1/1 MAY 2013

The World Turned Upside Down: Exploring Alternate History with Young Adults
JUSTYNA DESZCZ-TRYHUBCZAK AND MATEUSZ MARECKI (UNIVERSITY OF WROCLAW, POLAND)

From Reading Pictures to Understanding a Story in the Foreign Language
ANNETT KAMINSKI (UNIVERSITY OF KOBLENZ-LANDAU, GERMANY)

Humanizing Teaching English to Young Learners with Children’s Literature
IRMA GHOSN (LEBANESE AMERICAN UNIVERSITY, LEBANON)

Playing with Nonsense: Toward Language Bridging in a Multilingual Classroom
URMISHREE BEDAMATTA (RAVESHAW UNIVERSITY, INDIA)

Response to The Lost Thing: Notes from a Secondary Classroom
SANDIE MOURÃO (EDUCATIONAL CONSULTANT, PORTUGAL)

2/1 MAY 2014

Every Story Tells a Story That Has Already Been Told: Intertextuality and Intermediality in Philip Pullman’s Spring-Heeled Jack and in Kevin Brooks’ iBoy
MICHAEL C. PRUSSE (ZURICH UNIVERSITY OF TEACHER EDUCATION, SWITZERLAND)

The Hunger Games: An Ecocritical Reading
JANICE BLAND (UNIVERSITY OF VECHTA, GERMANY) AND ANNE STROTMANN (GRADUATE STUDENT, PADERBORN UNIVERSITY, GERMANY)

What Do You Do With Hands Like These? Close Reading Facilitates Exploration and Text Creation
LINDSEY MOSES (ARIZONA STATE UNIVERSITY, USA)

From Flat Stanley to Flat Cat: An Intercultural, Interlinguistic Project
TERESA FLETA AND ELIZABETH FORSTER (ALCALÁ DE HENARES UNIVERSITY, MADRID, SPAIN)
To Read or not to Read: Does a Suitcase Full of Books do the Trick in the English Language Classroom?

ANNIKA KREFT and BRITTA VIEBROCK (GOETHE UNIVERSITY, FRANKFURT, GERMANY)

Intercultural Education, Picturebooks and Refugees: Approaches for Language Teachers

ANNE M. DOLAN (MARY IMMACULATE COLLEGE, LIMERICK, IRELAND)

Book review

Emer O’Sullivan and Dietmar Rösler (2013) Kinder- und Jugendliteratur im Fremdsprachenunterricht

MICHAEL C. PRUSSE (ZURICH UNIVERSITY OF TEACHER EDUCATION, SWITZERLAND)

2/2 NOVEMBER 2014

Compelling Comprehensible Input, Academic Language and School Libraries

STEPHEN KRASHEM (EMERITUS, UNIVERSITY OF SOUTHERN CALIFORNIA, USA) AND JANICE BLAND (UNIVERSITY OF VECHTA, GERMANY)

The Page IS The Stage: From Picturebooks to Drama with Young Learners

CAROL SERRUER-ZUCKER and EURIELL GOBBE-MEVELLEC (UNIVERSITE DE TOULOUSE II, FRANCE)

From Picturebook to Multilingual Collage: Bringing Learners’ First Language and Culture into the Pre-school Classroom

EMMA MCGILP (PHD CANDIDATE, UNIVERSITY OF GLASGOW, UK)

Maurice Sendak’s Where the Wild Things Are as an Example of Teaching Visual Literacy

MARIAN KRUEGER (GRADUATE STUDENT, PADERBORN UNIVERSITY, GERMANY)

Book reviews


REVIEWER: ALAN PULVERNESS (ACADEMIC DIRECTOR, NORWICH INSTITUTE FOR LANGUAGE EDUCATION, UK)

Janice Bland (2013) Children’s Literature and Learner Empowerment

REVIEWER: GEOFF HALL (UNIVERSITY OF NOTTINGHAM NINGBO, CHINA)

Recommended Venue

Walking Through the Wardrobe: The Story Museum in Oxford

CARA BARTELS-BLAND (PHD CANDIDATE, UNIVERSITY OF OXFORD, UK)
Recommended Reads

3/1 MAY 2015

Who Are You? Racial Diversity in Contemporary Wonderland
REBECCA CIEZAREK (PHD CANDIDATE, VICTORIA UNIVERSITY, MELBOURNE, AUSTRALIA)

Making the Match: Traditional Nursery Rhymes and Teaching English to Modern Children
DANJELA PROSIC-SANTOVA (UNIVERSITY OF NOVI SAD, SERBIA)

Book Reviews
Irma-Kaarina Ghosn (2013) Storybridge to Second Language Literacy. The Theory, Research and Practice of Teaching English with Children’s Literature
REVIEWER: GAIL ELLIS (ADVISER YOUNG LEARNERS AND QUALITY BRITISH COUNCIL, FRANCE)

Anna Birketveit and Gweno Williams (Eds) (2013) Literature for the English Classroom. Theory into Practice
REVIEWER: SUSANNE REICHL (UNIVERSITY OF VIENNA, AUSTRIA)

Recommended Venue
Championing the Nation’s Stories: the Canadian Children’s Book Centre, Toronto
GILLIAN O’REILLY (EDITOR OF CANADIAN CHILDREN’S BOOK NEWS, CANADA)

Recommended Reads

3/2 NOVEMBER 2015

Extensive Reading of Children’s Literature in First, Second, and Foreign Language Vocabulary Acquisition
DOMINIC CHEETHAM (SOPHIA UNIVERSITY, TOKYO, JAPAN)

Pictures, Images and Deep Reading
JANICE BLAND (UNIVERSITY OF MÜNSTER, GERMANY)

The Anatomy of a Witch: Lessons in English Language, Literature and Improvisation
ŽELJKA (NEMET) FLEGAR AND JELENA KОVAČEVIĆ (UNIVERSITY OF OSIJEK, CROATIA)

Alex Rider – Stormbreaker: A Graphic Novel Experience in a German EFL Classroom
SVENJA BRINKMANN (BUSAN NATIONAL UNIVERSITY, SOUTH KOREA)

Book Reviews

**REVIEWER: PENNI COTTON (UNIVERSITY OF ROEHAMPTON, UK)**

Sharon Ahlquist and Réka Lugossy (2015) Stories and Storyline

**REVIEWER: JANET ENEVER (UMEÅ UNIVERSITY, SWEDEN)**

**Recommended Venue**

The International Youth Library in Munich: A book castle with children’s literature from all over the world

**PETRA RAUSCHERT (UNIVERSITY OF MUNICH, GERMANY)**

**Recommended Reads**

**4/1 MAY 2016**

*Editorial: Cultural Identity in the Language Classroom*

**JANICE BLAND AND SANDIE MOURÃO**

*What’s in a Name? Assimilation Ideology in Picturebooks*

**GRIT ALTER (INNSBRUCK UNIVERSITY, AUSTRIA)**

*Picturebooks in the Primary EFL Classroom: Authentic Literature for an Authentic Response*

**SANDIE MOURÃO (UNIVERSIDADE NOVA, LISBON, PORTUGAL)**

*Azzi in Between – A Bilingual Experience in the Primary EFL Classroom*

**GRIT BERGNER (UNIVERSITY OF ERFURT, GERMANY)**

**Book Review**

Masayiki Teranishi, Yoshifumi Saito and Katie Wales (Eds) (2015) Literature and Language Learning in the EFL Classroom

**REVIEWER: CHRIS LIMA (UNIVERSITY OF LEICESTER, UK)**

**Recommended Venue**

Seven Stories – The National Centre for Children’s Books, Newcastle

**ANTHONY PAVLIK (UNIVERSITY OF MÜNSTER, GERMANY)**

**Recommended Reads**

**4/2 NOVEMBER 2016**

*Editorial: The Journey*
SANDIE MOURÃO AND JANICE BLAND

Picturebooks in Educating Teachers of English to Young Learners
SMILJANA NARANČIĆ KOVAČ (UNIVERSITY OF ZAGREB, CROATIA)

Promoting ‘Learning’ Literacy through Picturebooks: Learning How to Learn
GAIL ELLIS (ADVISER YOUNG LEARNERS AND QUALITY, BRITISH COUNCIL, FRANCE)

English Language Education and Ideological Issues: Picturebooks and Diversity
JANICE BLAND (UNIVERSITY OF MÜNSTER, GERMANY)

An Arab American Boy Fights for his Voice: Finding Identity within Literature
XIAODI ZHOU (UNIVERSITY OF GEORGIA, USA)

Book Review
Maria Nikolajeva (2014) Reading for Learning. Cognitive Approaches to Children’s Literature
REVIEWER: JANICE BLAND (UNIVERSITY OF MÜNSTER, GERMANY)

Recommended Venue
The Eric Carle Museum of Picture Book Art, Massachusetts
NAOMI HAMER (UNIVERSITY OF WINNIPEG, CANADA)

5/1 MAY 2017

Editorial: The Shapeshifting Nature of Children’s Literature for ELT
JANICE BLAND AND SANDIE MOURÃO

Using American Coming-of-Age Stories in the ELT Classroom
ELENA ORTELLS (UNIVERSITAT JAUME I OF CASTELLÓ, SPAIN)

Picturebooks Go Digital – The Potential of Story Apps for the Primary EFL Classroom
SONJA BRUNSMIEIER (UNIVERSITY OF EDUCATION TYROL, INNSBRUCK, AUSTRIA) AND ANNKA KOLB (UNIVERSITY OF EDUCATION FREIBURG, GERMANY)

The Sounds of Picturebooks for English Language Learning
M. TERESA FLETA GUILLÉN (INTERNATIONAL UNIVERSITY OF LA RIOJA, SPAIN)

Book Review
Werner Delanoy, Maria Eisenmann and Frauke Matz (Eds) (2015) Learning with Literature in the EFL Classroom
REVIEWER: ANA GONÇALVES MATOS (NOVA UNIVERSITY LISBON, PORTUGAL)

Recommended Reads
5/2 NOVEMBER 2017

Editorial: Intercultural Learning and Critical Literacy – There is No Single Story
JANICE BLAND AND SANDIE MOURÃO

Lacking Liberation in Language:
African American Language in the Animated Film The Secret Life of Pets
REBEKAH MAY DEGENER (THE OHIO STATE UNIVERSITY, USA)

The Tiger’s Wife – Promoting Intercultural Understanding
OLJA MILOSEVIC (INTERNATIONAL SCHOOL OF BELGRADE, SERBIA)

Book Review
Christine Hélot, Raymonde Sneddon and Nicola Daly (Eds) (2014) Children’s Literature in Multilingual Classrooms: From Multiliteracy to Multimodality
REVIEWER: NAVR IBRAHIM (HEAD OF THE YOUNG LEARNERS AND BILINGUAL SECTION, BRITISH COUNCIL, FRANCE)

Recommended Venue
The International Library of Children’s Literature, Tokyo
The Centre for International Children’s Literature, Osaka
CHRISTIANE LÜTGE (UNIVERSITY OF MUNICH, GERMANY)

Recommended Reads

6/1 MAY 2018

Editorial: The Global Reach of Children’s Literature and ELT – from BANA Countries to the Majority World
JANICE BLAND AND SANDIE MOURÃO

Interpreting the Dæmonicon: A Decade of Teaching Philip Pullman’s Northern Lights
JESSICA ALLEN HANSEN (NORD UNIVERSITY, NORWAY)

Integrating Postcolonial Culture(s) into Primary English Language Teaching
GRIT ALTER (INNSBRUCK UNIVERSITY, AUSTRIA)

The Use of Children’s Literature in ELT in Brazil
DILYS KAREN REES, DANÍLO NEVES PEREIRA AND LAYSSA GABRIELA A. E SILVA MELLO (UNIVERSIDADE FEDERAL DE GOIÁS, BRAZIL)

Book Review

REVIEWER: BETTINA KUMMERLING-MEIBAUER (UNIVERSITY OF TÜBINGEN, GERMANY)

Recommended Reads

6/2 NOVEMBER 2018

Editorial: ELT as a Pluricultural Space

JANICE BLAND AND SANDIE MOURÃO

Translanguaging and Multilingual Picturebooks: Gloria Anzaldúa’s Friends from the Other Side/Amigos Del Otro Lado

SASKIA KERSTEN (UNIVERSITY OF HERTFORDSHIRE, UK) AND CHRISTIAN LUDWIG (UNIVERSITY OF EDUCATION KARLSRUHE, GERMANY)

Minority Cultures in Your School: A CLIL Approach

MARGARIDA MORGADO (INSTITUTO POLITÉCNICO DE CASTELO BRANCO, ESCOLA SUPERIOR DE EDUCAÇÃO, PORTUGAL)

Recommended Venue
The Literature Centre, Fremantle, Australia

OLIVIA MAIR (UNIVERSITÀ CATTOLICA, MILANO, ITALY)

Book Review
Janice Bland (Ed.) (2018) Using Literature in English Language Education. Challenging Reading for 8-18 Year Olds

REVIEWER: MARIA EISENMAN (UNIVERSITY OF WÜRZBURG, GERMANY)

Recommended Reads

7/1 MAY 2019

Editorial: Extensive Reading and Deep Reading in ELT

JANICE BLAND

Disturbing the Still Water: Korean English Language Students’ Visual Journeys for Global Awareness
EUN YOUNG YEOM (UNIVERSITY OF GEORGIA, USA)

The Wildest Lessons Ever! A Book Project in Fifth Grade to Foster Reading Motivation in ELT

ELISABETH BRUCKMAIER (GYMNASIUM ISMANING, MUNICH, GERMANY)

Expressive Reading and Dramatization of Stories in Teaching English to Young Learners

LUCIANA CABRAL PEREIRA (INSTITUTO POLITÉCNICO DE BRAGANÇA, PORTUGAL), FLÁVIA VIEIRA AND AURORA TEÓFILO (UNIVERSITY OF MINHO, PORTUGAL) AND AURORA TEÓFILO, AGRUPAMENTO DE ESCOLAS MIGUEL TORGA, SABROSA (PORTUGAL)

Nobody Wants to Read Anymore! Using a Multimodal Approach to Make Literature Engaging

RIKI THOMPSON (UNIVERSITY OF WASHINGTON TACOMA, USA) AND MATTHEW MCILNAY (VIDEO-GAME STUDIO 343 INDUSTRIES, USA)

Recommended Venue

drawing Words Exhibition

GAIL ELLIS (BRITISH COUNCIL, PARIS, FRANCE)

Recommended Reads

A tribute to John Burningham (1936-2019)

7/2 NOVEMBER 2019

Editorial: Stereotyping versus Diversity Competence

JANICE BLAND

Legally Scripted Fictions: Fathers and Fatherhood in English Language Picturebooks with Children from Refugee Backgrounds

EKATERINA STREKALOVA-HUGHES, NORA PETERMAN (UNIVERSITY OF MISSOURI-KANSAS CITY, USA) AND KYLEE LEWMAN

Opening a Dialogic Space: Intercultural Learning through Picturebooks

SISSIL LEA HEGGERNES (OSLO METROPOLITAN UNIVERSITY, NORWAY)

Social Model Thinking about Disability through Picturebooks

GAIL ELLIS (INDEPENDENT SCHOLAR, FRANCE)

Teaching English to Young Learners: More Teacher Education and More Children’s Literature!

JANICE BLAND (NORD UNIVERSITY, NORWAY)

Book Review

REVIEWER: SANDIE MOURÃO (UNIVERSIDADE NOVA, LISBON, PORTUGAL)

Meleanna Aluli Meyer, Mikilani Hayes Maeshiro and Anna Yoshie Sumida (2018) *Arting and Writing to Transform Education: An Integrated Approach for Culturally and Ecologically Responsive Pedagogy*

REVIEWER: JANE SPIRO (OXFORD BROOKES UNIVERSITY, UK)

Recommended Reads:
*A tribute to Judith Kerr (1923-2019)*

8/1 MAY 2020

Editorial: *Stories and Authenticity of Experience*

JANICE BLAND

*The Ethnicity of the Implied Author and the Implied Reader in Multicultural Children’s Literature*

TARANEH MATLOOB HAGHANIKAR (UNIVERSITY OF NORTHERN IOWA, USA)

*Increasing Reading Fluency in Young Adult Readers Using Audiobooks*

BRITTA PADBERG-SCHMITT (UNIVERSITY OF MÜNSTER, GERMANY)

*Multimodal Literature in ELT: Theory and Practice*

MARIA EISENMAN & THERESA SUMMER (UNIVERSITY OF WÜRZBURG, GERMANY)

Book Review


REVIEWER: SANDIE MOURÃO (UNIVERSIDADE NOVA, LISBON, PORTUGAL)

Recommended Reads:
*Literature Exploring Refugee Experiences*