

# Visual Journeys Through Wordless Narratives

An International Inquiry with  
Immigrant Children and *The Arrival*

Evelyn Arizpe, Teresa Colomer and  
Carmen Martínez-Roldán

with Caroline Bagelman, Brenda Bellorín, Maureen Farrell,  
Martina Fittipaldi, Giorgia Grilli, Mireia Manresa, Ana Ma. Margallo,  
Julie McAdam, Neus Real and Marcela Terrusi

B L O O M S B U R Y

**Bloomsbury Academic**

An imprint of Bloomsbury Publishing Plc

50 Bedford Square  
London  
WC1B 3DP  
UK

175 Fifth Avenue  
New York  
NY 10010  
USA

[www.bloomsbury.com](http://www.bloomsbury.com)

**Bloomsbury is a registered trade mark of Bloomsbury Publishing Plc**

First published 2014

© Evelyn Arizpe, Teresa Colomer and Carmen Martínez-Roldán and Contributors, 2014

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without prior permission in writing from the publishers.

Evelyn Arizpe, Teresa Colomer and Carmen Martínez-Roldán and Contributors have asserted their right under the Copyright, Designs and Patents Act, 1988, to be identified as authors of this work.

No responsibility for loss caused to any individual or organization acting on or refraining from action as a result of the material in this publication can be accepted by Bloomsbury Academic or the authors.

**British Library Cataloguing-in-Publication Data**

A catalogue record for this book is available from the British Library.

ISBN: HB: 978-1-7809-3758-8

ePDF: 978-1-7809-3724-3

ePUB: 978-1-7809-3776-2

**Library of Congress Cataloging-in-Publication Data**

A catalog record for this book is available from the Library of Congress.

Typeset by RefineCatch Limited, Bungay, Suffolk

Printed and bound in Great Britain

## Contents

List of Figure Permissions	vii
Notes on Contributors	ix
Foreword, <i>Shaun Tan</i>	xiii
Introduction	1
Part 1 Embarking on the Journey	
1 The Vessel: Theoretical Frameworks and Intersections	19
2 The Passengers: International Contexts and Participants	39
3 The Voyage: The Course of the Inquiry	65
Part 2 Navigating the Interpretive Process	
4 Reclaiming the Migrant Experience	103
5 Making Meaning through Retellings and Inferences	123
6 Intertextual Journeys into Intercultural Spaces	141
7 Engaging with the Visual Affordances of <i>The Arrival</i>	159
Part 3 Mediation and Pedagogy: Transforming Literacy Learning and Teaching	
8 Fostering a Community: Mediation that Supports Learning	183
9 Looking Together: Image-based Strategies for Inclusive Pedagogy	199
Coda: A (Visual) Journey to Italy	217
Conclusion: Arriving and the Journey Ahead	239
Appendix: List of Participant Children	247
Bibliography	249
Index	267

**'This fascinating and remarkable international research bears close reading and re-reading. A highly significant examination of the potential of wordless picturebooks to support immigrant children as learners and meaning makers, it is inspiring, thought provoking and engaging. This important book also reveals the critical nature of the teacher's role in developing literary understanding through image based narratives and offers new hope for intercultural understanding in the classroom.'**

**Teresa Cremin, Professor of Education, The Open University, UK**

Immigration is an ongoing, global phenomenon and schools and teachers in host countries must continually find new ways of working with the increasing numbers of immigrant pupils, including refugees and asylum seekers. Language and literacy are crucial for inclusion in a new context but these must be developed in spaces where these children feel safe to explore themes that resonate with their experiences; to express their understanding and to engage in intercultural exchange.

*Visual Journeys Through Wordless Narratives* presents the exploration of response strategies to Shaun Tan's *The Arrival*. The inquiry was carried out in educational settings, with children from many different parts of the world, in four host countries: the UK, Spain, Italy and the USA. The findings reveal the benefits of using wordless narratives such as picturebooks and graphic novels together with visual strategies to support immigrant children's literary understandings and visual literacy. They also reveal the wealth of experiences the children bring with them which have the potential to transform educational practices.

**Evelyn Arizpe** is Lecturer in the School of Education, University of Glasgow, UK.

**Teresa Colomer** is Professor at the Facultad de Ciencias de la Educación, Universitat Autònoma de Barcelona, Spain.

**Carmen Martínez-Roldán** is Associate Professor of Bilingual/Bicultural Education at Teachers College, Columbia University, USA.

**Contributors:** Caroline Bagelman, Brenda Bellorin, Maureen Farrell, Martina Fittipaldi, Giorgia Grilli, Mireia Manresa, Ana Ma. Margallo, Julie McAdam, Neus Real and Marcela Terrusi.

EDUCATION

[www.bloomsbury.com](http://www.bloomsbury.com)

ISBN 978-1-7809-3758-8



9 781780 937588

Also available  
from Bloomsbury

