Lebduska, Lisa. “Emoji, Emoji, What for Art Thou?” Harlot 12 (2014): n. pag. Web. <http://harlotofthearts.org/index.php/harlot/article/view/186/157>

Lisa Lebduska introduces emojis as being representative of a multi-literate world and identities, and serve as a platform for creativity and cross-cultural communication. Lebduska situates emoji research as a response to John’s Trimbur’s “rematerializing of literacy” due to its non-discursive form being an “emerging visual language of play.” For Lebduska, “the narratives of emojis, then, are the narratives of writing itself.” Using various emoji examples from politics, literature, and the arts, the author connects the use of emojis to being culturally and contextually bound. Lebduska continously asserts that emojis are not a threat to linguistic traditions, but rather supplement writing practices and are a response to the call made in 1996 by the New London Group’s “Pedagogy of Multiliteracies.” The article is effectively framed by theory, but the practicality of it being applied within the classroom is not concretely illustrated.