

## **Book reviews**

### **Pedagogical stylistics: Current trends in language, literature, and ELT**

Edited by M. Burke, S. Csábi, L. Week, & J. Zerkowitz, London/New York, Continuum, 2012, Pp. xii + 241, £ 21.53 , ISBN 978-1-4411-4010-4 (pbk); £ 20.59, ISBN 978-1-44112312-1 (Kindle Edition)

Reviewing a book about pedagogical stylistics in this special issue aims at promoting the integration of discourse studies and literature framed in educational contexts such as language (teacher) education. When I first read this book I thought of future teachers of English, teacher educators, and learners who wish to inspect the texture of literary texts and experience the identities of readers and analysts by building interpretation based on textual description.

The volume edited by Burke et al. contains 12 chapters divided into three parts: (1) Analysis, reading and reception in pedagogical stylistics, (2) Emerging trends and methods in pedagogical stylistics, and (3) EFL and pedagogical stylistics. Of the three, the second part is the most developed in terms of contributions and methods. While teachers may initially judge that only the last part will be of direct relevance to them, every chapter purports to provide professionals with tools to make stylistics pedagogical, approachable, and attractive.

Part 1 offers examples of text analysis which take learners from textual analysis to interpretation. The authors in this part provide examples of pedagogical approximation to paraphrase, deixis, semantic fields and their influence on the reader's schemata, literary awareness and a more theoretical discussion framed as the reader's paradox of the dissimilar universes inhabited by the reader and the analyst. The classroom examples and studies are indicative of practitioner research because the authors are those who explored pedagogical stylistics with their own learners.

The four chapters in this part successfully illustrate how stylistics can enrich the literature classroom by advancing a text-oriented approach. I must clarify that the authors do not aim at eliminating interpretation based on different traditions and programmes and literary theory. On the contrary, they put forward an experience which goes from the

text and the linguistics behind the text and from there engagement with interpretation.

Part 2 also offers more examples of learner engagement with stylistics at different levels of formal education. In this part the authors evidence the presence of varied approaches towards pedagogical stylistics and research. For example, the first chapter in this section reveals mix methods and shows how we can help learners reflect on their own learning. This approach responds to the need for literary awareness addressed in Part 1. Pedagogical stylistics is also encouraged through a stylistics-based approach to creative writing. This exploration is an attempt to integrate critical and creative practice by constructing an interdisciplinary matrix through which linguistics and literature meet.

In the process of researching stylistics applied, Part 2 shows how learners can explore deviation aided by corpus linguistics. In addition, it informs readers of ways of bringing pragmatics to literary analysis and extending pedagogical stylistics to the field of hypertext fiction and digital literacy. Overall, this part seems to indicate that trends in pedagogical stylistics include interdisciplinarity, an amalgamation of fields and research methods, and the prevalence of teacher research over other forms of enquiry.

Part 3 is the shortest and as a teacher of English in a foreign language context I would have liked to have encountered more chapters. Nonetheless, many of the ideas posited in Parts 1 and 2 could be very well adapted and applied to teacher education. The authors in this part reflect on the benefits of stylistics in foreign language learning: do learners need to understand metaphors before other features of a foreign language? Do they need to learn all metaphorical expressions? How? To what end? As an answer to these questions and the debate between linguistics and linguistics applied, readers will find one more classroom-based example of how two English translations of a short story trigger different interpretations based on stylistics-driven description.

Overall, the book succeeds in providing readers with examples of classroom explorations, samples of analyses, and even lesson plans and research tools. Readers should bear in mind that they will not find advances in stylistics per se. All the contributions stress the pedagogical intent they carry. I recommend this book particularly for teacher educators who teach courses on language development, discourse analysis, and literature.

Darío Luis Banegas  
University of Warwick, UK  
[D.Banegas@warwick.ac.uk](mailto:D.Banegas@warwick.ac.uk)