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Table 1: Summaries of a total of six studies appearing in Special Issue 1.

Author(s)	Context of study	Type of study	Participant(s)	Type of visual data	Data analysis	Main focus
Inozu	Turkey, school	Qualitative	Young learners of English (N = 26), aged 6–6.5 years	Drawings (or self-portraits) as learners of English	Qualitative content analysis (with some basic quantification)	Beliefs held by small children about their learning of English as depicted in their drawings (or self-portraits) of themselves as learners of the language and regarding the context(s) of learning, learning activities/practices in class, language use, identities, and meditational means
Purkarthofer	Austria, bilingual dual-medium school (German-Slovene)	Longitudinal case study (as part of a bigger ethnographic project)	Children (N= 4, of a total of 39), aged 8–9 years	Drawings of two spaces, home/family and school and language practices within these	(Discursive) content analysis	Experiences (over a period of time) of using a number of languages (including German and Slovene) in two locations, home/family vs. school, as constructed in drawings by children
Ahn & West	South Korea, school	Quantitative/descriptive (and a qualitative case study)	Young learners of English (N = 577), kindergarten and grades 1–6	Visual narratives (or drawings) of the Good English Teacher	Content analysis	The identity of a good language teacher (GLT) as depicted/ constructed by young learners of English in their visual narratives (or drawings) with a focus on the teacher's approachability and association with specific types of objects
Brandao	Brazil, teacher education	Longitudinal case study	Pre-service teacher of English (N = 1)	Visual narratives (or drawings or self-portraits) of a pre-service teacher	(Narrative) content analysis	The construction and reconstruction (over time) of the identity of a pre-service teacher of English as accounted in her visual narratives (in terms of a specific metaphor, "being invisible") when involved in designing and trying out teaching materials of her own in specific classes
Perine & Ribas	Brazil, long-distance teacher education	Longitudinal case study	Pre-service teachers of English (N = 3 of a total of 29)	Visual narratives (or pictures) posted on an online discussion forum	Qualitative content analysis	Beliefs held by pre-service teachers about the learning and teaching of English as accounted in visual narratives (or pictures), with no changes (but reaffirmation) or some changes taking place over time
Chik*	Australia	Qualitative	Young learners of French (N = 17) or Japanese (N = 20), aged 6 years	Drawings (or self-portraits) as learners of French or Japanese	Compositional interpretation and content analysis	Beliefs held by small children about learning two foreign languages: similarities and differences noted in what was depicted, e.g., roles, contexts and practices/activities

*And two other projects summarized and methodologies and findings illustrated.

Table 2: Summaries of a total of five studies appearing in Special Issue 2.

Author(s)	**Context of study**	**Type of study**	**Participant(s)**	**Type of visual data**	**Data analysis**	**Main focus**
Pitkänen-Huhta & Rothoni	Finland and Greece	Qualitative	Young people (N = 10 and 9), aged 14–16 years (data collected as part of bigger projects in the two countries and a few years apart)	Visual representations (or collages) of two languages, L1 (Finnish or Greek) and L2 (English)	(Discursive) content analysis	Comparison of language (L1 vs. L2) and literacy practices of teenagers in two countries as depicted in their self-made visualizations (or collages): similarities and differences noted in how they personally relate to the languages and use of these in different contexts, including values and attitudes.
Becker-Zayas et al.	Uganda, school	Qualitative	Multilingual children (N = 7 of a total of 100), grades 3–7	Billboards about HIV/AIDS produced by children (official billboards as prompts)	Billboards produced by children compared for content with official ones	Making visually (instead of verbally) sense of a culturally sensitive topic in society, HIV/AIDS, (and as an aspect of literacy) by multilingual children: billboards produced by them – similarities and differences noted
Frimberger et al.	Scotland, UK, college	Interpretative	Students of English (N = 5 of a total of 19), aged 16–19 years, with asylum and refugee backgrounds	3D identity boxes	An attempt to explore an alternative research aesthetic	Poetic mappings by researchers (in the form of poems and vignettes) while students of English with specific backgrounds were crafting their identity boxes
Salo & Dufva	South Korea	Case study	Refugees from North Korea (N = 2) suffering from Post-traumatic Stress Disorder (PTSD)	Self-portraits as multilingual subjects (present) and timeline (past) produced by participants	Compositional analysis and (narrative) content analysis	Experiences of multilingualism as accounted (visually) by participants in the form of language portraits and timelines: encounters with, learning and using different languages in different contexts now and in the past

Tasker	Australia	Longitudinal, multiple-case study	Adult learners of Chinese/Mandarin (as part of a bigger project, N = 41)	Timelines (based on surveys and interviews) produced by the researcher	Developing a method to trace L2 learning trajectories (or histories) and illustrating how the method works	Tracing the chronology of decisions by learners to engage (or not to engage) in learning an additional language by type of activity: taking part in formal, non-formal or informal study, or none at all and extending over periods of time that vary in length