

APPENDIX. *Table with summary of findings*

REFERENC	MAIN TOPICS	NUMBER OF PARTICIPANTS	COUNTRY OF ORIGIN OF PARTICIPANTS	COUNTRY OF STUDY	STUDY DESIGN	AIMS	MULTIMODAL RESOURCES	THEMES	RESULTS
Bataller and Reyes, 2019	Pedagogy of multiliteracies ,aesthetic experience and professional development for teachers	101	Spain	Spain	Qualitative: Questionnaires	Explore the beliefs of student teachers about the importance of the use of the multiliteracy approach and the aesthetic experience in the teaching of foreign languages	Literary texts Songs Experimental poetry	Pedagogy of the multiliteracy approach Educational value of the aesthetic experience	Student teachers recognized the importance of the multiliteracies and the aesthetic experience in the teaching of foreign languages.
Bhatia and Ritchie, 2016	Adult trilingual literacy	No applicable	India	India	Qualitative: observation and interview	Explore the effectiveness of a new model of multilingualism and multiliteracy that allows the emergence of trilingualism	e-Choupal	Prevalence of rural dialects Formation of an e-community Exposure to different orthographies	The e-community emphasizes the use of nonstandard varieties beyond English and Hindi. It also creates a close relationship between companies and farmers.
Boon et al., 2020	Language diversity and adult literacy education	1 st Study $n = 756$ learners and 110 teachers 2 nd Study $n = 263$ adult participants	Timor-Leste	Timor-Leste	Mixed-method: survey, questionnaires, case studies, interviews, literacy tests, class observations, audio recordings, photographs and research	Explore the language practices and attitudes of adults in different regions of Timor-Leste	No applicable	Adult literacy education programs Adult learners' literacy practices Adult literacy policies and practice Local language values and practices	Adult literacy classes revealed a gap between language policy processes and adult literacy education programs. Language-in-education policy for adult literacy needs social implementations and involvement of teachers and learners.
Boon, 2013	Multilingualism in adult	Total $n = 25$	Timor-Leste	Timor-Leste	Qualitative: field notes,	Explore different patterns of classroom	No applicable	Multilingual classroom talk Official languages	There are multiple situations in adult literacy classes where students and

	literacy education	23 learners and 2 teachers			interviews, class observations, audio recordings and photographs	talk in adult literacy classes in two regions of the country		Regional varieties Language choices Code-switching	teachers rely on different national and regional languages to get things done. This reflects an implementation of the national language policy.
Burgess, 2020	Affectiveness of multiliteracies and the resistance in young adult learners	1	Canada	Canada	Qualitative: autoethnographic	Explore the classroom experiences with multilingual students	No applicable	Multiliteracies teaching memories Affect in language Deleuzian sense-event	The self-exploration of multiliteracies English teaching practices reflects a process engaged with affect theory. These emergent experiences are crucial to develop new pedagogical possibilities.
Burgess and Rowsell, 2020	Affectiveness of multimodal engagements in adult learners	15	Syria, Iraq, Colombia, Venezuela, China and Burundi	Canada	Qualitative: co-teaching, interviews, ethnographic field notes, participant interviews and artifact collection	Explore the use of affective activities and appropriate multimodal assessment in a group of newcomers and refugees	Photo series Storytelling Personal artifacts Collage	Translanguaging Multimodal assessment Affective language teaching	The use of different affective multimodal materials is very beneficial for adult immigrants. Policy-makers should develop more multimodal assessments related to the challenges of multiliterate learning environments.
Capstick, 2019	The role of English literacies over shared literacies in adult education	1	Pakistan	United Kingdom	Qualitative: interviews	Explore how literacy in English and Urdu interacts before and after migration while proficiency in English is linked to social cohesion.	No applicable	Literacy choices Multilingual migrants Multilingual literacy practices Lack of mother tongue literacy English proficiency Lack of proficient teachers	Multilingual migrants get access to new forms of literacies through their existing literacy resources. These new literacies are the result of the continuation of the original literacies deployed in formal and informal settings.
D'Agostino and Mocciano, 2021	Multilingual digital writing in adults	10	Burkina Faso, Gambia, Guinea, Ivory Coast, Mali, Nigeria, Senegal	Italy	Qualitative: tests, observation data collection and analysis	Explore which strategies adult L2 learners with emergent literacy use to build up or enhance their written competence on social media	Facebook	Digital communication practices Emergent literacies Reading and writing skills	Emerging literates use different strategies during the literacy process such as drawing language examples and developing re-use and written productions as a consequence of the exposure to all the languages that are on Facebook.

Gynne, 2019	Translanguaging as a pedagogical practice in adult education	Total $n = 42$ 28 learners and 14 teachers	Afghanistan, Bosnia, Ethiopia, Iran, Somalia, Syria	Sweden	Qualitative: interviews, notes, observation and audio and video recordings	Explore the implementation processes of translanguaging as pedagogical practice and processes of everyday language policing	Online learning platform	Translanguaging Immigrant youth Emergent bilinguals Heteroglossia Language Introduction Program (LIP)	Translanguaging practices in the LIP evolved to new forms of pedagogies that scaffold the learning process for emergent multilinguals.
Holloway, 2020	Pedagogy of multiliteracies and professional development for teachers	37	Canada	Canada	Qualitative: face-to-face interviews, focus groups and email responses	Explore the experiences and insights of preservice and inservice teachers using the multiliteracies pedagogy	Web platform The Multiliteracies Project	Pedagogy of the multiliteracy approach	The exploration of adult educators' and secondary school teachers' choices in framing their learning has developed a teaching practice that reflects the pedagogy of multiliteracies framework.
Holloway and Gouthro, 2020	Pedagogy of multiliteracies	27	Canada and other countries	Canada	Qualitative: face-to-face interviews, document analysis of curricular materials and filming/observation of instruction	Explore the benefits of multiliteracies pedagogy on adult education through two different research studies	No applicable	English adult learners Multimodalities Digital technologies Social justice and Multiliteracies	The use of multiliteracies in adult education has social, cultural and political benefits. There is a need for educators to use a multiliteracies approach in order to foster students with more comprehensive capabilities.
Jacobs et al., 2014	Adult digital literacy acquisition	No applicable	No applicable	United States	Mixed-method: interviews, video recordings and data analysis	Explore the intersections between adult digital literacy acquisition and the use of a self-access online learning system	Learner Web	Tutor-facilitated digital literacy acquisition Digital tools Vulnerable learners	The acquisition of digitally mediated practices helps vulnerable adults to increase personal empowerment, civic participation and lifelong learning.
Kaur, 2016	Literacy practices of newly arrived refugees	1	Syria	New Zealand	Qualitative: semi-structured and recorded interviews, survey notes, observation and	Explore how the everyday literacy practices of newly arrived refugees changed as a result of changing demands	Visual artifacts on display and social media	Adult literacy policy and practice Multilingual abilities	Literacies at home have a significant impact on the use of multilingual abilities to learn the L2 in a variety of online contexts what reinforces language learning through experiences of meaning-making.

					photographs of literacy artefacts				
King et al., 2017	Class peer interactions among emergent multilingual young adult immigrants	11	Somalia and Ethiopia	United States	Qualitative: observations, field notes, audio-video recordings, audiotaped assessments and photographs	Explore how young adult immigrants with low literacy skills engage with learning language activities in everyday peer interactions	No applicable	Interactional language learning opportunities Emergent reading skills Peer-to-peer interactions	Young adult immigrant students took up opportunities for meaning negotiation or for providing feedback when they were working individually, but rarely when working in small groups. Translanguaging practices supported students' engagement in the class.
Morita-Mullane y et al., 2019	Family-based multiliteracies	20 families	Guatemala and Myanmar	United States	Qualitative: questionnaire, semi-structured and audio-taped interviews	Explore emergent bilinguals families' multiliteracies at home in rural communities to identify language-based practices they use to help their children's meaning-making	Print resources Religious texts Cooking Visual technologies Technological tools	Emergent bilingual rural families Multiliteracies at home Heritage language maintenance	Emergent bilingual rural families acquire literacy at home through varied and rich ways. These multiple home-based literacy practices support complex multilingual and multimodal literacy practices.
Noguerón-Liu and Hogan, 2017	Multilingual media resources	2	Mexico	United States	Qualitative: audio-recordings, field notes, individual interviews, analysis of digital and print-based drafts	Explore the use of visual media as pedagogical resources for adult immigrants to produce digital texts and create artifacts to elicit memories and accounts	Digital book	Multimodal texts Digital testimonio Transnational identities Artifactual literacies Digital literacy Visual media	Adult immigrants' understanding and visual representations of their nations are shaped in transnational practices. The use of digital resources help them to create artifacts based on experiences to promote their identities.

Roy, 2015	Family-based literacy	12 families	Somalia and Kenya	United States	Qualitative: observation and audio-recorded interviews	Explore the advantages of literacy practices of newly arrived refugee families across borders and intersections	Oral storytelling Newspaper Movies Television Music Video Games	Newly arrived multilingual refugees Linguistic-cultural borders and intersections Testimonios Majority Latino community	Access to different linguistic repertoires makes easier the cross-cultural understanding among newly arrived multilingual refugee families. Interactional spaces create possibilities for new linguistic and cultural identities.
Simpson, 2013	Identity alignment in adult literacy classes	1	India	England	Qualitative: observation, field notes, posts, audio-recorded lessons, interview, informal chats	Explore the digital identity of adult immigrant learners constructed through a blog in an English language class	Blog	Identity alignment New technologies Academic literacy Pedagogical interactions	Interactions on the blog reproduce established classroom hierarchies despite that the use of new technologies offers the chance to develop different identity positions. The blog is seen as part of the class space with limited opportunities to interact. There is an alignment between students identities and teacher identity.
Tan, 2020	Multilingual and multimodal practices in informal settings	1	China	United States	Qualitative: interviews and analysis of published vlogs	Explore the engagements of an adult EFL speaker in bilingual vlogging	Vlogs	Multimodal resources Pedagogical tools Mobile technologies	The use of digital platforms such as vlogs can help ESL learners in a foreign-language context to develop new skills in composing multimodal texts. These multimodal practices should be seen as innovative ways of practicing language and literacy in non-instructional contexts.
Thériault, 2019	Literacy and identity curation practices for refugee women	1	Iran and Afghanistan	Canada	Qualitative: observation notes, pictures, audio files and interview transcript	Explore the intersections between literacy, immigration, religion, race and gender by examining a refugee woman's literacy and identity curation practices	Poems, flower pot, song	Women migrants Identity curation practices Intersectionality Sedimented identities	Refugee women's personal writing practices are therapeutic to heal traumas related to the migration process. Educational organizations may take into consideration emotional reading and writing activities to provide a space where to flourish sedimented identities.