

JANICE BLAND, CV 2021

PROFESSOR OF ENGLISH EDUCATION, FACULTY OF EDUCATION AND ARTS NORD UNIVERSITY, NORWAY

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

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 subject pedagogy.

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

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

06/07.2008; 06/07.2007 Norwich Institute for Language Education, UK. ELT teacher development for Spanish and Italian primary school teachers.

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

PROJECTS

Children's Literature in English Language Education Journal

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



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 (local coordinator, Nord University, Norway).

Leader of international project:

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

ELLiL (<https://blogg.nord.no/ellil/>) is a teacher education project for student teachers of school grades 1–10. This 4-year NOTED project is funded by Diku (2020–2023). Key project partners at Nord University are Dr Nayr Ibrahim, David Valente (research fellow) and Charlotta Langejan-Candelin. In Canada, Dr Sunny Man Chu Lau (School of Education, Bishop’s University, Québec) is the local project coordinator.



CONVENOR OF INTERNATIONAL CONFERENCES

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/ Convened by Janice Bland and Christiane Lütge, with 350 delegates.

CURRENT MEMBERSHIP OF ACADEMIC BODIES

Member of IRSCL, International Research Society for Children’s Literature <http://www.irscl.com/>

Member of LiLLT-ReN, the AILA Research Network in Literature in Language Learning and Teaching <https://lilltresearch.net/home/>

Member of ELL-ReN, the AILA Research Network in Early Language Learning (3-12 years) <http://www.ell-ren.org>

Member of DGFF, *Deutsche Gesellschaft für Fremdsprachenforschung* <https://dgff.de/>

Member of the C Group <http://thecreativitygroup.weebly.com/>

KEYNOTE OR PLENARY

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://liltsig.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
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)

OTHER CONFERENCES SINCE 2017

Making the stone stony in nonfiction picturebooks (7th International conference of the European Network of Picturebook Research, Western Norway University of Applied Sciences, Bergen, Norway, 26-28 Sept. 2019)
Teacher education, the student language teacher and collective teacher efficacy (SCRELE Conference 2019, Shanghai International Studies University, China, 20-22 September 2019)
'And how the silence surged softly backward': poetic writing and the uses of silence (IRSCL Congress, The Swedish Institute for Children's Books, Stockholm 14-18 August 2019)
Sharing critical perspectives in teacher education for intercultural learning in ELT (Interculturality in Teacher Education and Training, Karlstad University, Sweden, 17-19 June 2019)
Affordances of the non-canonical and literary innovation (International Child and the Book Conference, University of Zadar, Croatia, 8-11 May 2019)
Does explicit global citizenship education belong to ELT with young learners? (Educating the Global Citizen – International Perspectives on Foreign Language Teaching in the Digital Age, University of Munich, 25-28 March 2019)
Human rights and critical literacy through literary texts in ELT (Intercultural language education for increased European identity and cohesion, Nova University Lisbon, 9-10 November 2018)
Refugee literature and the verse novel for deep learning with teenagers in ELT (The Past and Future of Cosmopolitanism, University of Agder, Kristiansand, Norway, October 11-13, 2018)
Do language teachers of young learners need to be as highly qualified as teachers of teenagers? (Early Language Learning Conference 2018, University of Iceland, Reykjavík, June 13-15, 2018)
ELT and values education – grades 1-7 and 5-10 (Looking at ELT Critically in Global Times, Nord

University, Trondheim, Norway, May 8-9, 2018)

Learning language from an unreliable narrator: the idiom principle (IATEFL Annual International Conference, Brighton, UK, April 10-13, 2018)

Literature, formulaic language and ludic learning (*Language Education across Borders*, University of Graz, Austria, December 8-10, 2017)

Harry Potter and the Cursed Child: Ideology performed (Biennial Congress of IRSC: Possible & Impossible Children: Intersections of Children's Literature & Childhood Studies, York University, Toronto, Canada, July 29 -August 2, 2017)

Spaces awaiting performance – with Harry Potter and the Cursed Child (Scenario Conference: Performative Spaces in Language, Literature and Culture Education University College Cork, Ireland, May 25-28, 2017)

ACADEMIC PUBLICATIONS SINCE 2010

Books – Authored and Edited

Bland, J. In preparation for 2022. *Engaging English Language Learners with Children's Literature: Promoting Interculturality, Creativity and Critical Literacy*. London: Bloomsbury Academic.

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 Academic.

Articles and Editorials in Peer-Reviewed Journals

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

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. 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. 2020 (in press). Picturebooks that challenge the young English language learner. In G. Haaland, B. Kümmerling-Meibauer & A. M. Ommundsen (eds), *Challenging Picturebooks in Education. Rethinking language and literature learning*. London: Routledge.

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. Volkmann (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. 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.

Papers in Professional Journals

- 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. 2nd edn. *Allie's Class*. California: Players Press.
- Bland, J. 2009. 2nd 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.