



## *Children's Literature in English Language Education*

*Children's Literature in English Language Education* is a journal for scholars and practitioners involved in using and researching children's literature in the field of English learning as a second, additional or foreign language. The journal prefers the acronym ELT as an umbrella term for the various settings of English language education. The *CLELEjournal* aims to investigate children's literature as an art form, and as a focus for L2 literature teaching across the school years, from pre-school infants through to young adults. Contributions are considered on all formats of children's literature: including oral storytelling and picturebooks, fairy tales and poetry, comics and graphic novels, story apps, chapter books, verse novels, screenplays and films, young adult fiction, educational drama and playscripts for children and young adults, as well as non-fiction literature. Contributions are welcome that cover the theory or practice of children's literature in the English language classroom, encompassing the sharing of research projects and findings, in-depth textual analysis and interpretation, writing and adapting literature for ELT and teaching ideas. The following research areas are all pertinent to the purpose of the journal: visual literacy, critical literacy, reader-response theory, intercultural competence and ideology issues, global and diversity issues, the canon of literary texts for ELT, teacher education, methodologies and materials design.

### **Notes for peer reviewers of *Children's Literature in English Language Education***

*Children's Literature in English Language Education*, first published in 2013, covers a terrain that is interdisciplinary and underdeveloped. The journal aims for high scholarly quality, pedagogical relevance for school settings and an ethical stance. We welcome constructive criticism from our reviewers about the procedures of the journal and its content. Your role is crucial in ensuring that papers are peer reviewed critically, fairly and with an open mind.

Please kindly consider the following information:

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While considering the further development of scholarship in this area as our primary commitment, we would like the papers to be meaningful to the widest possible audience, including advanced tertiary students as the future generation of teachers. Any local contextualization must be explained and defined so that an international readership can clearly follow the argument. Please help the editors in ensuring that authors avoid all stereotypes, including class, gender, sexual orientation and race. Where relevant, critical and environmental education should be respected.

#### **Fair comment**

Please consider both positive points and negative points. Specify weaknesses clearly and indicate improvements that can be made. Your reviews will remain anonymous; however all comments will be passed on to the authors.

**In particular, please give answers to the following questions:**

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2. Is the paper clearly written?
3. Is the paper interesting to the readers of the CLELEjournal?
4. Does the paper contribute significant ideas on the development and/or delivery of English-language education?
5. Does the paper – and description of practical application – reflect children's literature scholarship or other relevant theoretical positions?
6. Is the analysis both meaningful and critical?
7. Is there sufficient awareness of other/recent work in the field?
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Thank you for your cooperation!

Janice Bland

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