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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 |

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| 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 |
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