In spite of debatable issues, such as metre, we now know enough about classical Hebrew poetry to be able to understand how it was composed. This large-scale manual, rich in detail, exegesis and bibliography, provides guidelines for the analysis and appreciation of Hebrew verse. Topics include oral poetry, metre, parallelism and forms of the strophe and stanza. Sound patterns and imagery are also discussed. A lengthy chapter sets out a whole range of other poetic devices and the book closes with a set of worked examples of Hebrew poetry. Throughout, other ancient Semitic verse has been used for comparison and the principles of modern literary criticism have been applied.

The Routledge Encyclopedia of Translation Studies has been the standard reference in the field since it first appeared in 1998. The second, extensively revised and extended edition brings this unique resource up to date and offers a thorough, critical and authoritative account of one of the fastest growing disciplines in the humanities. The Encyclopedia is divided into two parts and alphabetically ordered for ease of reference: Part I (General) covers the conceptual framework and core concerns of the discipline. Categories of entries include: * central issues in translation theory (e.g. equivalence, translatability, unit of translation) * key concepts (e.g. culture, norms, ethics, ideology, shifts, quality) * approaches to translation and interpreting (e.g. sociological, linguistic, functionalist) * types of translation (e.g. literary, audiovisual, scientific and technical) * types of interpreting (e.g. signed language, dialogue, court) New additions in this section include entries on globalisation, mobility, localization, gender and sexuality, censorship, comics, advertising and retranslation, among many others. Part II (History and Traditions) covers the history of translation in major linguistic and cultural communities. It is arranged alphabetically by linguistic region. There are entries on a wide range of languages which include Russian, French, Arabic, Japanese, Chinese and Finnish, and regions including Brazil, Canada and India. Many of the entries in this section are based on hitherto unpublished research. This section includes one new entry: Southeast Asian tradition. Drawing on the expertise of over ninety contributors from thirty countries and an international panel of consultant editors, this volume offers a comprehensive overview of translation studies as an academic discipline and anticipates new directions in the field.

This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16-19 English classroom. Providing a comprehensive overview of the identity of the subject, it outlines the pedagogical benefits of studying a unified English at post-16 and provides case studies of innovative classroom practice across a range of topics and text types. Including contributions from practising teachers and higher education practitioners with extensive experience of the post-16 classroom and drawing on a range of literature, this book covers the teaching of topics such as: Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16-19 titles in the NATE series, Teaching English Language and Literature 16-19 is the ideal companion for all practising A-level English teachers, of all levels of experience.
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The papers in this volume celebrate the work of Angus McIntosh, who specialized in dialects of Later Middle English, and wrote on other topics in English linguistics as well. Of the papers in this volume most deal with English and a few with other subjects in (historical) dialectology.

This volume presents the state of the art in terms of stylistic research and application, including EFL and ESL language classroom situations. Some of the most prominent scholars from a variety of backgrounds in the field of pedagogical stylistics show how theory, empirical studies and new technology, including corpus analysis, can be integrated into the classroom.

This volume contributes to the study of early English poetics. In these essays, several related approaches and fields of study radiate outward from poetics, including stylistics, literary history, word studies, gender studies, metrics, and textual criticism. By combining and redirecting these traditional scholarly methods, as well as exploring newer ones such as object-oriented ontology and sound studies, these essays demonstrate how poetry responds to its intellectual, literary, and material contexts. The contributors propose to connect the small (syllables, words, and phrases) to the large (histories, emotions, faiths, secrets). In doing so, they attempt to work magic on the texts they consider: turning an ordinary word into something strange and new, or demonstrating texture, difference, and horizontality where previous eyes had perceived only smoothness, sameness, and verticality.

N.V. RaveendranHas Used Stylistics Here As A Means Of Exploring And Explaining The Poetics Of Sensuality Thereby Bridging The Gap Between Language And Linguistics On The One Hand, And Poetry And Stylistics, On The OtherHe Thus Bypasses The Usual Charge Against Linguistic Stylistics That It Puts The Cart Before The Horse, And Uses Language Features Only To Validate And Valorize Perceptions Based On Immediate Personal ResponsesThis Attempt Is Bound To Be Of Value To Scholars As Well As Students Of Poetry, Of Indian English Poetry In Particular. Dr. K. Ayyappa Panicker

The State of Stylistics contains a broad collection of papers that investigate how stylistics has evolved throughout the late 20th and early 21st centuries. In so doing, it considers how stylisticians currently perceive their own respective fields of enquiry. It also defines what stylistics is, and how we might use it in research and teaching.

Prof. Emmanuel Efurosibina Adegbija was, at the time of his death in 2005, the first and the only Professor of English Language in the Department of English in the University of Ilorin in Nigeria. As a lecturer, researcher and professor, he had mentored many students and academics and had made a mark in international scholarship. Adegbija had been the acclaimed forerunner of the pragmasociolinguistic approach to the study of language; his publications on language attitudes in sub-Saharan Africa as well as on aspects of the lexico-semantics of Nigerian English, have continued to be regarded as basic texts in the disciplines. This volume of essays celebrates his scholarship and legacy. Contributed by language, linguistic and literary scholars, the essays in the collection cover a wide range of issues in core and applied linguistics. Some of the essays pick up the discussion on issues relating to colonial language dominance and language attitudes in Africa, while some examine syntactic, semantic and rhetorical aspects of indigenous Nigerian languages and African literatures. The book’s thrust is interdisciplinary. It will undoubtedly appeal to a cross-section of scholars in pragmatics, linguistics, applied linguistics, language and literature.

A career-long overview of the work of Verdonk, covering the development of the stylistics of poetry.

This major interpretation of the life and art of Robert Lowell exposes the full relationship between the poetry and the personal and national experience to which it is so remarkably connected. Steven Axelrod proposes that the key to our understanding of Lowell’s poetic achievement lies precisely in this interpenetration of his life and his art. Originally published in 1978. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Stylistics is a branch of Applied Linguistics and deals with the various levels of language – graphological/phonological, lexical, syntactic, and semantic/discourse. In this book, each level is lucidly explained with relevant theoretical concepts, and they are practically applied to two poems as model-exercises. With the evidences explicitly available and insinuations implicitly conveyed in the text, each poem is insightfully examined through a linguistics lens to explore the stylistic nuances
embedded in it. It can be exciting and interesting to anyone interested in the English language and poetic style in addition to students of literature.

This present volume is the outcome of a feeling I have had for a long time, that the Indian student cannot profit greatly by the study of English language & Literature unless he clearly understand them, on account of the labor involved in collecting the necessary material, which is not all available at one place and in a suitable form. I have done best to my explanations as lucid as possible. I intend the volume to serve as a stepping-stone to further study. The book cannot, of course, pretend to be a complete record of all the forms and phases of English Language & Literature, but it contains a selection of those which I regard myself as a major interest and importance. This book broadly covers various literary theories like Post colonialism, Cultural Studies, Feminism, Stylistics, and Discourse Analysis etc. An effort has been made to keep the description clear, simple and brief. This book is free from linguistic jargon and will be of great use to an inquisitive reader. I am indebted to all the eminent writers, whose books and research papers have influenced my learning of various subjects. I am grateful to Dr. K. Naveen Kumar for having kindly given the Foreword to the book. I wish to thank the Former Head of the Department of English, Annamalai University, Dr. S. Padmini and Dr. S. Barathwaj for their constant support and encouragement for the publication of this book. I am very much grateful to Dr. B. Suresh, Head of the Department, RKVM Vivekananda College, University of Madras, for the invaluable guidance and suggestions, which have set my work in a clear perspective. I wish to thank the faculty members of BWDA Arts & Science College for their kind co-operation. On a personal note I wish to express my gratitude and regards to my parents Mr. S. Saruguna Doss and Mrs. S. Thara for showering their blessings upon me. I would like to place a bouquet of thanks to my lovable sisters Mrs. S. Hema and Mrs. S. Banu, for acting as a catalyst to the whole endeavor. Without their encouragement and co-operation this work would not have seen the light of the day. Last but not least my thanks are due to my friends, Mr. A. PilmcoDass, Assistant Professor and Mr. S.S. Sathish Kumar, Ph.D Research Scholar, Tiruvaluvar University for extending their love, affection and co-operation throughout the period of work.

Theory in reader-response and stylistics traditions supports L2 work with literature as it is valued by students and helps develop communicative and critical language skills. The author uses insights from empirical research to evaluate current teaching practices against this background, highlighting readers' responses to metaphor as a test case.

This book theoretically defines and linguistically analyses the popular notion that poetry is 'difficult' - hard to read, hard to understand, hard to engage with. It is the first work to offer a stylistic and cognitive model that sheds new light on the mechanisms of difficulty, as well as on its range of potential effects. Its eight chapters are organised into two thematic parts. The first traces the history of difficulty, surveys its main scholarly traditions, addresses related themes – from elitism to obscurity, from abstraction to intentionality - and introduces a wide array of analytical tools from literary theory and cognitive psychology. These tools are then consistently applied in the second part, which includes several extended analyses of poems by canonical modernists such as Ezra Pound, Wallace Stevens and Hart Crane, alongside those of postmodernist innovators such as Geoffrey Hill, Susan Howe and Charles Bernstein, among others. This innovative work will provide fresh insights and approaches for scholars of stylistics, literary studies, cognitive poetics and psychology.

Essays in Modern Stylistics, first published in 1981, is a collection of essays in the application of modern linguistic theory to the study of literature. The essays reflect the development in stylistics away from programmatic statements towards analysis of particular literary works and effects. This selection includes studies of the theo

The Routledge Handbook of Translation Studies provides a comprehensive, state-of-the-art account of the complex field of translation studies. Written by leading specialists from around the world, this volume brings together authoritative original articles on pressing issues including: the current status of the field and its interdisciplinary nature the problematic definition of the object of study the various theoretical frameworks the research methodologies available. The handbook also includes discussion of the most recent theoretical, descriptive and applied research, as well as glimpses of future directions within the field and an extensive up-to-date bibliography. The Routledge Handbook of Translation Studies is an indispensable resource for postgraduate students of translation studies.

This book addresses the need for tests that can diagnose the strengths and weaknesses in learners' developing foreign language proficiency. It presents the rationale for, and research surrounding, the development of DIALANG, a suite of internet-delivered diagnostic foreign language tests funded by the European Commission. The word 'diagnosis' is common in discussions in language education and applied linguistics, but very few truly diagnostic tests exist. However, the diagnosis of foreign language proficiency is central to helping learners make progress. This volume explores the nature of diagnostic testing, emphasizing the need
for a better understanding of the nature of appropriate diagnosis. The book starts with a debate about how diagnostic testing might most appropriately be developed. Charles Alderson argues that the field has neglected to construct diagnostic tests, partly because other forms of testing have dominated the field. Alderson examines how proficiency has been diagnosed in the key areas of language: reading, listening, writing, grammar and vocabulary. The value of self-assessment is discussed and exemplified as a key component in developing learners’, and teachers’, awareness of the complexity of language learning. The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency.

Poetry as Research develops an approach that allows poetry writing to be used as a research method for exploring questions relating to second language learners and more broadly for studies within the humanities and social sciences. The book investigates the characteristics of poetry writing and situates poetry writing as a qualitative, arts-based, research process. The book utilizes computational linguistics, qualitative, bibliographic, and philosophical methods and investigates the process of writing poetry, the textual and literary characteristics of second language poetry, poetic identity and inquiry. The developed methodology is exemplified through a poetic inquiry of the study abroad experiences of ESL students. The book provides a comprehensive, informed and innovative approach to the investigation of understandings of personal experience. This book should be of interest to the fields of applied linguistics, stylistics, literary studies, creative writing and composition as well as anyone interested in using writing as a research method.

Knowing About Language is an essential and comprehensive introduction to and discussion of the value of linguistics in the secondary and post 16 curriculum. Split into three easily accessible parts, each chapter draws on theoretical and practical reasons for developing language awareness for the teacher and student, the impact of government and institutional policy on teaching and teacher knowledge, and explores recent research about the value of linguistic knowledge to support student attainment. Expert contributors show how recent innovations in linguistics can support language teaching by providing a range of practical ideas that can be used in the classroom. Knowing About Language is a valuable theoretical, critical and practical guide for the teacher and researcher, and anyone interested in applied linguistics and the study of language in education. Written by authors who are passionate about the value of language study both as a classroom topic and more generally, this book acts as a resource to inform and support teachers in wider aspects of their role by demonstrating the powerfully enabling nature and inherent value of language study and linguistics in secondary and post-16 curricula.

Seminar paper from the year 2010 in the subject English Language and Literature Studies - Literature, grade: 1,3, Ruhr-University of Bochum (Englisches Seminar), language: English, abstract: In his 1978 poem ‘Long Distance’ Tony Harrison describes his father’s difficulties in coming to terms with his wife’s death and the emotions Harrison himself experiences upon the death his father. To arrive at this interpretation after reading the poem is, by all means, a valid insight. It would, however, be a pity to be contented with this alone. For such a reading does probably not allow for the rhetoric means to be fully appreciated to which Harrison reverted to communicate his poem successfully. Furthermore, the way in which the reader experiences the poem, as well as how it affects the reader would not find consideration. In short – the poem’s texture would not be accounted for. The following analysis, based on my own natural reading, attempts to describe and explain the texture of Harrison’s poem. As is to be expected, the first stanza of the poem has a distinct effect on the reader. For one, this is because the level of concentration is still high. More importantly, however, the first stanza of the poem presents the reader with an appealing text world. Foremost, the agent of the sentence is human, namely the narrator’s father. A human agent, in a way, provides the reader with the possibility to interact mentally with or develop sentiments towards him. Stockwell (2009: 25) illustrates this with his empathetic recognisability scale on which human agents rank highest. Besides this, the line initial positioning and, somewhat obvious, capitalization of the word ‘Dad’ (l. 2) attract the reader’s attention. Furthermore, the actions described are all in the active voice and literally convey motion, which will appear more intense to a reader which Stockwell (2009: 25) terms activeness. Lastly, the objects described in the first stanza, ‘slippers’, ‘bottles’, and ‘transport pass’ (ll. 2, 3, 4 respectively), all form good attractors as they are concrete, very ordinary objects to which every reader ought to be able to relate easily. Together, these three factors ensure that the first stanza remains fairly prominent in the reader’s mind throughout the reading of the poem.[]

Essay from the year 2017 in the subject English Language and Literature Studies - Literature, Thi-Qar University (College of Education for Humanities), course: M.A. Course, language: English, abstract: Holy Thursday I is one of the poems that Blake wrote in his book called Songs of Innocence in 1789. The poem describes a ceremony called Ascension Day in England and the presence of children in a cathedral to celebrate and do their singing activities. So, this term paper aims to analyze stylistically Blake's poem “Holy Thursday” in terms of phonetic, phonological, graphological, grammatical, lexical levels and figures of speech.
A new series of bespoke, full-coverage resources developed for the 2015 A Level English qualifications. Endorsed for the AQA A/AS Level English Language and Literature specification for first teaching from 2015, this print Student Book offers stretch opportunities for the more able and additional scaffolding for those who need it. Providing full coverage of the specification, the unique three-part structure bridges the gap between GCSE and A Level and develops students' understanding of descriptive linguistics and literary and non-literary stylistics, together with support for the revised coursework component and new textual intervention task. An enhanced digital edition and free Teacher's Resource are also available.

Language, Literature and the Learner is an edited volume evolving from three international seminars devoted to the teaching of literature in a second or foreign language. The seminars explicitly addressed the interface between language and literature teaching to investigate the ways in which literature can be used as a resource for language growth at secondary, intermediate and upper-intermediate level. This book presents the reader with a practical classroom-based guide to how the teaching of language and literature, until recently seen as two distinct subjects within the English curriculum, can be used as mutually supportive resources within the classroom. Through essays and case studies it reports on the most recent developments in classroom practice and methodology and suggests ways in which the curriculum could be reshaped to take advantage of this integrated approach. The text will be essential reading for students undertaking PGCE, TESOL/MA, UCLES, CTEFLA, RSA and Teachers' Diploma courses worldwide. Students of applied linguistics, those on stylistics courses and undergraduates studying English language will welcome it as accessible supplementary reading.

"The latest advance in cognitive poetics" (back cover of dust jacket), based on analysis of English-language literature within a wide-ranging theoretical framework.

This volume provides a generic description, based on a formal analysis of narrative structures, of the Middle English noncyclic verse romances. As a group, these poems have long resisted generic definition and are traditionally considered to be a conglomerate of unrelated tales held together in a historical matrix of similar themes and characters. As single narratives, they are thought of as random collections of events loosely structured in chronological succession. Susan Wittig, however, offers evidence that the romances are carefully ordered (although not always consciously so) according to a series of formulaic patterns and that their structures serve as vehicles for certain essential cultural patterns and are important to the preservation of some community-held beliefs. The analysis begins on a stylistic level, and the same theoretical principles applied to the linguistic formulas of the poems also serve as a model for the study of narrative structures. The author finds that there are laws that govern the creation, selection, and arrangement of narrative materials in the romance genre and that act to restrict innovation and control the narrative form. The reasons for this strict control are to be found in the functional relationship of the genre to the culture that produced it. The deep structure of the romance is viewed as a problem-solving pattern that enables the community to mediate important contradictions within its social, economic, and mythic structures. Wittig speculates that these contradictions may lie in the social structures of kinship and marriage and that they have been restructured in the narratives in a "practical" myth: the concept of power gained through the marriage alliance, and the reconciliation of the contradictory notions of marriage for power's sake and marriage for love's sake. This advanced, thorough, and completely original study will be valuable to medieval specialists, classicists, linguists, folklorists, and Biblical scholars working in oral-formulaic narrative structure.

This compact volume makes available a selection of 402 entries from the widely praised Princeton Encyclopedia of Poetry and Poetics, with emphasis on prosodic and poetic terms likely to be encountered in many different areas of literary study. The book includes detailed discussions of poetic forms, prosody, rhetoric, genre, and topics such as theories of poetry and the relationship of linguistics to poetry. Originally published in 1987. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

It has become increasingly clear that metaphor needs to be explored in terms of the social and discourse context in which it is used, especially where the aim is to address real-world problems. The notion of "real world" metaphor research has been developed to describe this important area of investigation. This book starts by describing the nature and scope of real world metaphor research and then illustrates, through 17 detailed, mainly empirically-based studies, the different areas it can apply to, and different methodologies that can be employed. Research problems are explored in areas such as artificial intelligence, language teaching and learning, reconciliation dialogue, university lecture discourse, poetry and wine description. Methods include corpus analysis, experimentation, discourse analysis, cross-cultural analysis and genre analysis. In each case the empirical studies refer back to Gibbs's opening overview of real-world research. The result is an
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invaluable and cross-referenced collection of papers addressing real-world problems.


For teachers and trainers who want to incorporate literature into the language classroom. A resource for trainers working with groups of teachers. Explores different approaches to using literature with learners of all levels; suggests criteria for selecting and evaluating materials for classroom use; identifies some of the distinctive features of novels, short stories, poems and plays so that these can be successfully exploited in the classroom and provides a wide range of ideas and activities for developing materials which teachers can use with their own classes.

The series Handbooks of Linguistics and Communication Science is designed to illuminate a field which not only includes general linguistics and the study of linguistics as applied to specific languages, but also covers those more recent areas which have developed from the increasing body of research into the manifold forms of communicative action and interaction.

Digital Literary Studies presents a broad and varied picture of the promise and potential of methods and approaches that are crucially dependent upon the digital nature of the literary texts it studies and the texts and collections of texts with which they are compared. It focuses on style, diction, characterisation, and interpretation of single works and across larger groups of texts, using both huge natural language corpora and smaller, more specialized collections of texts created for specific tasks, and applies statistical techniques used in the narrower confines of authorship attribution to broader stylistic questions. It addresses important issues in each of the three major literary genres, and intentionally applies different techniques and concepts to poetry, prose, and drama. It aims to present a provocative and suggestive sample intended to encourage the application of these and other methods to literary studies. Hoover, Culpeper, and O'Halloran push the methods, techniques, and concepts in new directions, apply them to new groups of texts or to new questions, modify their nature or method of application, and combine them in innovative ways.

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, creative writing, and metaphor. Leading experts
offer focused, empirical studies on specific developments, providing in-depth examinations of both theoretical and practical teaching methods. This interdisciplinary approach covers linguistics and literature from the perspective of current pedagogical methodology, moving from general tertiary education to more specific EFL and ESL teaching. The role of stylistics in language acquisition is currently underexplored. This contemporary collection provides academics and practitioners with the most up to date trends in pedagogical stylistics and delivers analyses of a diverse range of teaching methods.

Social Sciences and Interdisciplinary Behavior contains papers that were originally presented at the 4th International Congress on Interdisciplinary Behavior and Social Science 2015 (ICIBSoS 2015), held 22-23 October 2015 at The Institute of Management, Economics and Finance of the Kazan Federal University, Kazan, Russia and 7-8 November 2015 in Arya Duta Hotel, Jakarta, Indonesia. The contributions deal with various interdisciplinary research topics, particularly in the fields of social sciences, education, economics and arts. The papers focus especially on such topics as language, cultural studies, economics, behavior studies, political sciences, media and communication, psychology and human development.

This is a comprehensive introduction to literary stylistics offering an accessible overview of stylistic, with activities, study questions, sample analyses, commentaries and key readings - all in the same volume.

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