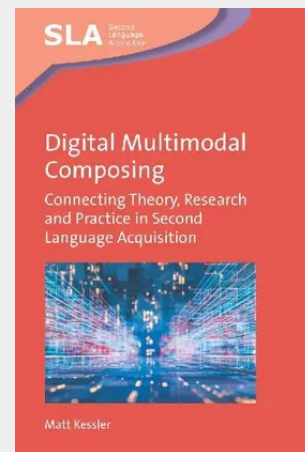


Digital Multimodal Composing

Connecting Theory, Research and Practice in Second Language Acquisition

This book provides a comprehensive overview of research in applied linguistics involving the intersection of digital multimodal composing (DMC) and second language (L2) writing. It presents a theoretically and methodologically diverse introduction to key theories and scholarship supporting DMC's use, along with practical pedagogical tips and tools for adopting DMC in the L2 writing classroom. This text is the first of its kind to distil current research in the area, including chapters that address research on students' DMC writing processes, evidence of DMC's impact on L2 learning, students' and teachers' perceptions and how DMC affects various individual differences such as motivation, metacognition and identity development. This book serves as a useful resource for both graduate students and faculty in applied linguistics and related fields who are researchers, teacher trainers or language instructors. It is particularly relevant for those working in subfields such as second language acquisition, computer-assisted language learning and L2 writing.

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