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## Editorial

We are delighted to welcome you to the third issue of *Children's Literature in English Language Education* e-journal – *CLELEjournal* for short – which rhymes with freely, for the *CLELEjournal* is a freely available, blind peer-reviewed, open access e-journal. This issue of the *CLELEjournal* contains four articles and two new features, *Recommended Reads* and *Recommended Venues* as well as two book reviews.

There is an emphasis in this issue on the enormous flexibility of the picturebook in English language education, with perspectives from France, Germany and Scotland. The issue opens, however, with an article that argues the pivotal role of school libraries. Krashen and Bland's 'Compelling Comprehensible Input, Academic Language and School Libraries' describes three stages to becoming fully literate, and explains the significance of *compelling reading* for high levels of literacy, namely the acquisition of academic language. The paper also considers access to motivating reading, and draws attention to the vital role of school libraries with certified librarians in supplying children and teenagers with compelling children's and young adult literature.

Serrurier-Zucker and Gobbé-Mévellec's article, 'The Page *IS* The Stage: From Picturebooks to Drama with Young Learners' details and illustrates the inherently theatrical nature of picturebooks. The authors describe a drama project in Toulouse, France, using selected picturebooks as an impetus for story and characterization. Inspired by the picturebooks, the young learners work on the expression of emotions with body language and voice, so that they enthusiastically embody and live the language they are learning.

Krueger contributes with 'Maurice Sendak's *Where the Wild Things Are* as an Example of Teaching Visual Literacy' and explores the importance of teaching visual literacy, addressing the short-sightedness of educators 'who feel less inclined to acknowledge the vital importance of visual literacy'. Krueger then evaluates perhaps the best-known picturebook ever created, and particularly the opportunities it affords for comprehending and interpreting visual images, as well as considering ideological implications.

The next article, McGilp's 'From Picturebook to Multilingual Collage: Bringing Learners' First Language and Culture into the Pre-School Classroom' takes us to Scotland

where, as an increasingly multilingual country, English as an additional language is an aspect of the learning of newly arrived migrant children. McGilp introduces a multicultural picturebook project that is designed to recognise the value of the children's mother tongue and their heritage culture, and to build bridges between home and the pre-school classroom.

With a view to exploiting practice and experience and exposing readers to different titles and discoveries within the world of children's literature, we have introduced two new features to this issue, which will become regular additions to the *CLELEjournal*. *Recommended Reads* introduces works of children's literature that have been tried and tested with English language learners, and found highly motivating – indeed compelling – as well as supportive of second language acquisition. The first instalment of *Recommended Reads* focuses on a highly unusual picturebook, an extremely interesting graphic novel series and two best-selling young adult novels, each chosen and introduced by an experienced teacher educator or writer. Hopefully these recommended texts will reach children as well as their educators!

Another new feature of this issue is *Recommended Venues*. Each *CLELEjournal* issue will introduce a selected venue that is deeply connected to children's literature. These can be museums, world-famous libraries or settings of well-loved books. The first *Recommended Venue* is the fascinating *Story Museum* in Oxford, UK.

Finally, this issue of the *CLELEjournal* presents two book reviews. Alan Pulverness writes on *Visual Journeys through Wordless Narratives: An International Enquiry with Immigrant Children and 'The Arrival'* (Arizpe, Colomer & Martinez-Roldán, 2014) and Geoff Hall reviews *Children's Literature and Learner Empowerment. Children and Teenagers in English Language Education* (Bland, 2013).

With many thanks – as ever – to our invaluable advisory board, our book reviewers, our contributors of articles, of *Recommended Reads* and *Recommended Venues*, our webperson, Ina Batzke, and our assistant editor, Bill Templer. Happy reading.

Janice Bland, Christiane Lütge and Sandie Mourão