



A Picturebook Research Network Late Summer School Understanding the world: Picturebooks and multilingualism

15 and 16 September 2025
Venue: **Avenida de Berna, 26C**
Room to be confirmed

Keynote and workshop information & speaker bios

Summer School Part 1 with Nicola Daly

Nicola Daly (PhD) is a sociolinguist and Associate Professor in the Division of Education, University of Waikato, where she teaches children's literature. Her research focus is multilingual picturebooks, and their role in perpetuating and challenging language attitudes. Her most recent book is entitled *Language Identity and Diversity in Picturebooks: An Aotearoa perspective* (Routledge, 2025).

The linguistic landscape of picturebooks

In this keynote I will present the notion of the linguistic landscape in picturebooks (Daly, 2019), and share research findings concerning how children and preservice teachers respond to such picturebooks (Daly, Short & Klekker, 2022; Daly & Short, 2022; Daly, Rosser, & Haf, 2023). We explore the potential of such picturebooks to not only reflect the linguistic repertoire of children in the classroom, but also to provoke discussions around the notion of what language is and to develop critical language awareness.

Exploring linguistic landscapes in picturebooks

In this workshop we will explore dual language picturebooks using a linguistic landscape lens (Daly, 2019; Vanderschantz & Daly, 2023) from countries around the world, including New Zealand featuring Māori and English. We will discuss the ways in which the layout of picturebooks can both reflect and disrupt existing language hierarchies in different contexts. Please bring a picturebook featuring two (or more) languages from your own context to share if possible.

Summer School Part 2 with Nayr Ibrahim

Nayr Correia Ibrahim (PhD) is Associate Professor of English Subject Pedagogy at Nord University, Norway, leader of CLELT (Nord Research Group for Children's Literature in ELT), Her research interests include early language learning, learning to learn, bi/multilingualism, language and identity, children's literature, children's rights.

Positioning dual language picturebooks in ELT through a translingual-transcultural lens

In this keynote, I will address the potential of dual language picturebooks for decolonialising and demonolingualising English language teaching. Dual language picturebooks provide primary English language teachers with an authentic and complex visual-multilinguistic resource to engage children with stories of indigeneity, mobility and migration, and multiple identities, while simultaneously paying attention to the languages telling those stories. We will explore how the picturebooks create more dynamic and critical learning environments through a translingual and transcultural lens.

Developing plurilingual practices through dual language picturebooks

In this workshop, we will engage with a number of dual language picturebooks as peritextual-textual-visual language learning resources. Through language awareness activities, plurilingual practices and critical visual literacy, teachers can overcome the fear of the unknown language. We will reflect on the benefits of visibilising minority languages as well as cultures, while acknowledging cultural and linguistic diversity within and beyond the classroom.

Summer School Part 3 with Inês Costa

Inês Costa holds a European PhD in Literary Studies and a Masters in Publishing Studies, both from University of Aveiro. She is an Invited Assistant Professor at University of Aveiro and a full member of the Centre for Languages, Literatures and Cultures.

Translating Paratexts: Framing Stories Across Cultures

Paratexts, as “thresholds of interpretation” (Genette, 1997), shape how readers perceive and engage with a book. By signalling genre, targeting specific audiences, or highlighting key elements of a story, they not only guide interpretation but also reveal strategic decisions about a book's presentation and promotion. In this lecture, we examine paratextual elements (e.g. titles, covers, endpapers, blurbs) in translation, exploring how they mirror differing linguistic and cultural perspectives on what should be emphasised in a children's book and what is most likely to appeal to readers and consumers.

The Challenges of Translating Multimodality

This workshop explores the challenges of translating picturebooks (Oittinen et al., 2018), focusing on their inherent multimodality—the intricate interplay between text, images, and materiality (Kümmerling-Meibauer, 2018). Through examples, we will discuss how translation can significantly alter iconotexts and their meaning, affecting the symmetrical, complementary, enhancing, or counterpointing relationship between words and images (Nikolajeva & Scott, 2006). Participants are encouraged to bring translated picturebooks where the word-image dynamic has changed, fostering discussion on the complexities and creative decisions involved in multimodal translation.