

**JANICE BLAND, CV 2024**  
**PROFESSOR OF ENGLISH EDUCATION**

Email: [janice.bland55@gmail.com](mailto:janice.bland55@gmail.com)

PhD (2009–2012) Friedrich-Schiller University of Jena, Germany

Thesis title: *Children's Literature and Learner Empowerment – Literary Learning with Children and Teenagers in English Language Education* (awarded 26 November 2012, *magna cum laude*)

**PREVIOUS EXPERIENCE IN TEACHER EDUCATION**

Since 04.2017 Full professor at Nord University, Norway

07.2022–06.2024 Guest Professor at Oslo Metropolitan University

04.2015–03.2017 Deputy full professor (*W3 Professurvertretung*): Chair of Teaching English as a Foreign Language, primary and secondary school. University of Münster, Germany.

10.2013–09.2014 Substitute professor (*W2 Professurvertretung*): Vechta University, Germany. English language and literature pedagogy.

10.2012–09.2013 Full-time senior lecturer, Paderborn University, Germany. English language and literature pedagogy.

10.2007–09.2012 Full-time lecturer, Hildesheim University, Germany. English language and literature pedagogy. Creative Writing.

10.2000–04.2007 *Lehrbeauftragte*, University of Duisburg-Essen. English language and literature pedagogy.

**PROJECTS**

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

This is a peer-reviewed, diamond model open access biannual journal (first issue in 2013). *Children's Literature in English Language Education* aims to achieve ever more impact in the research and wider community and may be accessed at <http://clelejournal.org/>

**Editor-in-chief: Janice Bland, Nord University, Norway**



***Nord Research Group for Children's Literature in ELT (CLELT)***

<https://www.nord.no/en/about/faculties-and-centres/faculty-of-education-and-arts/research/research-groups/childrens-literature/Pages/default.aspx>

The projects in this research group are positioned as dialogue between children's literature, education and

English Language Teaching (ELT) research. An important goal is the networking of researchers and teacher educators worldwide to consolidate a platform for English language and literature subject pedagogy and teacher education with children's literature. Leader: Janice Bland, Nord University, Norway.



Nord Research Group for Children's Literature in ELT

## PROJECTS WITH EXTERNAL FUNDING



ICEPELL

*Intercultural Citizenship Education through Picturebooks in early English Language Learning* (ICEPELL) Erasmus+ project (EU funding 2019–2022) together with Sandie Mourão (leader: Universidade Nova de Lisboa, Portugal), Silvana Rampone (Turin Regional Education Authority, Italy), Tatia Gruenbaum (Avans University of Applied Sciences, the Netherlands), Carmen Becker (Braunschweig Technical University, Germany), David Valente and Nayr Ibrahim (Nord University).

### *English Language and Literature – In-depth Learning* (ELLiL)

ELLiL (<https://blogg.nord.no/ellil/>) is a Norwegian-Canadian teacher education project for student teachers of school grades 1–10. This 5-year NOTED project is funded by Diku (2020–2024). Key project partners at Nord University are Prof. Janice Bland (project manager), Dr Nayr Ibrahim, David Valente (research fellow) and Charlotta Langejan-Candelin. In Canada, Dr Sunny Lau (School of Education, Bishop’s University, Québec) is the local project coordinator.



## CONVENOR OF INTERNATIONAL CONFERENCES

### *RidEL 2024: Reading for in-depth English Learning – Texts in and beyond the classroom*

6 May 2024 – 8 May 2024 Nord University, Norway, with the support of the [Norwegian Directorate for Higher Education and Skills](#). Convened by Janice Bland and Sunny Man Chu Lau, with 100 delegates. <https://site.nord.no/ridel/>

*Challenging Reading: English-Language Education with Children and Teenagers* March 11-12, 2016, University of Münster, supported by the *Deutsche Forschungsgemeinschaft*. Convened by Janice Bland, with 120 delegates.

*Children’s Literature in Language Education* February 25-27, 2010, University of Hildesheim [www.childrenslit.de/](http://www.childrenslit.de/) Convened by Janice Bland and Christiane Lütge, with 350 delegates.

## KEYNOTE & PLENARIES

Imaginary borders and eco-cosmopolitanism – deep reading for in-depth learning (Complutense University of Madrid, 25 October 2024)

Inspiration for reading in English: Selection of texts for deep reading and engaging tasks (Bangkok, Thailand, 22-23 August 2024) CULI TERA ERF International Conference 2024: Promoting English Reading in the Asian Context and Beyond

Reading English Interactively and in Depth: Selecting Literary Texts, Methods, and Tasks, British Council sponsored keynote, 21 June 2024, Bad Kreuznach, Germany

Promoting interactive reading English: selection of literary texts, methods, and tasks, British Council sponsored keynote, 21 February 2024, Brandenburg and 22 February 2024, Berlin

Affordances of children’s literature in language education and university challenges (University of Padua Online Conference 19-21 November 2020, Fostering Dialogue, Teaching Children’s Literature at University) <https://www.childrensliterature-unipd.it/>

Spinning a story – Weaving grammar and lexis (Teacher Efficacy, Learner Agency, JALT 2019, Nagoya, Japan, November 1-4, 2019) <https://lilt.org/lilt-featured-speaker-at-jalt-2019-janice-bland/>

The gravity of time: the teacher as actor with Harry Potter and the Cursed Child (Time in the Theatre: Memory of a Timeless Present, University of Athens, Greece, May 23-25, 2019)

Educational opportunities for literary innovation and creative responses in language education (IKI Seminar at the University of Jyväskylä, Finland, 06 May 2019)

Critical literacy: global issues and the environment (Sustainability and Citizenship. Literature and language, Ydalir-seminar UiS, Norway, October 04-05, 2018)

The role of critical literacy and values in English language education (Citizenship, Values, Education, Centre for Practical Knowledge, Nord University, Norway, September 11-12, 2018)

Harry Potter, Hugo Cabret and Other Literary Texts for Teenagers (Merano, Italy, March 26-27, 2018)

Critical literacy through drama in ELT (Rhetorical Education & the Democratic Mission of the School: Preparing Students for Academic and Civic Life, Örebro University, Sweden, October 23-27, 2017)

From Picturebooks to Graphic Novels: The Journey of Visual Literacy (Department of English Studies, University Jaume I of Castelló, Spain, July 10-11, 2017)

Diversity, Picturebooks and Intercultural Learning (Center for Young People's Literature and Culture and Institute of English Studies, Wrocław University, Poland, May 19-21, 2017)

Dimensions of Culture in the Teenager Classroom – Critical Literacy and Harry Potter (6th TEFL Conference: Communication, Culture and Creativity in the EFL Classroom, Universidade Nova de Lisboa, Portugal, November 18-19, 2016) <https://tefl6.wordpress.com/keynote-speakers/>

Building Bridges with Multicultural Picturebooks in the EFL Classroom (Building Bridges, Free University of Bolzano, Italy, April 29, 2016)

Multimodal storying (The Literature of Children and Young Adults: Contemporary Challenges and Future Aspirations. Al-Ain, United Arab Emirates University, November 18, 2015)

The Power of the King of Shadows Theatertagung (Die Wolfsburg, Mülheim an der Ruhr, Germany, October 30-31, 2015)

Story as patterned cognitive play explored in Brian Selznick's graphic narrative: The Invention of Hugo Cabret (Children's Literature Oxford Colloquium, CLOC, University of Oxford, May 16, 2014). [http://oxchildrenslit.blogspot.no/2014/05/janice-bland-story-as-patterned\\_2.html](http://oxchildrenslit.blogspot.no/2014/05/janice-bland-story-as-patterned_2.html)

Picturebooks in the English Classroom: Literacy and literary skills for young language learners (IATEFL Teacher Education Conference, Projecting onto Teaching Young Learners, Muğla Sıtkı Koçman University, Turkey, September 20-21, 2013)

## ACADEMIC PUBLICATIONS SINCE 2010

### BOOKS – Monographs and Edited Volumes

Bland, J. 2022. *Compelling Stories for English Language Learners – Creativity, Interculturality and Critical Literacy*. London: Bloomsbury Academic. <https://doi.org/10.5040/9781350190016>

**International Research Society for Children's Literature (IRSCL) Honour Book for 2023**

Bland, J. (ed.) 2018. *Using Literature in English Language Education Challenging Reading for 8-18 Year Olds*. London: Bloomsbury Academic.

Bland, J. (ed.) 2015. *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Academic.

Bland, J. 2013. *Children's Literature and Learner Empowerment. Children and Teenagers in English Language Education*. London: Bloomsbury Academic.

Bland, J.; Lütge, C. (eds) 2013. *Children's Literature in Second Language Education*. London: Bloomsbury.

### ARTICLES AND EDITORIALS – in Peer-Reviewed Journals

Bland, J. 2024. Editorial: Positioning *Children's Literature in English Language Education* within English Language and Literature Education. *Children's Literature in English Language Education*. 12/1, i-v.

<https://clelejournal.org/editorial-janice-bland-8/>

Bland, J. 2023. Key strategies for a focus on creative writing in ELT – Using mentor texts in teacher education. *Children's Literature in English Language Education*, 11(2), 41-66.

Bland, J. 2023. Editorial: Creativity and language play – Neglected uses of English in the classroom? *Children's Literature in English Language Education*. 11/2, i-v. <https://clelejournal.org/editorial-janice-bland-7/>

Bland, J. 2023. Editorial: The Challenge of Complexity – In-depth Learning in ELT. *Children's Literature in English Language Education*. 11/1, i-vi. <https://clelejournal.org/editorial-janice-bland-6/>

Bland, J. 2022. Editorial: Interculturality in ELT. *Children's Literature in English Language Education*. 10/2, ii-vi. <https://clelejournal.org/editorial-janice-bland-5/>

Bland, J. 2022. Reflektierende kommentar – Literary apprenticeships for young readers and writers. *Forskning om undervisning och lärande*. 10/1, 140-142.

Bland, J. 2022. Editorial: English Language and Literature Pedagogy: Teacher Education Matters. *Children's Literature in English Language Education*. 10/1, i-v.

Bland, J. 2021. Editorial: Ideology issues. *Children's Literature in English Language Education*. 9/2, i-v.

Bland, J. 2021. Editorial: Reading Books Underpins Digital Literacy Skills. *Children's Literature in English Language Education*. 9/1, i-vi.

Bland, J. 2020. Sharing critical perspectives in ELT with The Hunger Games. *Education and Society*. 38/1, 39-55.

Bland, J. 2020. Editorial: The Plurality of English Subject Pedagogy – a Complex Research Field. *Children's Literature in English Language Education*. 8/2, i-vii.

Bland, J. 2020. Editorial: Stories and Authenticity of Experience. *Children's Literature in English Language Education*. 8/1, i-vi.

Bland, J. 2019. Editorial: Stereotyping versus Diversity Competence. *Children's Literature in English Language Education*. 7/2, ii-vii.

Bland, J. 2019. Teaching English to Young Learners: More Teacher Education and More Children's Literature! *Children's Literature in English Language Education*. 7/2, 79-103.

Bland, J. 2019. Editorial: Extensive Reading and Deep Reading in ELT. *Children's Literature in English Language Education*. 7/1, ii-vi.

Bland, J. & Mourão, S. 2018. Editorial: ELT as a Pluricultural Space. *Children's Literature in English Language Education*. 6/2, ii-v.

Bland, J. 2018. Brian Selznick's *The Invention of Hugo Cabret* as a mentor text for deep reading in ELT. *Anglistik: International Journal of English Studies. Focus on Teaching Multimodality and Multiliteracy*. 29/1, 41-53.

Bland, J. & Mourão, S. 2018. Editorial: The Global Reach of Children's Literature and ELT – from BANA Countries to the Majority World. *Children's Literature in English Language Education*. 6/1, ii-vi.

Bland, J. & Mourão, S. 2017. Editorial: Intercultural Learning and Critical Literacy – There is No Single Story. *Children's Literature in English Language Education*. 5/2, ii-iv.

Bland, J. & Mourão, S. 2017. Editorial: The Shapeshifting Nature of Children's Literature for ELT. *Children's Literature in English Language Education*. 5/1, ii-iv.

Bland, J. 2016. English Language Education and Ideological Issues: Picturebooks and Diversity. *Children's Literature in English Language Education*. 4/2, 41-64.

Mourão, S. & Bland, J. 2016. Editorial: The Journey. *Children's Literature in English Language Education*. 4/2, ii-xi.

Bland, J. & Mourão, S. 2016. Editorial: Cultural Identity in the Language Classroom. *Children's Literature in English Language Education*. 4/1, ii-iv.

- Bland, J. 2015. Pictures, images and deep reading. *Children's Literature in English Language Education*. 3/2, 24-36.
- Krashen, S. & Bland, J. 2014. Compelling Comprehensible Input, Academic Language and School Libraries. *Children's Literature in English Language Education*. 2/2, 1-12.
- Bland, J. & Strotmann, A. 2014. *The Hunger Games* trilogy: An ecocritical reading. *Children's Literature in English Language Education*. 2/1, 22-43.

## CHAPTERS – in Edited Volumes

- Bland, J. (2024) Critical interculturality in English language education – gaslighting, myths, and learning from literature. In Dervin, F. (ed.), *The Routledge Handbook of Critical Interculturality in Communication and Education*. Routledge.
- Bland, J. 2023. Deep reading for in-depth learning. In M. M. Echevarría (ed.), *Rehumanizing the Language Curriculum*. New York: Peter Lang. 81-99.
- Bland, J. 2022. Deep reading and in-depth learning in English language education. In M. Dypedahl (ed.), *Moving English Language Teaching Forward*. Oslo: Cappelen Damm Akademisk. 17-44.
- Bland, J. 2022. Picturebooks that challenge the young English language learner. In A. M. Ommundsen, G. Haaland & B. Kümmerling-Meibauer (eds), *Exploring Challenging Picturebooks in Education. International Perspectives on Language and Literature Learning*. London: Routledge. 122-142.
- Bland, J. 2020. Using literature for intercultural learning in English language education. In M. Dypedahl & R. Lund (eds), *Teaching and Learning English Interculturally*. Oslo: Cappelen Damm Akademisk. 69-89.
- Bland, J. 2018. Learning through literature. In S. Garton & F. Copland (eds), *Routledge Handbook of Teaching English to Young Learners*. Oxford: Routledge. 269-287.
- Bland, J. 2018. Introduction: The challenge of literature. In J. Bland (ed.), *Using Literature in English Language Education. Challenging Reading for 8-18 Year Olds*. London: Bloomsbury Academic. 1-22.
- Bland, J. 2018. Playscript and screenplay: Creativity with J. K. Rowling's *Wizarding World*. In J. Bland (ed.), *Using Literature in English Language Education. Challenging Reading for 8-18 Year Olds*. London: Bloomsbury Academic. 41-61.
- Bland, J. 2018. Popular culture head on: Suzanne Collins' *The Hunger Games*. In J. Bland (ed.), *Using Literature in English Language Education. Challenging Reading for 8-18 Year Olds*. London: Bloomsbury Academic. 175-192.
- Bland, J. 2018. Annotated Bibliography: Literary Texts Recommended for Children and Young Adults in ELT. In J. Bland (ed.), *Using Literature in English Language Education. Challenging Reading for 8-18 Year Olds*. London: Bloomsbury Academic. 277-300.
- Bland, J. 2017. Radical children's literature in English education: Escaping Disney with dialogic fairy tales. In B. Schaff, J. Schlegel & C. Surkamp (eds), *The Institution of English Literature*. Göttingen: Vandenhoeck & Ruprecht. 231-256.
- Bland, J. 2015. Introduction. In J. Bland (ed.), *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Academic. 1-11.
- Bland, J. 2015. Grammar templates for the future with poetry for children. In J. Bland (ed.), *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Academic. 147-166.
- Bland, J. 2015. Oral storytelling in the primary English classroom. In J. Bland (ed.), *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Academic. 183-198.
- Bland, J. 2015. Drama with young learners. In J. Bland (ed.), *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury Academic. 219-238.
- Bland, J. 2015. From a global language to global citizenship: Stories for tolerance and worldmindedness. In



- C. Lütge (ed.), *Global Education. Perspectives for English Language Teaching*. Münster: LIT. 129-153.
- Bland, J. 2015. Performing poems in the primary school. In W. Delanoy, M. Eisenmann & F. Matz (eds) *Learning with Literature in the EFL Classroom*. Frankfurt: Lang. 85-100.
- Bland, J. 2014. Slipping back in time: *King of Shadows* as playscript. In M. Eisenmann & C. Lütge (eds), *Shakespeare in the EFL Classroom*. Heidelberg: Universitätsverlag Winter. 335-350.
- Bland, J. 2014. Ecocritical sensitivity with multimodal texts in the EFL/ESL literature classroom. In R. Bartosch & S. Grimm (eds), *Teaching Environments. Ecocritical Encounters*. Frankfurt/Main: Lang. 75-96.
- Bland, J. 2014. Interactive Theatre with student teachers and young learners: Enhancing EFL learning across institutional divisions in Germany. In S. Rich (ed.), *International Perspectives on Teaching English to Young Learners*. Basingstoke: Palgrave Macmillan. 156-174.
- Bland, J. 2013. Fairy Tales with a Difference. In J. Bland & C. Lütge (eds), *Children's Literature in Second Language Education*. London: Bloomsbury Academic. 85-94.
- Bland, J. 2013. Introduction. In J. Bland & C. Lütge (eds), *Children's Literature in Second Language Education*. London: Bloomsbury Academic. 1-11.
- Bland, J. 2012. "Problems Without Passports" im Englishunterricht: FREE? Stories Celebrating Human Rights. In J. Hammer, M. Eisenmann & R. Ahrens (eds), *Anglophone Literaturdidaktik – Zukunftsperspektiven für den Englischunterricht*. Heidelberg: Universitätsverlag Winter. 457-472.
- Bland, J. 2012. Critical education potential with children's and young adult literature in language education: The *Harry Potter* series in the language class. In M. Eisenmann & T. Summer (eds), *Basic Issues in EFL Teaching*. Heidelberg: Universitätsverlag Winter. 203-215.
- Bland, J. 2012. Within and Between Texts – Indeterminacy and Empowerment. In M. Reinfried & L. Volkman (eds), *Medien im neokommunikativen Fremdsprachenunterricht: Einsatzformen, Inhalte, Lernerkompetenzen*. Frankfurt/Main: Lang. 141-154.
- Bland, J. 2011. Linguistic Creativity for Language Teachers? In D. Elsner & A. Wildemann (eds), *Language Learning – Language Teaching: Prospects for Teacher Education across Europe*. Frankfurt: Lang. 201-212.
- Bland, J. 2010. Bilderbücher als Tor zu Literalität und Lesefreude junger Sprachlernender. In C. Hecke & C. Surkamp (eds) *Bildern im Fremdsprachenunterricht. Neue Ansätze, Kompetenzen und Methoden*. Giessener Beiträge zur Fremdsprachendidaktik. Tübingen: Narr. 76-93.
- Bland, J. 2010. Patterns, Wordplay and the Music of Language. In G. Blell & R. Kupetz (eds), *Der Einsatz von Musik und die Entwicklung von audio literacy im Fremdsprachenunterricht*. Frankfurt: Lang. 331-344.

## Published Conference Papers

- Bland, J., O. Dunn, G. Ellis, S. Narančić Kovač & S. Mourão 2017. Realbooks to picturebooks: 30 years of illustrated literature in ELT. In T. Pattison (ed.), *IATEFL 2016 Birmingham Conference Selections*. Faversham: IATEFL. 171-175.
- Bland, J. 2014. Multicultural picturebooks for a spectrum of competences with 10-12-year-old young learners. In J. Enever, E. Lindgren & S. Ivanov (eds), *Conference Proceedings from Early Language Learning: Theory and Practice Umeå University 2014*, 32-36.
- Bland, J., G. Ellis, T. Fleta, S. Mourão & A. Schaefer 2012. Symposium on Picturebooks in ELT. In T. Pattison (ed.), *IATEFL 2011 Brighton Conference Selections*. Canterbury: IATEFL. 199-203.
- Bland, J. 2012. A *Literaturdidaktik* framework for spanning a bridge from the primary to the secondary EFL classroom. In H. Böttger & N. Schlüter (eds), *Fortschritte im frühen Fremdsprachenlernen. Ausgewählte Tagungsbeiträge*. München: Domino Verlag. 171-180.
- Bland, J.; Hermes, L. & Lütge, C. 2010. Bericht der AG 7: Kinder- und Jugendliteratur im Fremdsprachenunterricht. In C. Altmayer et al (eds), *Beiträge zur Fremdsprachenforschung Band 11*. Baltmannsweiler: Schneider-Verlag Hohengehren.

## Book Reviews

- Bland, J. 2022. Joe Winston: *Performative Language Teaching in Early Education: Language Learning Through Drama and the Arts for Children 3–7* Bloomsbury Academic, 2022. *Children's Literature in English Language Education*. 10/1, 99-102.
- Bland, J. 2016. Maria Nikolajeva: *Reading for Learning. Cognitive approaches to children's literature*. John Benjamins, 2014. *Children's Literature in English Language Education*. 4/2, 89-93.
- Bland, J. 2016. Christian Ludwig and Frank Pointner (eds): *Teaching Comics in the Foreign Language Classroom*. WVT-Handbücher zur Literatur- und Kulturdidaktik, Band 4, 2013. In *Literaturwissenschaftliches Jahrbuch* 57, 265-269.
- Bland, J. 2016. Patricia Paugh, Tricia Kress and Robert Lake (eds): *Teaching towards Democracy with Postmodern and Popular Culture Texts*. Sense Publishers, 2014. In *International Research Society for Children's Literature: Reviews*.
- Bland, J. 2011. Brian Tomlinson and Hitomi Masuhara (eds): *Research for Materials Development in Language Learning. Evidence for best practice*. Continuum, 2011. *Children & Teenagers: Young Learners and Teenagers SIG Publication*, IATEFL. 11/1, 22.

## Non-Peer-Reviewed Papers

- Bland, J. 2024. Recommended Read: Naidoo, Beverley (2022) Children of the Stone City. *Children's Literature in English Language Education*. 12/1, 121-123.
- Bland, J. 2023. Recommended Read: Almond, David (2002) Wild Girl, Wild Boy. *Children's Literature in English Language Education*. 11/2, 6-10.
- Bland, J. 2022. Recommended Read: Rushdie, Salman (1990) Haroun and the Sea of Stories. *Children's Literature in English Language Education*. 10/2, 134-138.
- Bland, J. 2019. Why reading is vital for language skills. *InTuition* Issue 37, English Supplement, p. 12.
- Bland, J. 2015. Brian Selznick's *The Invention of Hugo Cabret* – A celebration of story and the silver screen. *Literature, Media and Cultural Studies*. 47, 21-26
- Bland, J. 2015. A sense of wonder. Artist Jeannie Baker recreates ancient Australian ecosystems. *Grundschule Englisch*. 52, 46.
- Bland, J. 2015. Stories for overcoming barriers: Commissioned by Amnesty International. *iBbYLink* 42, 15-20.
- Bland, J. 2014. From Picturebooks to Graphic Novels. David Almond's *The Savage*. *Praxis Fremdsprachenunterricht Englisch*. 03/14, 4-7.
- Bland, J. 2012. A Lively Repertoire. *Children & Teenagers: Young Learners and Teenagers SIG Publication*, IATEFL. 12/1, 20-25.
- Bland, J. 2011. Graphic Novels in the Literature EFL Classroom: *Coraline*. *Children & Teenagers: Young Learners and Teenagers SIG Publication*, IATEFL. 11/1, 24-29.
- Bland, J. 2010. Using Pictures and Picture Books to Create Readers and Thoughtful Readings. In H. Kryszewska (ed.), *Humanising Language Learning*. 12/6

## Materials Development for Schools

- Bland, J.; Finnie, R. 2010. *Selections: A Primary Reading Anthology. Teacher's Edition 1*.
- Bland, J.; Edgar, J. 2010. *Selections: A Primary Reading Anthology. Teacher's Edition 3*.
- Bland, J.; Roderick, M. 2010. *Selections: A Primary Reading Anthology. Teacher's Edition 5*.
- Published with: Oxford: Macmillan Education.

## Tales and Plays for Children

Bland, J. 2010. 2<sup>nd</sup> edn. *Allie's Class*. California: Players Press.

Bland, J. 2009. 2<sup>nd</sup> edn. *Mini-Plays, Role-Rhymes and other Stepping Stones to English. Book 1: At School. Book 2: Legends and Myths. Book 3: Favourite Festivals*. California: Players Press.

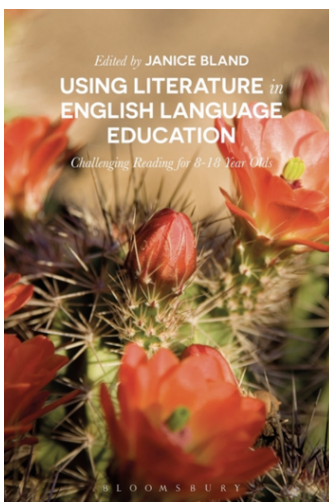
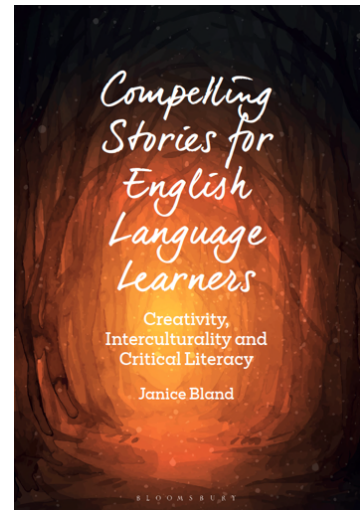
Bland, J.; illus. Elisabeth Lottermoser 2008. *Fairy Tales: Three Billy Goats Gruff, Little Red Riding Hood, Rapunzel, Sleeping Beauty and The Musicians of Bremen*. Braunschweig: Westermann.

## MONOGRAPHS & EDITED VOLUMES

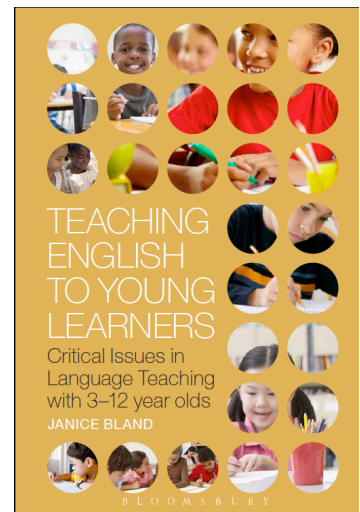
*COMPELLING STORIES FOR ENGLISH LANGUAGE LEARNERS ~ CREATIVITY, INTERCULTURALITY AND CRITICAL LITERACY*. Janice Bland (2022) BLOOMSBURY ACADEMIC

International Research Society for Children's Literature (IRSCL)  
Honour Book for 2023

<https://www.bloomsbury.com/uk/compelling-stories-for-english-language-learners-9781350190009/>



*USING LITERATURE IN ENGLISH LANGUAGE EDUCATION CHALLENGING READING FOR 8-18 YEAR OLDS*. Janice Bland (ed.) (2018) BLOOMSBURY ACADEMIC



*TEACHING ENGLISH TO YOUNG LEARNERS. CRITICAL ISSUES IN LANGUAGE TEACHING WITH 3-12 YEAR OLDS*. Janice Bland (ed.) (2015) Bloomsbury Academic.

*CHILDREN'S LITERATURE AND LEARNER EMPOWERMENT. CHILDREN AND TEENAGERS IN ENGLISH LANGUAGE EDUCATION*. Janice Bland (2013) Bloomsbury Academic

*CHILDREN'S LITERATURE IN SECOND LANGUAGE EDUCATION*. Janice Bland and Christiane Lütge (eds) (2013) Bloomsbury Academic.

Janice Bland, October 2024