# Pedagogical Stylistics in the 21st Century

*Edited by*
Sonia Zyngier
Greg Watson

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Editors

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*In memory of Ronald A. Carter*

# Preface

*… seeing new horizons is always the hardest part of the journey*
[Carter, R. In Watson & Zyngier (2007: x)]

Never have Ron Carter's words been more pertinent than now. Just as this volume had been commissioned, the world came to a standstill, so new ways of learning, working and communicating had to be devised. As a consequence of the Covid 19 pandemic, our initial plan of presenting evidence-based assessments of what actually occurs in the classroom had to be changed. Attempting to cover the lack of empirical studies in the area (see Fogal 2015), many of the initial chapters promised to bring data fresh from the educational environment, which became an impossibility with schools closing down. Empirical endeavours would have to be left for another moment in our history. And yet, as the field has expanded, we could see that there was still much ground to be covered. Thanks to the flexibility and resilience of our contributors and to the trust Palgrave Macmillan had in this collection, we have managed to materialize a different albeit much needed project and bring this book to print. We are pleased to say that together we made it through the

crisis, which proves that, although quite daunting a journey, we can still envisage new horizons even in the direst situations.

As professionals working in the fields of language and literature, our role is to see that students learn and develop the skills of how to make meaning out of language patterns, especially those that turn into verbal art. As noted by Zyngier in her survey of pedagogical stylistics (2020: 447),

> The emerging field of stylistics, or the linguistic analysis of the way language works, offered promising tools for teachers who aimed at showing students how to read between the lines and how to substantiate their interpretations. In this sense, the language of literary texts was seen as useful for stimulating students' sensitivity to everyday communication.

And it still does. By now, research in pedagogical stylistics has shown its relevance in many educational settings: from primary to tertiary levels, in English as a first, second, or foreign language, and in many other environments such as book-clubs, chats and all sorts of virtual media. Studies in pedagogical stylistics are in great demand today, especially with regard to the contributions they may bring to the educational context.

It is now nearly half a century since stylisticians realized the potential of using linguistic description to substantiate textual interpretation and we believe we must assess the field from time to time to see which directions the studies will take. In 1997, a first special interest group on pedagogical stylistics (Ped-Sig) at the PALA conference in Nottingham, UK (1997) was organized to carry out a two-phase project aimed at finding out what was consensual in pedagogical stylistics and what varied due to the educational context (Clark & Zyngier 2003). This initial project stimulated teachers to go beyond practice and define scientific parameters for the area. In 2007, Carter noted that much could be done in the area, among others, of textual theories and analytical frameworks, empirical classroom research on language acquisition and reading development, on creative writing and virtual environments (Carter 2007: IX–X), or what he later called cyberspace classrooms (Carter 2010: 120).

In fact, much has happened since our last collection of studies on pedagogical stylistics was published in 2007, covering contributions from

five continents. At that time, the influence of cognitive studies on peda-gogical stylistics was just beginning to be felt and we presented a section on awareness and cognition. We also offered a section on corpus stylis-tics and web-based courses as well as grammar and textual analysis. As a sequel to that volume, in this present book we provide an assessment of what has occurred in this field during the past 14 years. Here the reader will notice that Carter's predictions materialized in the sense that much more emphasis is given to advances in cognitive studies, students' reading and engagement, innovations in educational settings, the virtual world, and a more critical perspective which considers how pedagogical stylistics can promote political and social awareness.

The scope of this book is quite comprehensive in terms of contexts. In our 2007 volume, five continents were included. Here, our contributors represent eight countries and 18 universities, thus covering an even wider range and different settings than those in the earlier volume. Collectively, these studies re-examine and update the state of pedagogical stylistics and in doing so offer an organic view for those who wish to have an assessment of the most recent developments in this field.

*Pedagogical Stylistics in the 21st Century* is divided into four main parts. Part I, *Assessing and Broadening the Scope of Pedagogical Stylistics*, aims at providing an overview of where the field is at the moment. Geoff Hall opens this part with an extensive survey where he reports research developed in the last 13 years pointing out the achievements obtained in a number of areas. He argues that language and literature education has been greatly influenced by globalisation, digitisation and mobility in today's world. Among the many topics Hall covers, the reader will find empirical research in pedagogical stylistics, the cognitive turn, the issue of multimodality, online reading environments, creative writing, corpus stylistics, curriculum development, and many other recent outcomes. He also provides relevant educational research publications. In this sense, Chapter 1 is an excellent overview for scholars new to this field who will be able to have a broad assessment of the current state of pedagogical stylistics.

In Chapter 2, Violeta Sotirova addresses the conflicts between linguistic and literary criticism. She shows how traditionally literary critics have been criticized by linguists for being impressionistic and

imprecise and the linguists have been attacked for not being as objective as they claim to be. She shows how this mutual rejection has had implications for the teaching. Through examining the present perfect aspect in the work of Ezra Pound's poem 'Provincia Deserta', Sotirova demonstrated that linguistic analysis can help to elucidate critical interpretation and that both have much to contribute to pedagogical stylistics.

Looking at students as researchers, in Chapter 3 David Hanauer shows how the developments in the field of scientific inquiry teaching can influence educational environments. He illustrates his arguments with a course-based research experience (CURE) that can be used to help raise the students' personal and societal agency. He holds that it facilitates deliberation surrounding political issues, a concept that seems to merit more and more attention in recent and contemporary times. Hanauer's point is that through CURE students can become more socially and politically engaged.

The fourth chapter closes Part I, by looking at developments in corpus stylistics and how it can assist in the teaching of style and register variants to English for General Academic Purposes (EAP) students, in this case within a Japanese setting. Based on their teaching experience, Marcus Bridle and Dan McIntyre are aware that undergraduate EAP students in Japan encounter much difficulty in developing both general language proficiency and language used in an academic context. By describing a course based on corpus stylistics, they argue that this methodology empowers students to discover for themselves how to target foreign language functions in specific discourse types. More specifically, they show evidence that it both enables students to develop their knowledge of academic register and helps them become independent writers. In such cases where corpus studies are unable to provide this, they can then realize that language curricula need to also take into account non-corpus methodologies.

Based on advances on cognitive developments in the past ten years, Part II opens with a very original and relevant chapter where Peter Stockwell introduces the concept of Principle of Moment. His primary claim is that 'experiential matters of textuality such as pragmatic knowledge, memory, feeling, and anticipation are also the proper domain of linguistics; and also that discourse and readerly experience are at the heart of a

stylistic exploration' (pp. 107–108). Stockwell highlights these concepts by briefly discussing Shakespeare's play Romeo and Juliet and a novel by Evelyn Waugh. His final goal is to show that introspection can also be regarded as an empirical method to be used in pedagogical stylistics, as it may promote the student's qualitative experience and the process of discovery of intersubjective reading.

Combining pedagogical affordances of cognitive grammar with research on theoretical models of grammar for the classroom, teacher knowledge and cross-phase collaboration, Chloe Harrison and Marcello Giovanelli present a case study of the use of cognitive grammar in the classroom. In Chapter 6 they describe two workshops in which teachers (re)conceptualize cognitive grammar as a pedagogical resource, finally leading to the publication of a book. This work is concerned with empirically exploring how this framework can be used as a pedagogical resource in secondary English teaching.

Text World Theory is then discussed by Ian Cushing in Chapter 7. This is a well-established theory but not necessarily so for all secondary English teachers in the UK. Cushing presents the results of a 3-year project in which teachers are trained in the principles of cognitive stylistics and in the design and delivery of Text World Theory in the classroom. This very interesting work helps to reconceptualize traditional divisions between language and literary studies.

In the final chapter of Part II, Esmeralda Bon and Michael Burke show how today's world has shifted from paper to screen and they look into the influence of electronic devices such as e-readers and the smartphones on students' reading. In order to see what kind of impact this change may have on reading, understanding and memory, they describe a qualitative piece of research of when, how, and possibly why students engage in modern e-reading devices versus traditional reading. In addition, they observe in which locations their research participants read books or use these electronic devices. Their study leads to quite innovative and unexpected results.

Addressing the focus of current work on reader engagement and feeling, Chapter 9 opens Part III, where Frank Hakemulder carries out an empirical reader response study in the classroom. He argues that we often

speak of how the reader might respond without having taken into consideration the reader's gender, socio-economic background, and ethnicity, to name but a few variables. By conducting classroom experimentation and using self-formulated research questions, he demonstrates how students can be sensitized to the stylistic artistry of literary texts, how they can compare their own feelings and understanding with other readers, and how they can examine their own rewritings. He concludes by offering practical guidelines for running simple tests that students can carry out by themselves.

Chapter 10 offers an interesting cross-cultural, multilingual investigation into how students' reading experiences can be strongly impacted by the stylistic options a translator adopts when translating a set piece. In this chapter, Anna Chesnokova and Sonia Zyngier investigate the use of translated poems in two culturally different EFL settings. The authors examine Edgar Allan Poe's 'The Lake' translated into three separate languages from the original English, namely, in Portuguese, Ukrainian and Russian. This is an important piece of work that combines translation studies, cross-cultural communication, reader-response and pedagogical stylistics all in one.

The final chapter of Part III is concerned with teachers' intertextual identities and English education. Here Jessica Mason looks into the relationship between reading and identity at the intersection of cognitive stylistics, English education and reader response research by means of intertextuality. She empirically examines anonymous reports by 300 teachers of English about their experiences of embarrassment regarding their reading histories and practices, which may not exactly correspond to the perceived 'love of reading' they believe they are meant to have within their chosen profession. This is a most fascinating piece of work that reveals the intricacies of the sociology of *booktalk* within pedagogical stylistic settings.

Part IV introduces us to *Innovations in the Educational Setting*, and consists of three separate chapters. In Chapter 12, Jane Spiro addresses the challenges academic writing poses for students. She argues that much has already been done in terms of making these conventions transparent, however, discourse analysts still need to see how exactly Ph.D. students transition to academic writing, and how they enhance their sense of self

as a doctoral writer. Spiro suggests a discourse awareness approach which may enable writers to transition from one set of text types to the other. She details how this approach can be effective in building principled and informed peer review skills. This is a well-structured empirically scaffolded method which offers concrete results for students and instructors alike.

The two final chapters in Part IV entail empirical studies conducted in Japan. In Chapter 13, Paul Sevigny revisits the concept of role-based literature circles in this specific EFL setting, and argues for aligning role-based literature circles for the B1 (intermediate) level of the Common European Framework of Reference (CEFR). He evaluates literature circles through four separate lenses, namely, collaboration, relevance, evidence, and alignment. Sevigny argues that role-based literature circles have been limited to classrooms and text selection depends on the teacher. Instead, based on the evidence from the study he details, he proposes the literary circles are expanded to local cafés and other settings, and that Self-Access Learning Centers (SALC) are included so as to promote stylistic awareness, linguistic fluency and involvement, among other benefits.

Still contextualized in Japan, in Chapter 14 Azumi Yoshida, Masayuki Teranishi, Takayuki Nishihara and Masako Nasu offer a cross-linguistic stylistic qualitative analysis of EFL learners' writings, with specific reference to the impact of reading experience in L1 (Japanese) on L2 (English) proficiency. To this purpose they divide their Japanese EFL participants into four groups based on early L1 and/or L2 education and carry out a stylistic analysis of writings. The results suggest that reading in Japanese leads to English proficiency and quite a few respondents pointed out a correlation between Japanese and English proficiency. They also found a correlation between Japanese and English proficiency. The authors suggest that early L1 (Japanese) and L2 (English) education may impact positively upon English proficiency. Their findings prove to be both quite nuanced and intriguing, but as they point out, more research needs to be developed in this area.

Finally, in the afterword to this volume, Michael Toolan skilfully weaves the preceding chapters together, revealing their strengths while offering a panoramic view of where we stand today, and his perceptions

of what he believes should be developed in future pedagogical stylistic works.

Over a quarter of a century since the first Poetics and Linguistics Association (PALA) Special Interest Group met to discuss pedagogical issues in stylistics in 1994, and 14 years after the publication of our first collection, we can say that theories and strategies come and go but the quest for learning remains. Let us see what awaits us in the future that starts now.

Edited and compiled in virtual space.

Rio de Janeiro, Brazil                                          Sonia Zyngier
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# Contents

# Editors and Contributors

## About the Editors

**Sonia Zyngier** is Adjunct Professor at the Federal University of Rio de Janeiro. She co-founded the Research and Development in Empirical Studies project (REDES Project, 2002–2012) aimed at developing researchers in the area of Scientific Study of Literature. A member of IGEL and PALA, she was on the Board of both Associations. Among her more recent publications are 'Postscript: Pedagogical stylistics: Past and Future' (*Language and Literature*, 2020), *Language, Discourse, Style: Selected Works of John McH. Sinclair* (John Benjamins, 2016); and, with co-authors, *Scientific Methods for the Humanities*, John Benjamins 2012), *Scientific Approaches to Literature in Learning Environments* (John Benjamins Publishing Company, 2016), and 'Language-literature integration in high-school EFL education: investigating students' perspectives (*Innovations in Language Learning and Teaching*, 2020). Currently, she is an English language coordinator for Fundação CECIERJ and co-editor of the Linguistic Approaches to Literature Series (John Benjamins).

**Greg Watson** is well published in several fields of speciality, including Linguistic Stylistics, Pedagogical Stylistics, and Language Contact Studies. Now retired, he was Professor of English Language and Culture at the University of Eastern Finland, and Adjunct Professor in Sociolinguistics at the University of Tampere, Finland, as well as Adjunct Professor in Applied Linguistics at the University of Oulu, Finland. His primary publications are *Doin' Mudrooroo. Elements of Style and Involvement in the Early Prose Fiction of Mudrooroo* (1997), *Finno-Ugric Language Contacts* (2006, co-edited), *Literature and Stylistics for Language Learners* (2007, co-edited) and *The State of Stylistics* (2008). Born in Sydney, Australia, he holds dual citizenship, having lived in Finland for the past 32 years.

# Contributors

**Esmeralda V. Bon** is a Research Associate at the University of Manchester, based in the Cathie Marsh Institute for Social Research. There she is part of the DiCED project (Digital Campaigning and Electoral Democracy). This is a new comparative study into the drivers and effects of digital political campaigning in five countries and seven elections, taking place between 2020 and 2023. Esmeralda has recently obtained her Ph.D. at the University of Nottingham in the field of Politics. Her research focuses on the contemporary communicative behaviour of political parties and political candidates and on how this influences public opinion. This research is informed by her undergraduate and postgraduate studies of linguistics, rhetoric and argumentation, journalism and political communication.

**Marcus Bridle** is an Assistant Professor in the Global Education Center at Waseda University, Japan, where he helps to coordinate academic writing programmes. He holds a B.A. in English literature (Lancaster), M.A. in stylistics and Ph.D. in applied linguistics (both Huddersfield) as well as a Cambridge DELTA. He has been teaching on EFL courses and writing freelance teaching and testing materials since 2005. He has spent the last ten years in EAP provision at various universities including the

University of Sheffield, UK, and Aoyama Gakuin, Japan. His research interests include learner writing, error feedback and correction, and the application of corpus-based methodologies in classroom contexts.

**Michael Burke** is Professor of Rhetoric at University College Roosevelt, a liberal arts and sciences undergraduate honours college of Utrecht University located in Middelburg, Zeeland. He is the author of *Literary Reading, Cognition Emotion* (Routledge, 2011) and the editor of both *The Routledge Handbook of Stylistics* (2014) and *Stylistics: Critical Concepts in Linguistics* (Routledge, 2017). He is also a co-editor of *Pedagogical Stylistics: Current Trends in Language, Literature and ELT* (2012, Continuum Press), together with Csábi, Week and Zerkowitz; *Scientific Approaches to Literature in Learning Environments* (2016, John Benjamins Press, together with Fialho and Zyngier); and *Cognitive Literary Science: Dialogues Between Literature and Cognition* (2017, Oxford University Press, together with Troscianko).

**Anna Chesnokova** is a Professor at the English Philology and Translation Department of Borys Grinchenko Kyiv University, Ukraine. She was the area coordinator for Ukraine in the international REDES (Research and Development in Empirical Studies) project (2003–2010). Since 2010, she has been the Director of the Ukraine-Europe Linguistic Centre, offering language services to companies and organisations. Her main research interests lie in Stylistics and Empirical Studies of Literature. Her publications, most with co-authors, include *Directions in Empirical Literary Studies* (John Benjamins, 2008) and chapters for *The International Reception of Emily Dickinson* (Continuum Press, 2009), *Teaching Stylistics* (Palgrave Macmillan, 2011), *Scientific Approaches to Literature in Learning Environments* (John Benjamins, 2016), *Pedagogical Approaches to Intercultural Competence Development* (Cambridge Scholars, 2020) and *International Handbook of Love: Transcultural and Transdisciplinary Perspectives* (Springer International, 2021).

**Ian Cushing** is a Senior Lecturer in English at Edge Hill University, UK. His doctoral research theorised and enacted a pedagogical application of Text World Theory in secondary schools, developed in close collaboration with practising teachers. His current work examines the social

implications and consequences of racialized and classed language ideologies in schools, which draws on a range of frameworks and approaches across critical language policy, the sociology of education and critical literacies. His work has appeared in journals such as: *Language in Society*; *Language, Culture and Curriculum*; *Journal of Language, Identity and Education*; *British Educational Research Journal*; *Literacy*; and *Language Policy*.

**Marcello Giovanelli** is a Senior Lecturer in English Language and Literature at Aston University, UK. He has research interests in applications of Text World Theory and Cognitive Grammar to literary discourse and in pedagogical stylistics. Recent books include *Text World Theory and Keats' Poetry* (Bloomsbury, 2013), *Teaching Grammar, Structure and Meaning* (Routledge 2014), *Knowing About Language* (with Dan Clayton, Routledge, 2016), *Cognitive Grammar in Stylistics: A Practical Guide* (with Chloe Harrison, Bloomsbury, 2018) and *New Directions in Cognitive Grammar and Style* (with Chloe Harrison and Louise Nuttall). He has published widely on cognitive stylistics and applied linguistics in major international journals.

**Frank Hakemulder** has a background in literary theory and comparative literature. He specializes in the psychology of literature. As PI he led two national research projects: on the experience of being absorbed in fictional worlds (*Narrative Absorption*, Benjamins, 2017), and on how such experiences affect social perception and self-concept. He is affiliated full professor at the Norwegian Reading Center (Stavanger) concentrating on the nature of deep reading and its relation to readers' mental well-being. He teaches Media Psychology and Communication Studies at Utrecht University, and trains students in the Humanities in qualitative and quantitative methods of the Social Sciences (*Science and Humanities: New Research Methods*, John Benjamins, 2012). From 2012 to 2016 he was president of the International Society for the Empirical Study of Literature. Currently he is involved as supervisor in various projects within the Empirical Study of Literature Training Network funded by the EU (elitnetwork.eu).

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**David I. Hanauer** is Professor of Applied Linguistics at Indiana University of Pennsylvania and the Lead Assessment Coordinator of the SEA-PHAGES program at the University of Pittsburgh. His research focuses on science and literacy education, scientific inquiry teaching, and the processes and uses of poetry reading and writing. His articles have been published in Science, PNAS, CBE-LSE and a wide range of applied linguistics, literacy and educational journals. He is the author of eight books including *Poetry as Research*. He has received funding from the NSF, HHMI and the US Department of Education. Dr. Hanauer is editor of the *Scientific Study of Literature* journal and the *Language Studies, Science and Engineering* book series with John Benjamins.

**Chloe Harrison** is a Senior Lecturer in English Language and Literature at Aston University, UK. Her research interests include cognitive stylistics (and specifically the application of Cognitive Grammar for literary linguistic analysis), re-reading and contemporary fiction. She has a number of publications in these areas, including three recent books: *Cognitive Grammar in Contemporary Fiction* (John Benjamins, 2017), *Cognitive Grammar in Stylistics: A Practical Guide* (with Marcello Giovanelli, Bloomsbury, 2018) and the edited collection *New Directions in Cognitive Grammar and Style* (with Louise Nuttall and Marcello Giovanelli, Bloomsbury, 2021). She is also Treasurer for the International Association of Literary Semantics.

**Jessica Mason** is a Senior Lecturer in English Language at Sheffield Hallam University, UK. She has published widely on topics at the intersection of stylistics and English education, in particular in relation to

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**Dan McIntyre** is Professor of English Language and Linguistics at the University of Huddersfield, UK, where he teaches corpus linguistics, stylistics and the history of English. His major publications include *History of English* (Routledge, 2nd edition, 2020), *Corpus Stylistics: Theory and Practice* (Edinburgh University Press, 2019), *Applying Linguistics: Language and the Impact Agenda* (Routledge, 2018), *Teaching Stylistics* (Palgrave, 2011), *Language and Style* (Palgrave, 2010), *Stylistics* (Cambridge University Press, 2010) and *Point of View in Plays* (John Benjamins, 2006). He founded and co-edits *Babel: The Language Magazine*, which aims to make linguistics accessible to non-specialists, and his most recent book is *The Babel Lexicon of Language* (Cambridge University Press, 2021).

**Masako Nasu** is an Associate Professor at the Centre for Liberal Arts and Language Education, Okayama University, Japan. Her research interests include the qualitative analysis of narratives collected from foreign language learners, as well as stylistic approach to British modernist writings. She is the author of 'The Role of Stylistics in Japan: A Pedagogical Perspective' (*Language and Literature*, 21 [2], 2012, co-authored), *TOEIC Test Advantage* (NANUNDO, 2014, co-authored), 'The Role of Literature in Foreign Language Learning' in *Literature and Language Learning in the EFL Classroom* (Palgrave Macmillan, 2015), *Scientific Approaches to Literature in Learning Environments* (John Benjamins, 2016, co-authored), *From Individual to Collective: Virginia Woolf's Developing Concept of Consciousness* (Peter Lang, 2017) and *The Intersection of Arts, Humanities, and Science* (SEIBIDO, 2020, co-authored). She is the chair of the Japan Association of International Liberal Arts (JAILA).

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**Paul Sevigny** is an Associate Professor of Applied Linguistics at Ritsumeikan Asia Pacific University in Japan. He completed an M.A. in second language studies at the University of Hawai'i and a Ph.D. at the University of Birmingham, where he developed methods for teaching and researching L2 literature circles. He is blessed to have studied with Michael Toolan, his Ph.D. supervisor. Ron Carter provided significant guidance on the early stages of his dissertation. He is currently working on a three-year grant from the Japan Society for the Promotion of Science (JSPS) to develop bilingual graded readers, discussion systems, and literacy leaders. This involves applying stylistic research methods to the development of language learner literature and student literacy leadership in L2 university contexts.

**Violeta Sotirova** is Associate Professor in Stylistics at the University of Nottingham. She has written a book on *D.H. Lawrence and Narrative Viewpoint* (Bloomsbury, 2011) and a book on *Consciousness in Modernist Fiction: A Stylistic Study* (Palgrave, 2013). She is also the editor of *The Bloomsbury Companion to Stylistics* (Bloomsbury, 2015) and co-editor of *Linguistics and Literary History: In Honour of Sylvia Adamson* (Benjamins, 2016). Her research focuses on the representation of fictional consciousness and on the stylistic practices of Modernism. She has also studied authorial revisions and reader responses to narrative viewpoint. She is

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**Peter Stockwell** is Professor of Literary Linguistics at the University of Nottingham UK, and a Fellow of the English Association. He has published 12 books and over 80 articles in stylistics, sociolinguistics and applied linguistics, including *Cognitive Poetics* (Routledge, 2020), *The Language of Surrealism* (Palgrave, 2017), and *Texture: A Cognitive Aesthetics of Reading* (Edinburgh University Press, 2009). He co-edited *The Language and Literature Reader* (Routledge, 2008) with Ron Carter. His work in cognitive poetics has been translated into many languages, including Chinese, Japanese, Polish, Persian, Russian and Arabic.

**Masayuki Teranishi** is Professor of English Studies at the School of Human Science and Environment, University of Hyogo, Japan. He is the Japanese Ambassador for the Poetics and Linguistics Association (PALA) and a former chair of the Japan Association of International Liberal Arts (JAILA). He is also an editorial board member of *Journal of Literary Semantics*. His publications include *Polyphony in Fiction: A Stylistic Analysis of* Middlemarch, Nostromo, *and* Herzog (Peter Lang, 2008), 'The Role of Stylistics in Japan: A Pedagogical Perspective' (*Language and Literature*, 21 [2], 2012, co-authored), *Rock UK: A Cultural History of Popular Music in Britain* (Cengage Learning, 2012, co-authored),

*Literature as Inspiration in the English Language Classroom* (Eihosha, 2013, co-edited), *Literature and Language Learning in the EFL Classroom* (Palgrave Macmillan, 2015, co-edited), *Scientific Approaches to Literature in Learning Environments* (John Benjamins, 2016, co-authored), and *The Intersection of Arts, Humanities, and Science* (SEIBIDO, 2020, co-authored).

**Michael Toolan** is Professor (Emeritus) of English Language at the University of Birmingham, having retired in 2020. His research interests centre on stylistics and narrative analysis and he has published extensively in both those areas. His most recent monograph, however, is a critical discourse study of how UK newspapers have represented the growing wealth inequality in Britain in ways that make their readers accepting of this injustice: *The Language of Inequality in the News* (CUP, 2018). Michael is a past Chair of the Poetics and Linguistics Association (PALA) and the International Association for Literary Semantics (IALS) and for nearly twenty years edited the *Journal of Literary Semantics*.

**Azumi Yoshida** holds a B.A. from Kobe City University of Foreign Studies and an M.A. in Human Science and Environment from University of Hyogo, Japan. She had taught English at a language institution for more than 15 years. She is currently a Ph.D. student and has been teaching at Okayama University and Okayama University of Science. Her research interests include English education as a foreign language, English language teaching, and the relationship between L1 reading and L2 proficiency. She is the author of 'A Study on the Correlation Between Reading in Japanese and English Proficiency: A Qualitative Analysis of Interviews with EFL Learners' (*JAILA Journal* 6, 2020), *The Intersection of Arts, Humanities, and Science* (SEIBIDO, 2020, co-authored), and 'Noticing by Undergraduates Intending to Be Elementary School Teachers: Through Practical Application of Teaching Materials for Cultural Comparison Between Japanese and English (published in Japanese)' (*JAILA Journal* 7, 2021, co-authored).

# List of Figures

# List of Tables

# Part I

## Assessing and Broadening the Scope of Pedagogical Stylistics

# 1

# Pedagogical Stylistics Since 2007: A Baker's Dozen

## Geoff Hall

**Abstract** This chapter offers a survey review of research and activity in pedagogical stylistics since 2007. The survey refers to first language as well as foreign language education, mainly in English, though an increasing and fruitful accommodation of pluri- and multilingualism is also referred to. Topics covered include language awareness, focus on form research, empirical research in pedagogical stylistics and relevant educational research publications, curriculum developments, the cognitive turn in stylistics, uses of corpus stylistics and creative writing pedagogy. The survey shows an encouraging range and variety of activities, including more direct attention to secondary schooling levels, and evidence of growing acceptance and valuing of linguistic approaches to literary study. At the same time, there is a need to continue and even step

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