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This book examines how literary texts can be incorporated into teaching practices in an EFL classroom. It takes a multi-faceted approach to how English language teaching and learning can best be developed through presentation and exploration of literary texts.

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The Pearson Textbook Reader (formerly The Longman Textbook Reader) offers six full textbook chapters drawn various disciplines for practice with actual college material. Each chapter includes an introduction to the discipline, additional comprehension quizzes, critical thinking questions, and group activities to help students develop schema and to reinforce their learning.

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It's a powerful combination of the world's best literature and superior reading and skills instruction! Prentice Hall Literature Timeless Voices, Timeless Themes helps students grasp the power and beauty that lies within the

written word, while the program's research-based reading approach ensures that no child is left behind.

Cornerstone 8 Pearson Education India

This useful sourcebook contains 12 chapters written by experienced classroom practitioners in Hong Kong. One theme appears constantly in these chapters: that in the English language classroom, whether at primary, secondary, or tertiary levels, high interest and positive motivation occur through active learning when literary texts, literary techniques and literariness are featured. In this book, full coverage is given to the use of poetry, prose and drama in language learning and teaching at all three levels of the education system.

The tasks and activities described here have been shown to work with all bands of students. This book is ideally suited both for practising teachers and participants in teacher education programmes in Hong Kong and the rest of S.E. Asia. It will be particularly useful for primary and secondary teachers of English wishing to incorporate appropriate and relevant teaching activities so as to meet the goals of the new Target Oriented English Language Curriculum.

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Studying Language through Literature invites readers to reconsider the opportunity represented by literary texts for language-related purposes. Despite the close relationship between literature and language in educational contexts, literature is frequently associated with teaching practices which have been judged to be unsuccessful. Subsequently, texts of the non-literary type are preferred, on the basis that they are 'authentic' and closer to 'real' language. The everlasting relationship between language and literature is here reassessed starting from two assumptions: literature

is the expression of an emphasized perception of reality – be it private, collective, or pertaining to a certain temporal/spatial context; and literary language is language in its utmost form. Following an outline of the philosophy that governs the book, each chapter presents specific insights on the use of the various different literary genres: namely, fiction, poetry and drama. The opportunities offered by translation in the foreign language classroom constitute a recurrent theme throughout the book, although Chapter 5 is entirely devoted to translation criticism. The closing pages put forward a few reflections on assessment. While offering some food for thought in order to reassess the role of literature in the language class, this book puts together ideas, considerations and suggestions from which the reader is free to pick, mix and adjust, exploiting them to her/his greatest benefit.

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This book brings together fourteen articles by prominent critics of Malaysian Anglophone literature from five different countries: Australia,

Italy, Malaysia, Singapore, and the US. It investigates the thematic and stylistic trends in the literary products of selected writers of the tradition in the genres of drama, fiction, and poetry, from its beginnings to the present, focusing mainly on the postcolonial themes of ethnicity, gender, diaspora, and nationalism, which are central to the creativity and imagination of these writers. The book explores the works of not just the established writers of the tradition but also those who have received little critical attention to date but who are equally gifted, such as Adibah Amin, Edward Dorall, Rehaman Rashid, and Huzir Suleiman. The chapters collectively address the challenges and achievements of writers in the English language in a country where English is widely used in daily life and yet marginalised in the creative domain to elevate the status of writings in the national language, i.e., Bahasa Malaysia. The book will demonstrate that in spite of such recurrent neglect of the medium, Malaysia has produced a number of outstanding writers in the language, who are comparable in creativity and craftsmanship to writers of other Anglophone traditions. The book will be of interest to readers and researchers of Malaysian literature, postcolonial literatures, minority literatures, gender studies, and Southeast Asian studies.

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A state of the art critical review of research into literature in language education, of interest to teachers of English and modern foreign languages. Includes prompts and principles for those who wish to

improve their own practice or to engage in projects or research in this area.

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