



Book Review: Masayuki Teranishi, Yoshifumi Saito, and Katie Wales (Eds.), *Literature and Language Learning in the EFL Classroom*, London: Palgrave Macmillan, 2015.

ISBN 978-1137443656, 329 pages

Mostafa Hosseini Anhari,

*MA in TEFL, Department of English,
Azarbaijan Shahid Madani University, Tabriz, Iran
Email: mostafa.hosseini2010@yahoo.com*

Literature and Language Learning in the EFL Classroom consists of nineteen chapters. The chapters of the book have been arranged into two parts: Part I, current issues and suggestions for new approaches (Chapters 1-6) and Part II, empirical and case studies (Chapters 7-19). The book takes multiple approaches to examine how literary texts can be incorporated into teaching practices in an EFL classroom including 1) the use of extensive and close reading 2) narrative inquiry 3) translation and pedagogical stylistics, and 4) the evaluation of successful foreign language learners. It is worth mentioning that the increasing role of non-canonical English literary texts such as post-modernist texts, simplified texts and pop song lyrics is the focus of several chapters. The collection may be considered as unique in the sense that many chapters, either directly or indirectly, target the Japanese EFL classroom. In fact, 14 chapters out of 19 have been written by Japanese authors. The following is a chapter-by-chapter account of the book.

In *Chapter 1*, Geoff Hall previews some of the changes to be explored in more depth in Literature in Language Education. For example, the growth of EFL and ESL, multimodal texts and developments in technologies are accounted for. From a research perspective, studies in stylistics, empathy, visual literacy and literary literacy would be of interest to practitioners in a wider vision. In *Chapter 2*, Kazuko Takahashi describes how English materials that are closely related to daily life are frequently used whereas literary materials are mostly marginalized from Japanese English teaching. She then analyses the word 'authenticity'. In *Chapter 3*, Aiko Saito examines L1 education and the roles of literature in Japan, and suggests what teachers can apply in EFL education. The main body of the chapter examines how learners of Japanese as L1 encounter literature before and after elementary school.

In *Chapter 4*, Yoshifumi Saito suggests 'creative stylistics' and 'dramatic irony' methodology, in which students are guided from appreciative reading to creative writing. In *Chapter 5*, Michael Burke provides a framework for using

conceptual metaphor theory and cognitive stylistics analysis to "stimulate a deeper level of thinking and comprehension" (p. 75) in EFL learners. In *Chapter 6*, Gillian Lazar explores the ways in which post-modernist picture books can be employed in L2 English education, suggesting several useful activities for using rich linguistic and cultural opportunities offered by postmodernist picture books to teenage and adult learners of English in the classroom.

In *Chapter 7*, Takayuki Nishihara presents five tips for test construction: 1) Test items should be based on literary reading exercises by ordinary L1 readers 2) Most items should target comprehension of the literal meaning of the text 3) The test should also include items on textual interpretation 4) The creativity of language must be recognized, and 5) Learners' personal responses to the text must be attended to. Then a sample test is presented. In *Chapter 8*, Soichiro Oku presents the reading strategies used for digital texts. He also considers the implications of newer media such as e-book readers, smart phones, and laptops for language learning. In *Chapter 9*, Tomohide Ishihara and Akira Ono describe how students' sentence recognition is affected by text types (short story vs. newspaper article) and task types (translation task vs. comprehension task).

In *Chapter 10*, Tetsuko Nakamura discusses the benefits of teaching speech and thought presentation in the EFL classroom. In *Chapter 11*, Masayuki Teranishi explores what EFL students should learn from authentic English literary fiction. He also discusses the teaching of English novels, concentrating on the linguistic and technical values he deems 'exclusive' to literature. In *Chapter 12*, Kyoko Kuze explores the potential of using literature in English teaching by focusing on the use of short stories in university composition classes while in *Chapter 13*, Kiyo Sakamoto examines the potential of L1 poetry to raise learners' awareness of L2 through translation.

In *Chapter 14*, Yuka Kusanagi reviews the liberal arts education needs of medical students, the use of literature and the role of narrative in learning an additional language. In *Chapter 15*, Masako Nasu examines the role of literature in SLA by engaging in a qualitative analysis of the oral histories of successful foreign language learners on whether extensive reading of unabridged original literary texts by advanced learners in the target language improves proficiency or not. In *Chapter 16*, Hiroko Sugimura explores the use of literary texts as a means to the gradual development of critical thinking skills.

In *Chapter 17*, Motoko Fukaya examines not only the process of textual comprehension but also the effects of literary evaluation. In *Chapter 18*, Mark Sheehan argues that a combination of graded reader assignments, word count scorecards, sustained silent reading sessions, and classroom activities can increase learner motivation, "deepen knowledge of specialized content and refine discussion

skills among higher-level learners" (p. 280). In *Chapter 19* and the final study, Marina Lambrou presents a case-study on postgraduate student teachers with strategies for teaching language through pedagogical stylistics, using a range of literary texts.

Overall, the book provides unique pedagogical insights into the implications of English literature and language education for teachers, teacher trainers and students of EFL and TEFL.

Author's Biography



Mostafa Hosseini Anhari is MA in TEFL. He is interested in second language learning strategies. He has graduated from Azarbaijan Shahid Madani University.
