benefits of reading for mental health • Books as a source of happiness • Recommended bookstores that provide literacy galleries and free bookmarks • Historical fiction book recommendations • Invitation to read together at the yard

Table 5 shows that the multimodal texts created by the @dudukbaca community consist of two main formats, namely Instagram feeds and video reels. These multimodal texts are created before and after @dudukbaca's routine activities, namely literacy and reading books together in public places. The messages contained in the @dudukbaca multimodal texts promote literacy and reading activities. This is indicated by the content of the multimodal texts which show that reading books is an exciting, fun, joyful, and beneficial activity. As a community, @dudukbaca invites the public to read together and make reading a culture, including reading in public spaces. By making reading as a culture, @dudukbaca also promotes joint activities, such as book discussions, book reviews, and book reviews. Moreover, @dudukbaca also provides education through its multimodal texts about reading activities, such as caring for books.

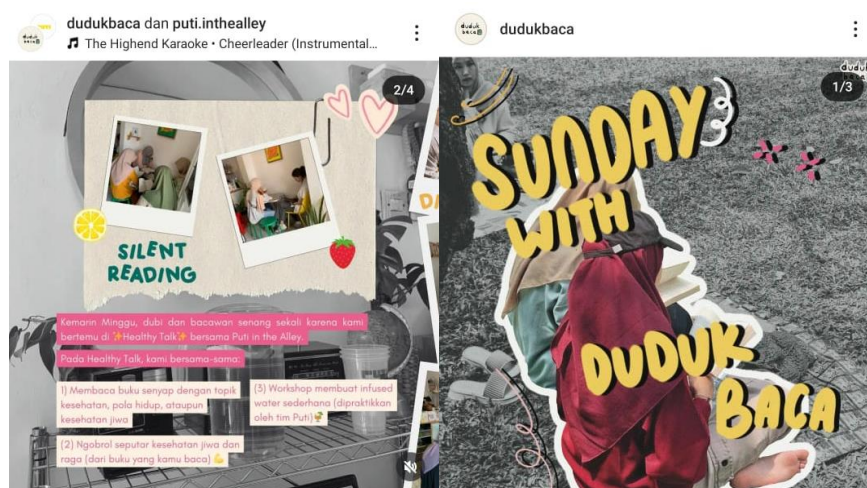


Figure 2. Multimodal text in the form of Instagram feeds @dudukbaca after the Literacy Event

In addition to carrying out routine activities in the field of literacy, @dudukbaca often collaborates with libraries, other reading communities, and similar communities with the same goals. The

@dudukbaca community shows that literacy and reading books can be combined with various other constructive activities, such as journaling, making handicrafts, sharing sessions, and learning new things. This implies that literacy is a process, part of people's lives, and needs to be continuously developed.

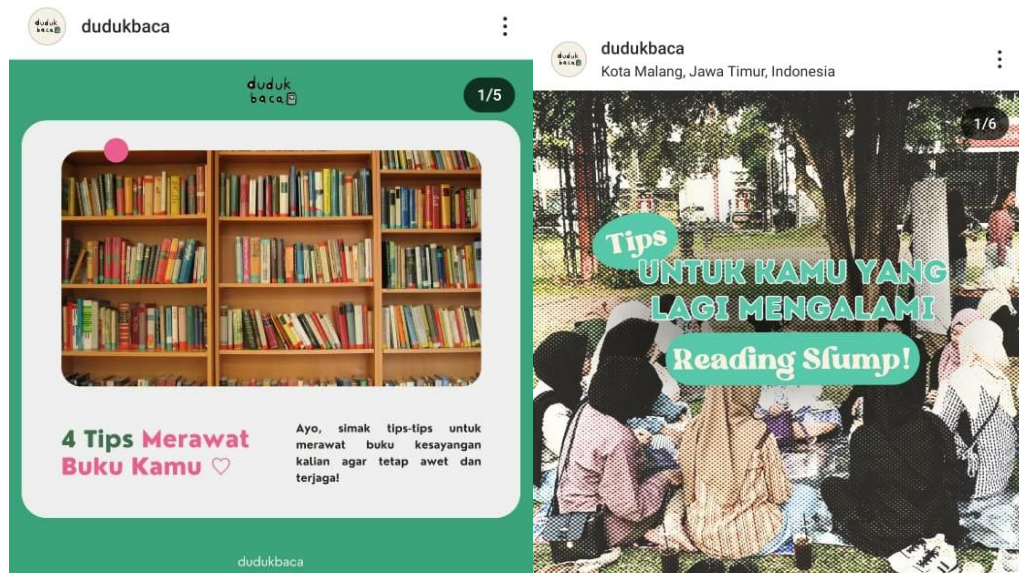


Figure 3. Multimodal text in the form of educational feeds on Instagram @dudukbaca



Figure 4. Multimodal text in the form of Instagram Reels Video @dudukbaca

1.3 Follower Responses to Multimodal Texts

Through reading activities together, a community can provide benefits to the community involved. On the one hand, the spread of messages through multimodal texts on social media, a community can reach many people with diverse backgrounds. This is demonstrated by the @dudukbaca community with its literacy promotion message. In addition, the delivery of literacy messages through multimodal texts is a multimodal literacy practice. The community produces multimodal texts and the Instagram user community as readers reads the message through the text.

This study describes the reader's response to multimodal text based on reels reach, number of likes, and followers. Based on the observation results, Instagram @dudukbaca has a wide reach. This is

proven by the number of reels video viewers reaching thousands to hundreds of thousands. Multimodal text uploaded on Instagram @dudukbaca also gets around one hundred to tens of thousands of likes. In addition, @dudukbaca's followers reach twenty-four thousand and continue to grow over time. This shows that multimodal composing with its strategy has conveyed literacy messages to the wider community.

1.4 Multimodal Composing as a Strategy for Promoting Literacy

Based on the results of research on the multimodal composing of the @dudukbaca community, it is known that multimodal composing is the process of producing multimodal text with a certain message. This makes multimodal composing one way to spread ideas to the wider community in digital media. The @dudukbaca community as a community in the field of literacy spreads literacy promotion messages through multimodal texts, such as feeds, carousels, and video reels on Instagram. Multimodal composing as a literacy promotion strategy by the @dudukbaca community provides two main pieces of information in literacy and multimodality, namely the multimodal composing process is a creative process, multimodal text as a promotion of literacy messages and the distribution of multimodal text as a multimodal literacy practice.

First, the multimodal composing process is a creative process. The five informants of this study went through the stages of invention, drafting, and revising. However, each informant has a different way of doing the three stages. At the invention stage, each informant's search for inspiration is different. Although there are similarities in the inspiration search platform, there are differences in the presentation of multimodal texts that inspire each informant. This is because each person's content recommendation presentation is different. In addition, at the design stage, there are differences in the media used by the informants. Some informants use the same media. However, the way of designing and determining the information and linguistic modes in it is different. This was also found at the revision stage. Although there are differences in the way each stage is carried out, there are similarities in the message to be conveyed, namely the promotion of literacy. This implies that multimodal composing is a creative process, but the resulting text still has coherence. This finding is in line with the results of the study (Macleroy, 2016) that multimodal composing is a complex and challenging process, involving various skills, and a long creative process. With various differences in design methods, multimodal composing also shows the expression of the composer's identity. The findings of this study also confirm the results of research Smith et al., (2021) which suggests that multimodal composing supports students' identity expression.

Second, multimodal text as a promotion of literacy messages. This study found that the complexity of the community has a special way of conveying literacy messages. With this, the multimodal text produced is not only complex and dynamic, but also contains literacy promotion messages. This finding is in line with the results of the study (Djonov et al., 2021) that engagement with transmedia narratives can promote multimodal literacy. Similar findings were also found in the study Oakley et al., (2020) that the creation of multimodal texts contributes to children's literacy learning.

Third, the distribution of multimodal texts on social media is a practice of multimodal literacy. Multimodal text composers construct texts by utilizing various modes. Then, this text is uploaded on social media. Followers of the uploading account or Instagram users read and construct meaning by utilizing a combination of modes in the text. This is in accordance with the concept of multimodal literacy. Multimodal literacy is the ability to understand, interpret multimodal texts and produce multimodal texts (Jewitt & Kress, 2021; Leeuwen, 2017). The practice of multimodal composing and distributing multimodal texts on social media is indirectly useful for the development of multimodal literacy.

CONCLUSION

Multimodal composing by setting a strategy will produce multimodal text with a certain message content. This message can be a message to encourage people to adopt a positive lifestyle. As done by the @dudukbaca community through its multimodal composing, it produces multimodal text with a literacy promotion content. This multimodal text is a medium as well as a strategy to cultivate reading and improve public literacy. In addition, the dissemination of messages through multimodal

texts on social media, such as Instagram, is a multimodal literacy practice where people read and construct meaning by utilizing various modes, such as linguistic, visual, spatial, and aural. This study has limitations because it only examines multimodal composing based on reports from community members, the message content in multimodal texts, and reader responses to multimodal texts based on interactions on Instagram. Further research needs to explore the diversity of meanings constructed by multimodal texts, considering that this text is a dynamic text. On the one hand, the impact of multimodal texts on readers' understanding in constructing meaning and improving literacy also needs to be studied.

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