

Call for Papers

Multilingualism and Children's Literature – New Perspectives

During the past decade literary multilingualism has emerged within the Nordic countries as an independent research field, where theoretical perspectives focusing in particular on materiality, multimodality, and mediality as well as the role of the reader have been developed. With literary multilingualism we refer to aesthetic phenomena as well as a multifaceted critical concept. It helps us draw attention to texts written in several languages or several kinds of languages (such as dialects or slang); texts that thematise multilingualism; oeuvres that include works in several languages; multilingualism within the literary field (see e.g. Grönstrand, Huss, and Kauranen, eds., *The Aesthetics and Politics of Linguistic Borders*, 2020; Edda 2020:3). At the same time, a decade has already passed since Bettina Kümmerling-Meibauer addressed the issue of multilingualism and children's literature (*Mebrsprachigkeit und Kinderliteratur*, 2013, with Ira Gawlitzek; *Bookbird* 2013:3).

Against this background, we now invite scholars from both of these fields – children's literature and literary multilingualism – to come together through our theme in *Barnboken: Journal of Children's Literature Research*. It aims to shed light on the Nordic region in particular and is mainly focused on aesthetic issues in relation to multilingual children's literature. We are especially interested in the relationship between text and image. Discussing the role of the reader and the reading situation is also highly relevant in this context. In addition, there is room for new ways of exploring multilingual oeuvres, or problematising the role of multilingualism in children's literature from, for example, comparative, didactic, sociological or historical perspectives.

How is the relationship between image and text complicated by and in multilingual picturebooks? What role do the language skills and potential literacy of the reader play, after all, when it comes to multilingual children's texts? In what ways can child and adult readers together interact with a multilingual text, considering the double address of children's literature? What can multilingual reading situations look like and where do we find them, in what spaces or settings? How can, for example, board books, nonsense poetry, animal languages, constructed languages, and emojis be discussed from a multilingual perspective? How has multilingual children's and young adult literature challenged established notions of linguistic borders during times of extensive emigration or immigration, for example when linguistic nationalism has contributed to the separation of languages and the education of national subjects? How do didactic and aesthetic aspects cooperate and compete when it comes to the publishing of multilingual literature for children and youth?

To the *Barnboken* theme "Multilingualism and Children's Literature – New Perspectives" we invite submissions that address older as well as contemporary genres and all forms of children's and young adult literature, such as baby books, board books, picturebooks, ABC books and illustrated dictionaries, readers, poetry, chapter books, young adult novels as well as graphic novels and manga for children and youth. Relevant topics for the theme might include, but are not limited to the following:

- Multilingualism, multimodality, and mediality
- Multilingualism and bi- or multiscrptalism (heterographics)
- Close readings of multilingual children's texts
- Multilingual reading (aloud); multilingual spaces for reading
- Thematization of language skills and/or multilingual settings
- Apocalypse, dystopia, cli-fi, and multilingualism
- Multilingualism in digital children's literature
- Multilingualism and minority languages
- Dialects and linguistic varieties from a literary multilingualism perspective
- Multilingual children's literature from a critical disability perspective
- Multilingualism and translation
- Multilingualism and the field of children's literature: publishing, book market, media, libraries

Barnboken

JOURNAL OF CHILDREN'S LITERATURE RESEARCH

Deadline, abstracts: 15 January 2023

Please send a proposal of a maximum of 2,000 characters to barnboken@barnboksinstitutet.se. The following information should be included: The title of the article, the name of the writer, current academic position, affiliation, and e-mail address.

A workshop where first versions of the articles are presented is planned to take place in the early autumn of 2023, provided that funding is secured.

Deadline, articles: 30 November 2023

The articles will be published in 2024. Articles submitted for consideration may not have been previously published in any other context.

Texts are sent via e-mail to barnboken@barnboksinstitutet.se or via the login system on Barnboken's website www.barnboken.net. For further information on submission details and a guide to our reference and note system, see Author Guidelines.

Guest editors of this theme are **Helena Bodin** (helena.bodin@littvet.su.se) and **Julia Tidigs** (julia.tidigs@helsinki.fi).

Barnboken: Journal of Children's Literature Research is published by the Swedish Institute for Children's Books. All articles accepted have been peer reviewed and will be published online under an Open Access model. The main language of the journal is Swedish, but articles written in Danish, Norwegian and English are also welcome. We are especially interested in contributions related to Sweden or the Nordic countries.

The editorial committee consists of Editor Maria Andersson (Docent, Stockholm University, Sweden) and Assistant Editors Nina Goga (Professor, Western Norway University of Applied Sciences, Norway), Maria Jönsson (Professor, Umeå University, Sweden), Peter Kostenniemi (PhD, Umeå University, Sweden), Anne Skaret (Professor, University of Applied Sciences, Norway), Olle Widhe (Professor, University of Gothenburg, Sweden), and Mia Österlund (Docent, Åbo Akademi University, Finland). The journal's international Advisory Board includes 15 prominent Swedish, Nordic, and international scholars.

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