

Curriculum vitae

Prof Hilary Janks

Emerita Professor
Wits School of Education
University of the Witwatersrand
Johannesburg, South Africa.

ACADEMIC QUALIFICATIONS

- 1970 Bachelor of Arts Degree (English Major) (Witwatersrand)
- 1971 Bachelor of Arts with Honours (English Literature) (Witwatersrand)
- 1987 Bachelor of Arts with Honours (Applied Linguistics) (Witwatersrand)
- 1989 Master of Arts (Witwatersrand). Dissertation entitled: *'To Catch a Wake-up': Language Awareness in the South African Context*. (9 citations)
- 1995 Doctor of Philosophy (Lancaster). Thesis entitled *The Research and Development of Critical Language Awareness Materials for Use in South African Secondary Schools*. (29 citations)

PROFESSIONAL QUALIFICATIONS

- 1972 Higher Diploma in Education (Post Graduate) (Witwatersrand)

MEMBERSHIP PROFESSIONAL BODIES/ASSOCIATIONS

Literacy Association of South Africa (LITASA)
Literacy Research Association - USA (Board of Directors)

ACADEMIC DISTINCTIONS/FELLOWSHIPS/AWARDS

Academic distinctions

- 1970 English III awarded in the first class.
- 1971 English Honours degree awarded with distinction.
- 1972 Higher Diploma in Education (Post Graduate) awarded with distinction.
- 1985 Applied Linguistics Honours awarded with distinction.
- 2004 Distinguished visiting scholar, Rhodes University.
- 2012 Shortlisted and interviewed for the Tashia F. Morgridge Chair in Reading and Literacy at the University of Wisconsin, Madison. The School of Education at Madison is ranked #1 in the USA.

Teaching awards

- 1972 Transvaal Teachers' Association Award for outstanding teaching ability.
- 1985 First recipient of the Convocation Distinguished Teachers' Award in the Faculty of Education.
- 1998 Arts Faculty distinguished teaching award presented to the Master's in English Education teaching team.

National awards

- 2012 Elected to the Academy of Science of South Africa
- 2013 Education Association of South Africa Medal of Honour
For: Excellent achievements in the field of education; for contributions to both the theory and practice of education; for service of outstanding quality and commitment to education across a broad spectrum; and for contributions in promoting the status of education as a science and a practice'.
- 2018 Literacy Association of South Africa: Award for 'Significant Contribution to Literacy' (first recipient).

International awards

- 2014 Elected to the Reading Hall of Fame (USA)
I was the first scholar from Africa and the first from South Africa
- 2015 Elected as a fellow of the American Education Research Association.
South African.

Academic Awards and recognition

- 1970 Human Science Research Council merit bursary.
- 1972 Recipient of the Witwatersrand High School Teachers' Association award for the best academic achievement on the Higher Diploma.
- 1987 Merit award
- 1992 Council research grant in the human and social sciences
- 1996 Placed on the University Special List
- 2004 Mellon Foundation Postgraduate Mentoring Award with G. Kamuangu.
- 2004 Distinguished visiting scholar, Rhodes University.
- 2006 Mellon Foundation Postgraduate Mentoring Award with J Ndambuki
- 2007 Awarded a postdoctoral fellow: Dr J. B. Afful
- 2011 Host to two Fulbright teaching assistants.
- 2012 Shortlisted and interviewed for the Tashia F. Morgridge Chair in Reading and Literacy at the University of Wisconsin, Madison. The School of Education at Madison is ranked #1 in the USA.

Research rating

- 2002-2006 National Research Foundation rated researcher - Category B1
- 2010-2015 National Research Foundation rated researcher - Category B1
- 2016-2024 National Research Foundation rated researcher - Category B1

Research Awards

- 2010 Short-listed for the Vice Chancellor's Distinguished Researcher Award

Consultancy

- 2015 Mid-term evaluation of the African Storybook Project for Comic Relief
<http://www.africanstorybook.org>
- 2016 Final evaluation of the African Storybook Project for Comic Relief
- 2017 Mid-term evaluation of Molteno for the Zennex Foundation
<https://www.molteno.co.za/#programmes>
- 2018 Final evaluation of Molteno for the Zennex Foundation
- 2018 Evaluation of a Queen Morta Primary School, Vilnius, Lithuania

ACADEMIC AND PROFESSIONAL EXPERIENCE

Kingsmead College

1971/73/74 Secondary English teacher
1975 - 1976 Head of the Department of English

Supply teaching for the London borough of Haringey, U.K.

1981 St. Thomas More Comprehensive School – Secondary School

University of the Witwatersrand

1973-1974 Part-time tutor or guest lecturer for the English Methodology course.
1977-1980 Lecturer
1990 Promoted to Senior lecturer.
1991 Seconded to the Faculty to establish a Department of English Language.
1992 Transferred to the division of Applied English Language Studies (AELS)
1996-1998 Appointed as Head of the Department of Applied English Language Studies.
1997 Promoted to Associate Professor.
1997-2000 Assistant Dean for Teaching and Learning (Faculty of Humanities).
1999 Re-appointed as Head of AELS until 30 June 2001.
2003 Promoted to Professor with a Personal Chair.
2007-2009 Seconded to the Vice Chancellor's office to co-direct the establishment of the Postgraduate Project Office, charged with ensuring a world class graduate experience for students across the University.
2011 - 2012 Head of the re-configured Division of Languages, Literacies and Literatures, in the school of Education with responsibility for 22 academic staff teaching undergraduate teacher education programmes in English, Afrikaans, IsiZulu and Sepedi as well as postgraduate Honours, Maters and Doctoral programmes.
2014 Compulsory retirement at age 65
2015 Appointed as Emerita Professor

My academic career has been in pre- and in-service teacher education. I have been responsible for both teacher preparation and research supervision in the area of English Education. My own teaching experience has been in Secondary Schools and Tertiary Institutions, but my ethnographic style research has been in primary schools.

INTERNATIONAL EXPERIENCE

Britain

London University, 1981: Visiting post-graduate student, Department of English.
Lancaster University, 1989-1995: Post-graduate student at the University of Lancaster.

Australia

University of South Australia: 1995, Visiting lecturer and researcher; 2000 Visiting researcher.
Appointed as an Adjunct Associate Professor; 2004-2011 Appointed as Adjunct Professor.
Edith Cowan University, Western Australia, 1995: Visiting lecturer for two weeks.
Queensland University of Technology, 1995: Visiting lecturer.

Canada

Mount Saint Vincent University, Halifax (2000, 2002, 2004, 2013-2018) Masters course in Critical

literacy. (2002 – 2004) Designed and taught online Master's module on Critical Language Awareness

USA

University of Indiana, Bloomington, 2004, Master's Course, Summer school,

Invited lectures and workshops, 2004: American University, Washington; Teachers College Columbia, New York; Ontario Institute of Education, University of Toronto; 2010: University of Texas, Austin; the University of Arizona, Tucson; University of Indiana, Bloomington.

University of Pennsylvania, 2016, 2019. Taught one Masters and one Doctoral course in critical literacy.

Sweden

University of Umea, 2011: Visiting scholar; 2013: Taught a doctoral course on Critical Discourse ; 2016 Taught a half course to Doctoral students on critical literacy; disputation Ingela Bohm

Brazil,

University of Matto Grosso, 2016: Two-day course for staff and postgraduate students on critical literacy.

Experience as an examiner

I have experience as an external examiner for undergraduate and postgraduate courses at a range of universities in South Africa

External examiner for PhD theses

- 1998 McKeown doctoral thesis, *From Schooling to Education through Critical Literacy: Enabling the Emergence of the Postmodern Student*. Griffith University, Queensland, Australia, 1998.
- 2002 Hampton doctoral thesis *Framing pedagogy: an interpretative ethnographic enquiry into patterns of communication within a post-compulsory education institution*, Macquarie University, Australia.
- 2002 Kostogriz doctoral thesis, *Rethinking ESL literacy education in multicultural conditions*, University of New England, Australia.
- 2004 Kavanagh doctoral thesis, *Teachers talk television: Teacher identity and literacy*, University of South Australia.
- 2005 Henderson doctoral thesis, *The Social and Discursive Construction of Itinerant Farm Worker's Children as Literacy Learners*, James Cook University, Townsville Campus, Australia.
- 2006 Kathleen Cadman doctoral thesis, *Trans/forming 'The King's English' in global research education: A teacher's tale*, University of Adelaide, South Australia.
- 2007 Emmanuel Mfanafuthi Mgwashu, Doctoral thesis, *English studies and language teaching: epistemological access and discursive critique in South Africa*. University of Kwa-Zulu Natal.
- 2009 Judy Backhouse, *Doctoral Education in South Africa: Models, Pedagogies and Student Experiences*, University of the Witwatersrand.
- 2009 Lucia Thesen, *Lectures in Transition: A study of communicative practices in a South African university* University of Cape Town.
- 2012 Tracy-Lynn Humby: *Legal Professional Identity Formation and the Representation of Legal Professionals in Classroom Talk*
- 2014 Jennifer Alford (University of Queensland).
- 2016 Opponent at Ingela Bohm's Defence, Umea, Sweden.

Research appraisal for Centre for Science Development/ National Research Foundation

1995-2000 SAALA representative to review research and conference funding proposals for CSD.
2005-2008 Member of the Education Ratings committee, NRF.

International peer referee for appointment or promotion

I have done several peer reviews for promotion or tenure in the US and Australia.

Participation in international research and teaching collaborations

Children's representations of place with Profs Comber, Nixon and Thomson, funded by the University of South Australia.

Reconciliation Pedagogies led by Prof Hattam, University of South Australia.

SUPERVISION OF HONOURS AND HIGHER DEGREE RESEARCH 1989-2014

I have supervised Honours and B Ed long essays since 1992, on average three per annum until 2000.

Summary

- 12 Honours reports (list incomplete).
- 12 Master's research reports (7 distinctions)
- 2 Master's Dissertations (1 distinction)
- 14 Doctoral theses
- 21 Postgraduate students employed in Universities as academics

I have secured invitations, and in some instances funding, for 12 of my post graduate students (Botha, Clarence, Watson-Shariff, Mntambo, Kilalea, Dixon, Ferreira, McCormick, Ndambuki, Kamuangu, Conduah, Dornbrack) to attend international conferences and to present at them.

Supervision of Doctor of Philosophy

1. Clarence-Fincham, J. (1998), *Voices in a University: a Critical Exploration of Black Students Responses to Institutional Discourse*. Joint supervision.
2. Shariff, Patricia Watson (1998) *Dialogue Gender and Performance: Producing a Rural South African Comic beyond the Learner Paradox*. University of the Witwatersrand.
3. Susan Starfield. (2000) *Making and sharing of meaning: The academic writing of first-year students in the Department of Sociology who speak English as an additional language*.
4. Kilalea, M. (2000) *Patterns of Communication in Collaborative Teaching*. University of the Witwatersrand. University of the Witwatersrand.
5. Prinsloo, J. (2002) *Possibilities for critical literacy and exploration of schooled literacies in the province of Kwazulu-Natal*.
6. Hendricks, M. (2006) *Writing Practices in Additional Languages in Grade 7 Classes in the Eastern Cape Province*.
7. Kamuangu, G. (2007) *Language, immigration and ethnicity: The choice of language in DRC immigrant families*.

8. Dixon, K. (2007) *Literacy, power and the embodied subject*.
9. Dornbrack, J. (2008). *Reflection as a tool for managing difference in the post-apartheid classroom*.
10. Dison, L. (2009) *Higher order thinking in transition: a case study of English Foundation courses for first time first year students*.
11. Jacinta Ndambuki (2010) *Representation of women's needs: A case study of Makeni Constituency, Makeni District Kenya*.
12. Yvonne Reed (2010) *Mediating knowledge and constituting subjectivities in distance education materials for teachers in South Africa*.
13. Aloysius Conduah (2012) (Co-supervisor). *Language Immigration and Employment: the Case of the Ghanaian in Johannesburg*.
14. Ana Ferreira (2013) *Subjectivity and pedagogy in a context of social change*.
15. Antoinette Gennrich (2015) *Teachers' changing literate habitus - a journey*.
16. Navan Govender (2015) *Negotiating the gendered representations of sexualities through critical literacy*.
17. Jean Reid (2016) *New Literacies for Teachers: researching the curriculum design, materials development, implementation and redesign of a compulsory, core course in literacy for first year B Ed students*
- 18 Cheryl Chamberlain (2016) *Writing-centred supervision for postgraduate students*

ADMINISTRATIVE/DEPARTMENTAL DUTIES

1990	Seconded to establish a Department of Applied English Language Studies
1990-1996	Responsibility for securing initial and renewed donor funding, including funding proposals and annual reports to the funders. The funding obtained in 1996, continues to support the work of AELS
1992-2003	Responsibility for departmental finances.
1994	Responsibility for Academic Review and external donor evaluation.
1996-1997	Executive committee for an international conference on the teaching of English to be run by the Division of Applied English Language Studies in 1997, supported by the International Federation of the Teaching of English. The University of the Witwatersrand was offered the first conference in Africa because of its association with J Paton and H Janks since 1980.
1996-2000/1	Head of Department with all the attendant administrative responsibilities.
1996	Liberty Life Resource Centre committee
1998	Coordinator of the Master's in English Language Education.
2002	Master's coordinator
2003	Graduate studies coordinator
2003-2006	Responsible for Research Incentive Funding

2005-2008 Head of AELS
 2011-2012 Head of the Division of Languages, Literacies and Literatures, Wits School of Education.

Contribution to the establishment of a department in Applied English Language Studies

1990 Together with colleagues I initiated a joint Arts and Education faculty proposal to address the English language needs at the University as well as the English language needs of teachers. I was seconded to co-ordinate the thinking of interested staff on the campus and to draft a funding proposal to meet these needs. I was able to find sponsors willing to provide seven years of seed money to establish the division a chair in Applied English Language Studies. In 1991 the sponsors agreed to double their sponsorship. In 1996 the funders awarded money for a further three years. In total I raised R1 380 000.00 for the establishment of the Division. R120 000 was set aside to establish the AELS resource centre. The interest from this money together with donations created an extensive collection of books and teaching materials, which has now been absorbed in the Wits Education Library. It is one of the best collection of language and literacy books in South Africa.

SERVICE TO THE UNIVERSITY/PROFESSION/DISCIPLINE/COMMUNITY

Service to the University

I worked on department, faculty and senate committees throughout my career at Wits
 I have been a Head of Department, member of the Faculty of Education and the Faculty of Arts, the Assistant dean for Teaching and Learning, the Vice Chancellor's transformation committee, seconded to the Vice Chancellor's office to establish a postgraduate project office, served on several senate committees and was the SAUVCA representative on SAQA.

Service to the discipline

I introduced the field of Critical Language Awareness to English education in South Africa. The Critical Language Awareness Series is considered to be an important curriculum innovation nationally and internationally as the workbooks constitute the first, and as yet only, set of non-literature based critical literacy materials for use in schools. I wrote two of the six workbooks and was the overall Series editor. This Series is prescribed (or used) on teacher education courses in South Africa, Australia and Canada; it has been prescribed on the first year English course at the University of the Western Cape and is in use in schools. 'Critical awareness of language' appeared as one of seven specific outcomes for the learning area Language Literacy and Communication in 2005 outcomes based school curriculum in South Africa, and it continued in both the *Revised national curriculum statement Grades R-9* embedded in a number of outcomes and the 2011 National Curriculum Statements.

2002 - Reviewer for the National Research Foundation
 2005-2008 National Research Foundation: Researcher Ratings Committee for Education.

Membership of Editorial Boards/ International Advisory Boards

1996 - 2009 *Changing English* produced by the Institute of Education, London University and published by Carfax.
 1996 - 2004 *Educational Review* produced by Birmingham University and published by Carfax.
 1998 - 2018 *Language and Education*. Carfax.
 2000- 2002 *Journal of Adolescent and Adult Literacy* published by the International Reading Association, USA..
 2001- *English Studies in Africa* published by Department of English, University of the Witwatersrand. Editorial consultant.
 2001- *Educational Linguistics*. Book Series published by Kluwer Academic Publishers.

- 2002 - *English Teaching: Practice and Critique* published online by the University of Waikato, New Zealand at <http://www.tmc.waikato.ac.nz/english/ETPC/current>. (Founder member of the Editorial Board)
- 2011 - Australian Association of Research in Education, Journal.
- 2012 - Research in Teaching English

KEYNOTE ADDRESSES

1993 Australian Association for the teaching of English, Keynote address, *Developing Critical Language Awareness Materials for a post-apartheid South Africa*, Adelaide, Australia, July 1993.

1993 First International conference of the Australian Reading Association, *Closed meanings in open schools* Melbourne, Australia.

1995 Critical Discourse Analysis Seminar, University of South Australia, Adelaide. *Critical Discourse Analysis as a Research Tool*.

1996 Plenary address, ACTA-ATESOL (NT) National conference and 7th TESOL in Teacher Education Conference, *Critical Language Awareness: Theory and Practice*, Darwin, Australia.

1996 Featured speaker, English Language Educational Trust, 11th Annual Language Development through Language Use conference for ESL teachers and teacher educators, hosted by the Department of Linguistics, Natal University. *1996: Why we still need Critical Language Awareness in South Africa*.

1997 English Teachers Connect International Conference: *Global diversity and local connections*, University of the Witwatersrand. Granville, S. et al *English with or without g(u)ilt: A position paper on language in education policy for South Africa*.

1998 Invited speaker to the *Loss of Communication in the Information Age* Conference on the occasion of Austria's European Community Presidency, Vienna, Austria 26 - 29 November. Paper entitled *We rewrote the book: Constructions of literacy in South Africa*

1999 Plenary speaker at the Joint National Conference of the Australian Federation of Modern Language Teachers Associations Inc, the Australian English Teachers Association, the Australian Literacy Educators Association *Global Citizenship Languages and Literacies*, Adelaide Australia 6- 9 July, 1999. Paper entitled *Critical Literacy for Reconstruction*.

2000 Keynote address at the Summer Institute, Mount Saint Vincent, Halifax, Canada 14 July 2000. *Domination, diversity, access and design: A synthesis model for Critical Literacy*.

2000 Invited speaker at the Anangu Teacher Education Programme conference, Ernabella on Anangu Lands, South Australia, 19 - 20 August 2000. *Language in education policy in colonial contexts*.

2001 International Reading Association, Pre-conference Institute on *Critical Perspectives on Literacy: possibilities and practices* in New Orleans, United States of America, 29 April 2001. Paper entitled *Critical Literacy: Models, methods and motivations*.

2001 *Critical Literacy: Beyond Reason*. Keynote address at the Australian Association for Research in Education. *Crossing Borders, New Frontiers for Educational Research*. Freemantle, Australia, 2-6 December 2001.

2002 *Critical literacy: deconstruction and reconstruction*. Keynote address paper presented at the Annual Convention of the National Council of Teachers of English *Celebrating the Languages and Literacies of our lives*. Atlanta, Georgia, 21 to 26 November 2002

2003 *The access paradox*. The Eighth International Federation of Teachers of English Conference, Melbourne, Australia, July 2003. *Transforming Literacies, changing English, elsewheres of potential*.

2004 *Like guy ropes on a tent: An interdependent model of critical literacy*. Invited speaker to the Annual Symposium of the Academy of Science *The role of Social and Human Sciences in South Africa*, 29 October, University of Cape Town, South Africa.

2005 Exploring English Language Learning and Identity Symposium. Paper entitled: *The interplay of grammar, meaning and identity*. Invited by the Council for TESOL Associations (ACTA) and ESL Educators of South Australia to speak at a Symposium on English Second Language Education, in Adelaide, Australia, 1-2 October, 2005.

2006 Invited speaker: Creative Partnership seminar: considering creativity in local and global contexts, 16 March 2006, University of Sheffield. Paper entitled *Reconciliation pedagogy in post-apartheid classrooms: From the personal to the political*

2006 Opening keynote address, AATE/ALEA National Conference. *Hearing the Voices, Feeling the Vibes, Capturing the Visions*. 2-5 July 2006, Darwin, Australia.

2007 Invited to speak at the *Language, Education and Diversity Conference*. November, 21-24. Paper entitled *The place of design in a theory of critical literacy*.

2007 Keynote address National Council of Teachers of English Research Conference, February 2007, Nashville Tennessee. Paper entitled: *The place of design in a theory of critical literacy*.

2007 Plenary address, LERN conference, July 2007, Johannesburg South Africa. Paper entitled: *Change difference and creativity: a perspective from the Cradle of Humankind*.

2008 *The right to literacy*. Keynote paper, the THRASS Talk together conference, Wits University, Johannesburg, January 2008.

2008 *Writing: A critical literacy perspective*. American Education Research Association Annual conference, March 2007, New York. Invited by the Writing Special Interest group.

2009 *Writing: A critical literacy perspective*. Invited speaker, Writing Development Multiple Perspectives International Conference, Institute of Education, London, 2-3 July, 2009.

2010 *Language power and pedagogy*. Keynote address to the Reading Association of South Africa conference, Port Elizabeth, 1-3 October 2010.

2010 *'District 9' and constructions of the other: implications for heterogeneous classrooms*. Keynote address, Conference on Culturally Responsive Research and Pedagogy, University of Waikato, November 2010.

2010 *"May You Live in Interesting Times": Critical Literacy in South Africa*. Keynote address to 60th annual meeting of the Literacy Research Association, USA, in Fort Worth Texas, 1-4 December 2010.

2011 *Xenophobia and Constructions of the Other*. Plenary address, International Mobility, Language and Literacy conference, Cape Town, 19-21 January 2011.

2011 *The importance of critical literacy*. Keynote address presented at the 10th conference of the International Federation of Teachers of English, April 2011, Auckland, New Zealand

2011 *Critical Literacy and the question of empowerment: Taking a stand*. Keynote paper presented at the United Kingdom Literacy Association Annual conference, Chester, England, 15-17 July, 2011.

2011 *Critical writing*. Sociolinguistics and Writing Symposium, Open University, Milton Keynes, Plenary address.

2012 Plenary address: *Critical literacy questions: what do they look like and why do they matter?* Institute for the Study of English in Africa, Grahamstown, teachers' conference: Plenary address. *Critical literacy questions: what do they look like and why do they matter?*

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2012 *Critical literacy questions in teaching and research*, Literacy without Borders Keynote address: Symposium, University of Göteborg, Sweden, 24-26 October, 2012.

2013 Keynote address to the Summer Institute University of Halifax, Mississauga, July 2013.

2013 Invited as the featured guest to present a keynote address and two workshops at the Centre of English Literacy and Thinking summer symposium, 21-23 July 2013, New York. Celt is made up of senior scholars in the USA concerned with education, literacy and thinking.

2013 Opening keynote address: Texts are positioned and positioning: the promise of a critical literacy approach in language education. Keynote address to the conference of the Svenska med didaktisk inriktning (Didactics in the subject Swedish) Association and the Association for Nordiskt nätverk för modersmålsdidaktisk forskning (Nordic Research on Mother tongue Didactics) held at the University of Goteborg, Sweden 6 December 2013.

2014- 2018 Annual Guest speaker, Summer Institute University of Halifax, Mississauga, 7-18 July

2015 Keynote address, International Federation of Teachers of English, New York USA. July 2014. *Critical literacy and the social justice project of education*.

2015 Invited presentation for election to the Reading Hall of Fame, International Reading Association Annual Meeting, July 2014. *Interdependent model of critical literacy*.

2016 5th International Conference on Multicultural Discourses: Multi-, Inter- or Trans- cultural communication: reflections 29 November to 1 December, University of São Paulo, Brazil. Reflections on Critical Discourse Analysis in contexts of diversity: Rhetoric, lies and bullshit.

2017 Invited to present at a cross-disciplinary seminar *Things you really need to know: Awareness raising as a socio-cultural practice*, at the University of Konstanz, Germany, 12-14 October. Paper entitled: Critical Discourse Analysis in a post-truth world.

2017 and 2018: Invited to present a paper and a workshop at the Wisconsin State Reading Association Conference.

RESEARCH OUTPUT

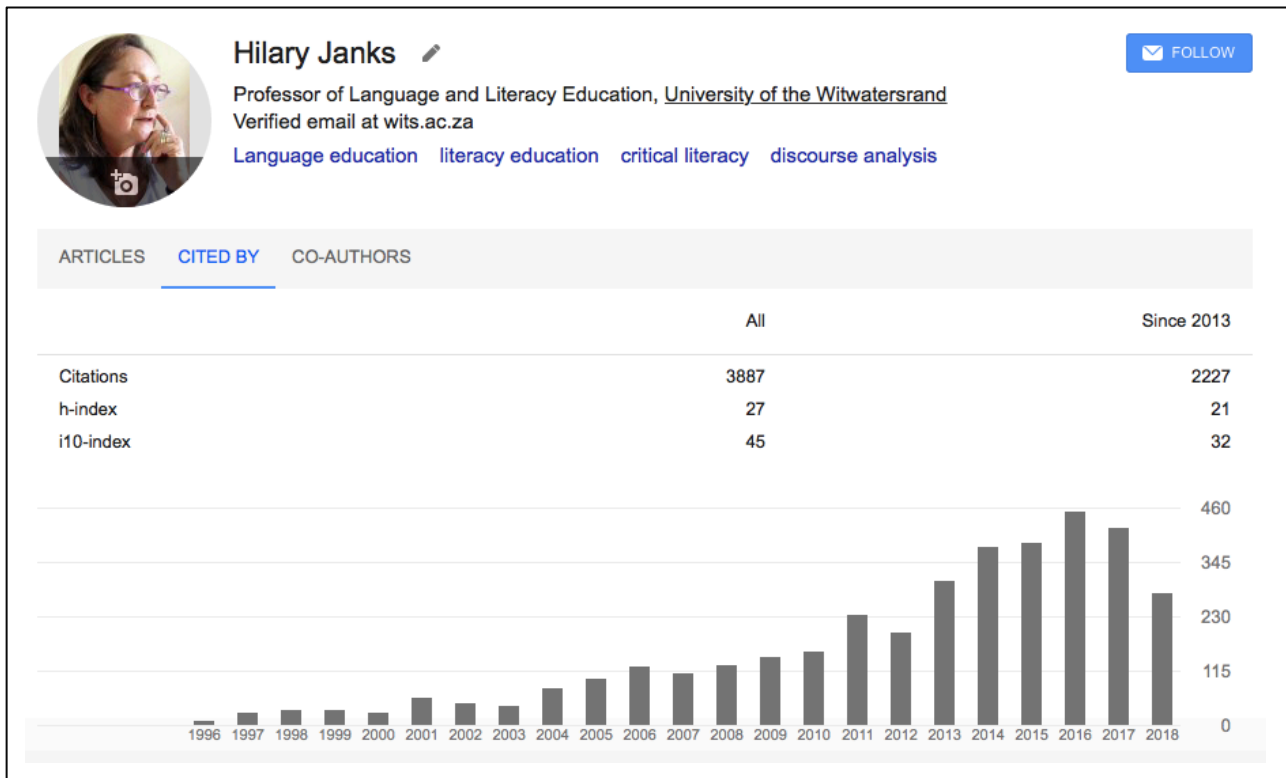
GRANT FUNDING

Date	Amount (ZAR)	Donor	Purpose
1991	690 000.00	Liberty Life Foundation	Establishment of a Department of Applied English Language Studies
1996	690 000.00	Liberty Life Foundation	Development of Applied English Language Studies
2000	about 7 000.00	University of South Australia	International literacy research project <i>Children's Representations of Place</i>
2004 – 2009	80 000.00	Mellon Foundation	5 000 each per quarter for four years for supervisor and PhD student
2006 – 2010	144 000.00	Mellon Foundation	9 000 each per quarter for four years for supervisor and PhD student
2007	307 000.00	Pearson Publishers	Establishment of a Literacy Research Incubator (with Prof P Stein)
2007	31 000.00	University	Researching PG pedagogy
2008	75 000.00	Finnish-Council for Higher Education bilateral	Research in the Professions (with Prof M. Scholes)
2011-2017	480 000.00	National Research Foundation	Rated researcher research incentive funding, 80 000 p.a. for six years
2011-2014	1 900 000.00	ZENEX Foundation	Literacy and technology research on text production Grade 5. (with Prof J. Stiles)
2012	100 000	SPARC	Wits Distinguished Scholars Programme for visiting scholar Emeritus Professor Sonia Nieto.
2017	80 000	NRF	Rated researcher funding
2018	30 000	NRF	Rated researcher funding

PUBLICATIONS OVERVIEW

Google analytics summary downloaded 22 October 2018

Full analytics can be viewed at Google scholar where my profile is public.



PUBLICATIONS IN DEPARTMENT ISI, IBSS AND DHET LISTED JOURNALS

Publications recognised for SAPSE purposes by the National Department of Education in South Africa. Citation figures from Google analytics

Janks, H. (1991) A Critical Approach to Language Teaching. In *Educational Review* special issue 23 on 'Aspects of Language'. Birmingham University. Volume 43, Number 2, 1991, pages 191-199. 31 citations

Stein, P. and Janks, H. (1992) The process syllabus: a case study. *Perspectives in Education*. Volume 13 No 2, pages 93 - 106

Stein P and Janks H (1996) Collaborative teaching and learning with large classes at the tertiary level: a case study from South Africa. *Perspectives in Education*. Volume 17, No 1, pages 99 - 116.

Janks, H. (1996) 1996: Why we still need Critical Language Awareness in South Africa. *Spil Plus*. No 29, pages 172-190. University of Stellenbosch.

Janks, H. (1997) Critical Discourse Analysis as a Research Tool *Discourse: Studies in the Cultural Politics of Education*, Volume 18 No 3 pages 329 - 342.

229 citations

Reprinted (1999) In Marshall, J. and Peters, M. (Eds). *Education Policy. The International Library of Comparative Public Policy*. Cheltenham, UK: Elgar. Chapter 4. Pages 49-62.

4 citations.

Newfield, D. and Janks, H. (1998) Outcomes-based education does not have to be outcomes driven: an integrated model for lesson planning in outcomes-based education. *South African Journal of Applied Language Studies*. Volume 6. Number 2. Pages 65-81.

Wilkinson, L. and Janks, H. (1998) Teaching direct and reported speech from a critical language awareness perspective. *Educational Review*. Vol 50. Number 2, pages 181-190. June. Abandon: Carfax.

4 citations

Janks, H. (1998) Reading 'Womanpower'. *Pretexts*. Volume 7, Number 2, pages 195-212.

17 citations

Granville, S., H Janks, M Joseph, M Mphahlele, E Ramani, Y Reed and P Watson. (1998) English with or without g(u)ilt: A position paper on language in education policy for South Africa. *Language and Education*. Volume 12, No: 4, pages 254-272. December 1998. Clevedon: Multilingual Matters.

82 citations

Janks, H. (1999) Critical Language Awareness, journals, and student identities. *Language Awareness*, Volume 8, Number 2, pages 111-122.

26 citations

Janks, H. (2000) Domination, access, diversity and design: a synthesis model for critical literacy education. *Educational Review*. Volume 52, Number 2, June 2000 pages 175-186.

Reprinted in *Critical Perspectives on Literacy: Possibilities and Practices*. Book of readings for Institute 24, 46th Annual Convention, International Reading Association, New Orleans, Louisiana, USA, 2001.

228 citations

Shariff, P and Janks, H. (2001) Redesigning romance: The making and analysis of a critical literacy comic in South Africa. *English in Australia*. Volume, 131, July, pages 5 to 17.

2 citations

Janks, H. (2001) Critical literacy for reconstruction: Curriculum 2005 meets the TRC. *Journal of Southern African Linguistics and Applied Language Studies*. Volume 19, 2001, pages 241 to 252.

15 citations

Shariff, P. and Janks, H. (2001) Changing stories: The making and analysis of a critical literacy comic in South Africa. *The Journal of Comic Art*. Vol 3, No 2, pages 222-238.

Janks, H. (2002) Critical literacy: beyond reason. *Australian Educational Researcher*, Vol. 29 No 1 pp 7-27.

65 citations

Prinsloo, J. and Janks, H. (2002) Critical literacy in South Africa. *English Teaching: Practice and Critique*. Nov, 2002, Vol 1, Number 1, pages 20-38. Published online at

<http://www.tmc.waikato.ac.nz/english/ETPC/articlepdf/2002v1n1art3.pdf>

This paper was nominated for the AERA Communication of Research Special Interest Group annual

award for the 'Best Article in an Electronic Journal'.

25 citations

Reed, Y, S Granville, H Janks, P Makoe, P Stein, S van Zyl with M Samuel (2003) (Un)reliable Assessment *Perspectives in Education. Special Issue Assessment of Change in Education*. Volume 21 (1), pages 15 - 28, March.

6 citations

Janks, H. (2005) 'Deconstruction and reconstruction: diversity as a productive resource'. *Discourse: Studies in the Cultural Politics of Education*, Volume 26, Number 1, March 2005, pages 31-44.

Reprinted

26 citations

May, S. and Janks, H. (2004) Editorial: The challenge of teaching English in diverse contexts. *English Teaching Practice and Critique*. Volume 3, number 1, pages 1-4.

7 citations

Janks, H. (2005) 'Language and the design of texts'. *English Teaching Practice and Critique*. December, 2005, Volume 4, Number 3 pp 97-110

24 Citations

Janks, H. (2007) ' Games go abroad'. *Studies of English in Africa*. Vol 49, Number 1, 115-138.

7 citations

Ferreira, A. and Janks, H. (2007) 'Reconciliation pedagogy, identity and community funds of knowledge: border work in South African classrooms. *The English Academy Review*. 24(2) 71-84

8 citations

Ferreira, A. and Janks, H. (2009) 'Doves, rainbows and an uneasy peace: student images of reconciliation in a post-conflict society'. *Perspectives in Education*. Vol. 27, Number 2, June.

7 citations

Janks, H. with Adegoke, R. (2011). *District Nine* and constructions of the other: implications for heterogeneous classrooms. *English Teaching Practice and Critique*, Vol. 10, Number 2, 39-48.

Citations 1

Janks, H. and Vasquez, V. (2011) Editorial – Critical Writing revisited: Writing as critique *English Teaching Practice and Critique*. Volume 10, Number 1. pp. 1-6.

10 citations

Dixon, K., Janks, H., Reed, Y. and Walden, S. (2011) Building a community of critical researchers: regenerating the academy. *Journal of Education*, Vol 52, pages 185-204.

Locke, T. and Janks, H. (2011) Editorial, *English Teaching Practice and Critique*, December Volume 10, Number 4

Janks, H. (2011) 'The importance of critical literacy'. *English Teaching Practice and Critique*. Volume 11, No .1. pages 150-163.

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