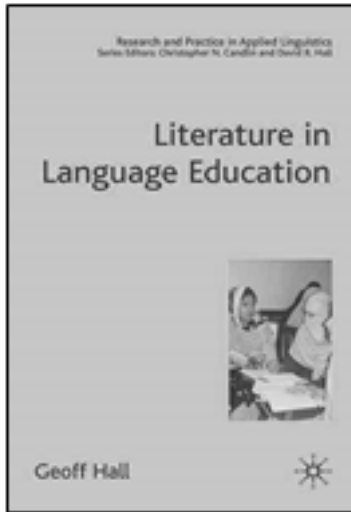


## **B**ook Review



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| <b>Title</b>            | Literature in Language Education   |
| <b>Author</b>           | Geoff Hall   |
| <b>Publisher</b>        | Palgrave Macmillan   |
| <b>Publication date</b> | September 2005   |
| <b>No. of pages</b>     | 272 pages  |
| <b>ISBN</b>             | 9781403943354  |
| <b>Reviewers</b>        | Asst. Prof. Thanis Bunsom and<br>Asst. Prof. Dr. Wareesiri Singhasiri<br>King Mongkut's University of Technology<br>Thonburi |

Having only a slight background and experience in teaching literature in a language class, we were delighted to have read a book on how to apply English literature into the English language teaching. To some teachers, teaching literature and teaching language may be two distant disciplines and therefore the two fields are literally separated; to others, regrettably, they may not know how to make full use of literary texts in their classroom. For both language and literature teachers, this book is a solution and as one might say a guide for an exciting pedagogical journey.

The author's introductory chapter, *Literature as Discourse*, gives a brief overview of existing research into literary language and thus reminds us of the inevitable: a paradox of literature and language. While the study of literary language has "provoked a better understanding of language and language use as a whole, common sense traditionally opposes a stereotype of literary language to ordinary language" (10). Nevertheless, to contradict such beliefs and probably to give us some comfort, Hall reviews a wide range of research and theories and reveals the surprising degree of literariness in the ordinary language and vice versa.

Given this revelation, the book further opens up possibilities of the application of literature in the language classroom by explicating relevant theories and practice in profound detail. Hall divides the book into four parts: (i) *Language, Literature and Education*, (ii) *Exploring Research in Language, Literature and Education*, (iii) *Researching Literature in Language Education* and (iv) *Resources*. The first part of the book describes several approaches to the teaching and reading of literature, covering the origins and evolution of the literary curriculum, the communicative

language teaching and literature, literature in cultural studies, reader response criticism in reading literature, and the assessment of literary reading. Part 2 expands on existing research into literature, language and education, ranging from linguistics-related issues in stylistics and corpus analysis of literary texts to education-related ones such as curricula and syllabuses of second language literature. For teachers who would like to understand how the teaching of language and literature could be merged, this section of the book is a must-read.

For those interested in conducting their own research, Part 3 gives clear, easy-to-follow instructions, justifications and examples of different research methods: experimental research, surveys, case studies and ethnography. Hall also advises his readers on possible projects for literature in language education and raises the awareness of what to take into consideration while conducting research. The last part is particularly useful for teachers attempting to exploit literary texts in their language classroom, as a thorough list of scholarly journals, reliable websites, and professional organisations is provided. The book ends with an extensive glossary of relevant terms in literature, linguistics and education, and a long, useful list of references that we can explore on our own.

All in all, Hall's *Literature in Language Education* is a great start for teachers of language and teachers of literature alike. With the difficult-made-easy explanations, abundant examples, and valuable recommendations, the book can serve as an inspiration for educators wishing to expand their pedagogical horizons.

**Reviewers:**

**Thanis Bunsom** is an assistant professor at the Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT), Thailand.

*thanis.bun@kmutt.ac.th*

**Wareesiri Singhasiri** is also an assistant professor in the Department of Language Studies, School of Liberal Arts, KMUTT. She was awarded her PhD in English Language Teaching from the University of Essex, UK. Her research interests include research methodology and learning strategies and styles.

*wareesiri.sin@kmutt.ac.th*