

**Affective Reading Literacy Review: Summary of findings**

Authors	Year	Title	Focus	Type of study	Method	Results	Affective literacy practices	Educational level / Participants	Language involved	Place of study	Concept of affective literacy
Ahmed, A., & Morgan, B.	2021	Postmemory and multilingual identities in English language teaching: a duoethnography	Exploration of the social and affective influences of postmemory on multilingual identity in schools, to reconceptualize the concept of "multilingual identity" as something dynamic that depends on ethnicity, race, gender, and student's (post)memories.	Research study	Duoethnography: a dialogic and iterative methodology, in which two or more researchers compare and contrast their lived experiences. The dialogue brings about unexpected topics and allows a deeper understanding.	Pedagogical implications for language education that seek to foster critical affective literacies. Turning to affect and emotion when discussing about multilingual identities. Pedagogical attention to memory, affect and identity to have a better understanding of teachers' and students' agency and multilingual semiotic practices.	Learning to read religious classics; using creative digraphia; reading multilingual signages in urban spaces; or learning a heritage language, in order to form a multilingual identity.	2 university teachers of EAP*	Participants' L1* and ESL*	Canada	Critical Affective Literacy (CAL) defined by Anwaruddin (2016) (see below). CAL* as mobiliser of "multimodal, compositional resources to convey meaning and emotion in respect to English" (p. 11).
Ahmed, A., Morgan, B. & Maciel, R. F.	2021	Feeling our Way: A Trioethnography on Critical Affective Literacy for Applied Linguistics	Exploration of the "potency of affect and emotionality of texts to encounter misinformation and myside bias". Mobilisation of affective literacies (affect and identity) in ELT* multilingual contexts.	Research study	Duoethnography (see Ahmed and Morgan, 2021)	The potential of duoethnography to enable critical reflective pedagogy in post-secondary English for Academic Purposes (EAP) contexts; it allows for meaning-making beyond acquisition of mis/ information and mobilizes affect/emotion for social justice. Fostering enhanced affective awareness implies a different way of teaching, less based on formal curricula, more on experiential activities. Introducing affect also helps us understand the others; and search for the common good.	Three examples in different contexts: (1) EAP*, use of duoethnography methodology in a collaborative research and writing project for ESL students in order to mobilize affect/emotion for social justice; (2) Language Teacher Education, in a pre-service English language teaching education course students have to "develop a "blueprint for action" (e.g., a new policy, curriculum innovation, [...]) materials, workshop for teachers etc.) based on a sociopolitical or identity-based gap/bias in the ELT field" (pp. 547-548); (3) English for Medical Purposes,	3 university teachers of EAP	3 university teachers of EAP	Participants' L1 (English, Portuguese) and ESL	Canada and Brazil

										leaners are asked to reflect on how language plays an important role in humanizing medicine.
Anwaruddin, S. M. (aka Ahmed, A.)	2016	Why critical literacy should turn to 'the affective turn': making a case for critical affective literacy	Inclusion of Affective Literacy to Critical Literacy. New Concept of Critical Affective Literacy (CAL). Focus on objects of emotion that label some political subjects as more or less deserving of compassion and care.	Theoretical perspective	-	CAL framework based on 4 principles: 1. Examining why we feel what we feel. ("towardness-awayness"). 2. Striving to enter a relation of affective equivalence or empathy. 3. Interrogating the production or circulation of objects of emotions in everyday politics 4. Focusing on the performativity of emotions to achieve social justice.			Canada	CAL as transformative pedagogy; considers the literacy skills and practices that are needed for dynamic and evolving societal needs and changes.
Bacon, H. R., Rolim, P. & Humaidan, A.	2022	"I Don't Feel I'm Capable of More": Affect, Literacy, Dis/Ability	Engaging the affective disruptions of difficult experiences of a disabled adult woman (Diana) and their emotional residue over time; addressing the multiplicity of Diana's subjectivities through conversations.	Research study	Single-case retrospective study, qualitative study that explores difficult experiences in schooling, literacy and life of an adult woman	Researchers advocate for a new "materialist approach to literacy research and critical dis/ability studies can powerfully frame research that calls out injustice and cultivates hope" (p. 51). The approach to Diana's experiences exposes the consequences of school literacy practices that can limit possibilities for learners to make connections and grow. Diana's stories elucidate the importance of educational spaces for adults who were marginalized by their school histories and lived experiences.	Diana, age 25, a disabled adult woman, White divorced mother of two	English as L1	USA	"Affect in teaching, learning, and life experiences is impacted by intensities and capacities of moments and events in time and space to produce movements, change, and relations, such as happiness, envy, shame, or anxiety, that affect bodies in different ways" (p. 52). Importance of affect in relation to felt experiences and emotional intensities.

Boldt, G. & Leander, K.M.	2020	Affect theory in reading research: Imagining the radical difference	Reorientation of reading research when Affect theory is considered: how reading and literacy move in people's lives. They are concerned with the ways literacy becomes vital in the life of a person.	Theoretical perspective	Reflection on affect understood as affecting and being affected. Spinoza's view on the impact created as one "body" acts upon another. Proposal of Deleuze-Guattarian 4 key tenets: (1) materials come into nonhierachical, rhizomatic relations on a "plateau"; (2) relational are non-representational; (3) affect is the property of relations and not of the individual person; (4) affective relations can be more deterritorializing or territorializing.	Analyses of "intensities" = reading as it is created through specific sets of affective relations with other elements/people. Disruptions concerning the individual, inside/outside divisions/representation s human-non-human binaries. Re-orientations for reading research: (1) text as a door to a world of relations/not what text means but what text does; (2) creation of "personal meaning" connections; (3) reading research as embodied attunement attending the emergent relations of readers, texts, and material worlds and moving with them; and (4) reading intervention as creating affective intensities.	USA	Affective literacy: how "people, objects, ideas, words, feelings, senses, spaces, histories, and cultures – come together in nonhierarchical relations" to create and recreate meaning-making while reading. Affective literacy is distinct from critical literacy in that the social and cultural values that are explored through its implementation, do not necessarily engage with a discriminated group (Cole, 2009, p.74).
Dernikos, B. P., Nightengale-Lee, B., Thiel, J. J., Lenters, K. & Bailey, E.	2023	Theorizing Literacies as Affective Flows: Attuning to the Otherwise Possibilities of Hip-Hop's "In-the-Red Frequencies	How meaning-making, literacies, identities, power, privilege, and in/equities are entangled with/in non/human sociomaterial force relations. Inspired by Rose, they build theoretically on the philosophical principles of hip-hop—flow, rupture, layering, and sampling.	Theoretical perspective		Classrooms as more-than-human "places-in-the-making", where cultural flows (e.g., of mate-only, histories) occur within school structures.	USA	Affective Mobilities in Relation to Blackness. The concept of relations as complex mobile network of more-than-human relationalities that include sounds, thoughts, images, histories, spaces, identities, ideologies, feelings, etc.

Jiang, J.	2024	“Emotions are what will draw people in”: A study of critical affective literacy through digital storytelling	Fusing the theoretical understandings of multimodal pedagogy and critical affective literacy. It examines college students' affective and emotional responses to social justice issues.	Research study	Qualitative case study: semi-structured interviews with 11 students, observing the students' multimodal composition processes, and reviewing the students' digital storytelling videos.	Participants performed critical emotional actions when creating digital stories to draw the public's attention to social justice issues.	Design of storytelling videos	11 first-year college students	English L1	USA	CAL (see Anwarudding, 2016); and multimodality as a form of embodied learning and assessment that allows the expression of feelings and sensations.
Keegan, P.	2021	Critical affective civic literacy: A framework for attending to political emotion in the social studies classroom	How to educate civic education students in political emotion	Theoretical perspective		Inclusion of critical emotion studies, affective citizenship, and agonistic political theory in civic education studies.				USA	Critical affective literacy in civic education classrooms. The topics of emotion and affect are of interest as they are untheorized, their role in the process of teaching and learning social studies still to be uncovered. Emotional injunctions in pluralistic societies that explain how the ‘affective citizen’ is constructed in schools: concept of otherness, coping with difference and embracing otherness. Existence of feelings of discomfort (hate, fear, shame) that need to be educated. Besides fear, emotions like love and compassion can also harm and essentialize migrant, refugee, or asylum-seeking youth, by categorizing them as pitiable and vulnerable (Anwaruddin, 2017).

Kole, K.	2018	The role of fairy tales in affective learning: Enhancing adult literacy and learning in FE* and community settings	Improvement of cognitive, linguistic and creative writing to enhance literacy and wellbeing through the narrative quest of fairy tales.	Research study	Mixed-method pre-post study. Data collected from: discussions, interviews and written assignments. Questionnaire. Pre-post analysis of participants writings. Participants' literacy levels were ascertained through a BKSBS standardised diagnostic assessment tool, which identified literacy levels and measured linguistic competency.	Participants improved their understanding of symbolism and metaphor with the story, increased their understanding of figurative language, improved linguistic skills, and cognitive abilities, and enhanced problem-solving, self-esteem, and personal well-being.	The use of fairy tales to understand the symbolic meaning as a scaffold for exploring problem-solving, well-being, identity, and literacy.	Adult learners in Further Education	L1	Australia	New Literacy Study theory of literacy as a social practice to improve cognitive, linguistic and creative writing skills; enhancement of literacy skills, problem-solving and affective learning.
Mayes, E. & Center, E.	2003	Learning with student climate strikers' humour: towards critical affective climate justice literacies	Use of humour for climate justice education.	Practical application	Study and creation of multimodal texts to encourage climate justice	Humour as a potent resource in affirmative contention and promotion of emotion.	Analysis and creation of puns, slogans, signs, jokes, etc to promote creative writing	Young adults	L1	Australia	Critical affective climate justice literacy.
Morgan, B. & Ahmed, A.	2023	Teaching the Nation(s): A Duoethnography on Affect and Citizenship in a Content-Based EAP Program	Exploration of participants' experiences and emotional attachments to nationhood, reflecting on their influences on teaching around language and citizenship.	Research study	Duoethnography (see Ahmed and Morgan, 2021)	The study shows the importance of critical affective literacies to expand the pedagogical repertoires of EAP teachers and students in a time of resurgent nationalism.	They present 2 examples: Collaborative writing in which learners play multiple roles as co-authors, tutors and peer-reviewers, among others; and an assignment on service-learning or volunteerism, that encourages critical inquiry into national narratives of Canada as a generous and benevolent society.	2 University EAL educators	EAP	Canada	CAL and emotional attachment to nationhood

Perry, M.	2020	Pluriversal literacies: affect and relationality in vulnerable times	Systemic dimensions of practice that create and perpetuate inequities. Pluriversal literacies: not literacies of any particular place, topic, or people; rather, they are a practice of making sense and forming actions in relation to an always emerging global context.	Theoretical perspective		Literacy becomes plural: visual, artifactual, and digital. Literacies become relative practices as we recognize that we do not make meaning in an individualized vacuum: critical, community, cultural, racial, and multiple. Literacies become physical: without divide between mind and body, human and nonhuman: embodied, material, and place.				UK	Affective literacy/pluriversal literacies connect people with knowledge, influence, structures, infrastructures, and ways of thinking and being. Global literacy education to support multiple ways of making meaning and engaging in our shared world
Santos, K.	2020	Queer Affective Literacies: Examining "Rotten" Women's Literacies in Japan	The impact Boys Love literacies have on readers	Practical application	Analysis of Boys love literacies, especially women's fan comic	The power of Boys Love as an affective resource in minority group of readers' engagement	The teaching of rotten literacies through fanworks	Adult women	L1	Japan	Affective literacy engages readers to the book
Suh, Y. & Huh, S.	2023	An EFL* Model of Critical Literacies: Adapted and Reshaped from Previous Studies	Creation of an EFL model of Critical Literacies	Theoretical perspective		Review of Critical Literacy & Pedagogy of Multiliteracies= without language focus. Review of models that adapt to foreign language learners' proficiency needs= cognitive-skill based models without emotions and morality.				Korea	Model for English as a foreign language that includes conventional skill-based literacy, critical affective literacy and adds intercultural citizenship education
Tadiar, N.	2009	Affective literacy, democratization and war	How to explore ways to draw attention to the translocal affective subspaces in popular lament songs	Practical application		The inclusion of Philippine popular lament songs show globally an imaginative future with different political affective literacy.	Philippine popular lament song	Adults	L1	Philippine	Transnational affective literacies

Truman, S., Hackett, A., Pahl, K., McLean Davies, L. & Escott, H.	2021	The Capaciousness of No: Affective Refusals as Literacy Practices	The affective potential that emerges from saying no to literacy practices. How attention to affect ruptures humanist logics that inform normative approaches to literacy.	Theoretical perspective	Reflections by considering different "bodies": teacher, who quit in their first year, a silent child, a poet who refused to write, and crumpled paper in a bin.	Australi a and UK	Refusals = affective moment. attention to nonconscious, noncognitive, and transindividual bodily forces and capacities. Affect deprivileges the human as the sole agent in an interaction, thus disrupting measurements of who counts as a literate subject and what counts as a literacy event.
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\* Acronyms:

CAL - Critical Affective Literacy

EAP - English for Academic Purposes

EFL - English as a Foreign Language

ELT \_ English Language Teaching

ESL - English as a Second Language

L1 - Mother tongue

FE- Further education

This is additional data associated with the paper: Toscano-Fuentes, C.M., Fernández-Corbacho, A. & Fonseca-Mora, M.C. (2024). Towards affective literacy for adult migrants: A systematic literature review. *Australian Journal of Adult Learning*, 64, vol. 3.