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Nota di contenuto	Title Page; Copyright Page; Contents; Acknowledgements; Contributors; Introduction; Teaching Stylistics; References; Part One: Analysis, Reading and Reception in Pedagogical Stylistics; Chapter 1: Paraphrase as a Way to a Contextualized Stylistic Analysis of Poetry: Tony Harrison's 'Marked with D'; 1.1 Paraphrase: An Ancient Pedagogical Device; 1.2 A Students' Paraphrase of Tony Harrison's 'Marked with D'; 1.3 Text, Context and Discourse; 1.4 Reference and Representation; 1.5 Verbal Patterning and Representational Meaning in Harrison's 'Marked with D' 1.6 Linguistic Markers of Perspective and Positioning of the Reader 1.7 Deixis and Perspective in the Poem; 1.8 Style and Meaning: The Verse Form of 'Marked with D'; Notes; References; Chapter 2: Chicken and Egg Stylistics: From Lexical Semantics to Conceptual Integration Theory; 2.1 Pedagogical Stylistics: Core or Periphery?; 2.2 Conceptually Transgressing 'Neat Boxes': Design and Implementation; 2.3 Interpretation: Pencils, Pedagogy and Conceptual Integration; 2.4 Concluding Remarks: Chicken and Egg Stylistics; Notes; References; Appendix; Chapter 3: The Reader's Paradox; References Chapter 4: Experiencing or Interpreting Literature: Wording

Instructions4.1 Introduction; 4.2 Traditions in Teaching; 4.3 An Earlier Attempt: Literary Awareness; 4.4 Experiencing and Interpreting: Defining the Terms; 4.5 The Experiment; 4.6 Research Design; 4.7 Measurement; 4.8 Treatment of Data; 4.9 Analysis; 4.10 Conclusion; Note; References; Part Two: Emerging Trends and Methods in Pedagogical Stylistics; Chapter 5: Systemic Stylistics: An Integrative, Rhetorical Method of Teaching and Learning in the Stylistics Classroom; 5.1 Introduction; 5.2 Background  
5.3 Systemic Stylistics in Practice5.4 Data; 5.5 General Discussion and Graduate Developments; 5.6 Conclusion; Notes; References; Chapter 6: Creative Writing: A Stylistics Approach; 6.1 Introduction; 6.2 Motivations: Theoretical Background; 6.3 Methodologies: The Approach in Action; 6.4 Results: Assessment and Subjectivity; 6.5 Conclusions: Evaluation and Reflection; Notes; References; Appendix: The Self-assessment Questionnaire; Chapter 7: Corpus Stylistics in the Classroom; 7.1 Introduction; 7.2 Stylistics and Pedagogy; 7.3 Why Teach Corpus Stylistics?; 7.4 Corpus-Assisted Stylistics  
7.5 Corpus-Based Stylistics and Corpus-Driven Stylistics7.6 What is the Best Way to Teach Corpus Stylistics?; References; Chapter 8: Imagined Inference: Teaching Writers to Think Like Readers; 8.1 Introduction; 8.2 Inference and Writing; 8.3 Teaching Inference; 8.4 Conclusion; References; Chapter 9: Literary Pragmatics in the Advanced Foreign Language Literature Classroom: The Case of Young Werther; 9.1 Introduction; 9.2 Literary Pragmatics and the Development of Translingual Literacy in the Post-Secondary Foreign Language and Literature Classroom  
9.3 Reading Werther in Arizona: Literary Pragmatics in Pedagogical Practice

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Sommario/riassunto

This book offers a global exploration of current theory and practice in the teaching of stylistics and the implementation of stylistic techniques in teaching other subjects. Pedagogical stylistics is a field that looks at employing stylistic analysis in teaching, with the aim of enabling students to better understand literature, language and also improving their language acquisition. It is also concerned with the best practice in teaching stylistics. The book discusses a broad range of interrelated topics including hypertext, English as a Foreign Language, English as a Second Language, poetry,

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