CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Literature, Spoken Language and Speaking Skills in Second Language Learning

The use of literature in second language teaching has been advocated for a number of years, yet despite this there have only been a limited number of studies which have sought to investigate its effects. Fewer still have focused on its potential as a model of spoken language or as a vehicle to develop speaking skills. Drawing upon multiple research studies, this volume fills that gap by exploring how literature is used to develop speaking skills in second language learners. The volume is divided into two parts: literature and spoken language and literature and speaking skills. Part I focuses on studies exploring the use of literature to raise awareness of spoken language features, while Part II investigates its potential as a vehicle to develop speaking skills. Each part contains studies with different research designs and in various contexts including China, Japan and the UK. The research designs used mean that the chapters contain clear implications for classroom pedagogy and research in different contexts.

CHRISTIAN JONES is a Senior Lecturer in TESOL and Applied Linguistics at the University of Liverpool. His main research interests are connected to spoken language, and he has published work on spoken corpora, lexis, lexico-grammar and instructed second language acquisition. He is editor of *Practice in Second Language Learning* (Cambridge, 2018).

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Literature, Spoken Language and Speaking Skills in Second Language Learning

Edited by
Christian Jones
University of Liverpool

CAMBRIDGE UNIVERSITY PRESS

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781108460798
DOI: 10.1017/9781108641692

© Cambridge University Press 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019
First paperback edition 2022

A catalogue record for this publication is available from the British Library

Library of Congress Cataloging in Publication data
Names: Jones, Christian (Linguist), editor.
Title: Literature, spoken language and speaking skills in second language learning / edited by Christian Jones.
Description: New York, NY: Cambridge University Press, [2019] | Includes bibliographical references and index.
Identifiers: LCCN 2019018396 | ISBN 9781108472944 (alk. paper)
Subjects: LCSH: Language and languages – Study and teaching. | Literature – Study and teaching. | Language awareness. | Fluency (Language learning) | Reading.
Classification: LCC P53 .L539 2019 | DDC 407.1–dc23
LC record available at https://lccn.loc.gov/2019018396

ISBN 978-1-108-47294-4 Hardback
ISBN 978-1-108-46079-8 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Contents

List of Figures and Tables *page* vii
List of Contributors ix
Foreword xiii
PAUL SIMPSON
Acknowledgements xv

1 Introduction 1
CHRISTIAN JONES

Part I Literature and Spoken Language 7

2 The Realism of Conversation in Literature 9
SHELLEY BYRNE AND CHRISTIAN JONES

3 Using Literature in Text-Driven Materials to Help Develop Spoken Language Awareness 38
BRIAN TOMLINSON

4 Literature, TV Drama and Spoken Language Awareness 66
CHRISTIAN JONES AND JANE CLEARY

5 Haiku and Spoken Language: Corpus-Driven Analyses of Linguistic Features in English Language Haiku Writing 96
ATSUSHI IIDA

6 Screenplays as a Pedagogical Medium for Cultivating EFL Learners' Metapragmatic Awareness of Speech Acts in Spoken English 118
YAN ZHAO AND JIANGFENG LIU

Part II Literature and Speaking Skills 149

7 EFL Learners Reading and Discussing Poems in English 151
TARA MCILROY

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

8 An Analysis of Collaborative Dialogue in Literature Circles 176
SCOTT J. SHELTON-STRONG

9 Exploring Literary Texts as a Tool for Developing L2 Oral Proficiency 202
GARY G. FOGAL AND RICHARD S. PINNER

10 Conclusion: Implications for Pedagogy and Research 229
CHRISTIAN JONES

Index 240

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Figures and Tables

Figures

4.1 Comparison of dialogue from *Sherlock* and *Sherlock Holmes* *page* 68
4.2 Examples of situational and textual ellipsis 70
4.3 Sample of enhanced text 77

Tables

2.1 Key differences between dialogues in fiction and unscripted conversations 13
2.2 Vague language items and discourse markers identified for preliminary quantitative analysis *(Carter and McCarthy 2006)* 16
2.3 Quantitative analysis of vague language items 19
2.4 Quantitative analysis of discourse markers 20
2.5 Significant OR SO collocates from BNC Conversation 22
2.6 Collocational significance of OR SO in DNov quotes 22
2.7 Significant collocates of STUFF from BNC Conversation 24
2.8 Significant collocates in BNC Conversation for KIND OF 25
2.9 Collocate comparison for KIND OF in DNov quotes 26
2.10 Significant collocates of NOW in BNC Conversation 28
2.11 R1 collocates of OH from the BNC Conversation 30
2.12 Collocates of OH from BNC Conversation that appeared in DNov quotes 31
2.13 Comparison of frequent I MEAN collocates in BNC Conversation and DNov quotes 32
3.1 Information about the respondents 50
4.1 Common patterns of ellipsis in spoken English 71
4.2 Descriptive statistics: comprehension tests 79
4.3 Descriptive statistics: receptive test 79
5.1 Text length in L2 haiku writing corpus 101
5.2 Linguistic categories in L2 haiku writing corpus 102
5.3 Word frequency band and percentage of L2 haiku writing corpus 102

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

5.4 Lexical content in L2 haiku writing corpus 104
5.5 High-frequency use of verbs in L2 haiku writing corpus and their rank in COCA 105
5.6 High-frequency use of adjectives in L2 haiku writing corpus and their rank in COCA 107
5.7 High-frequency use of contraction in L2 haiku writing corpus 110
5.8 Frequency of usage of vague language in L2 haiku writing corpus 111
6.1 The weekly sequence of explicit and implicit activities 128
7.1 Results of using adapted version of Hanauer's (2001a) codes 163
8.1 Standard roles and paired strategies 179
9.1 Comparison of CEFR and CEFR-J proficiency bands 209
9.2 Summary of means, standard deviations and Wilcoxon signed-rank test for measures of lexical complexity over time (n = 8) 212
9.3 Results of learner self-assessments based on CEFR-J 213
9.4 Summary of classroom observations (n = 4) of student engagement 214
9.5 Summary of classroom activities common across all observations (n = 4) 214

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Contributors

SHELLEY BYRNE, University of Central Lancashire, UK. Shelley has been involved in English teaching and research for the last ten years and currently works as a lecturer in the Centre for Excellence in Learning and Teaching (CELT). Having conducted research into second language acquisition and spoken language, her recent PhD in Applied Linguistics from UCLan fuelled her interest in learner corpora and lexicogrammar and their contributions to debates surrounding definitions of successful language learning. This continuing area of interest formed the basis of a co-authored book: Successful spoken English: Findings from learner corpora (Routledge, 2017).

JANE CLEARY, University of Central Lancashire, UK. Jane Cleary is a senior lecturer in English language teaching at the University of Central Lancashire. She has been involved in English teaching and teacher-training for over twenty years and has worked in the UK, Spain, Hungary, Hong Kong, Thailand and Japan as well as teaching online. Jane is interested in using literature, stories and drama to develop language learning as well as technology-enhanced teaching, learning and teacher-training.

GARY G. FOGAL, Sophia University, Japan. Gary Fogal is an Associate Professor of Applied English Language and Linguistics at Sophia University. His primary research examines developmental processes informing L2 writing and draws from a complex dynamic systems theory account of additional language development. His work also explores the interface between emergentism and Vygotsky's sociocultural theory as well as the utility of literary texts for developing L2 proficiency. He has published in journals such as *Applied Linguistics* and *Language and Sociocultural Theory,* and is co-editor (with Marjolijn H. Verspoor) of *Complex Dynamic Systems Theory and L2 Writing Development* (forthcoming, with John Benjamins).

ATSUSHI IIDA, Gunma University, Japan. Atsushi Iida is an Associate Professor of English and the Chair of Foreign Language Education at Gunma University in Japan. He was awarded his Ph.D. in English

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE
Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

(Composition and TESOL) at Indiana University of Pennsylvania. His research interests include second language writing, poetry writing, and literature in second language education. He has published his work in various journals including *Assessing Writing, System, Qualitative Inquiry, Scientific Study of Literature, English Teaching Forum,* and *Asian EFL Journal*.

CHRISTIAN JONES, University of Liverpool, UK. Christian Jones is a Senior Lecturer in TESOL and Applied Linguistics at the University of Liverpool. He has been involved in English language teaching for over twenty five years and has worked in China, Japan, Thailand and the UK, as a teacher, teacher-trainer and researcher. His main research interests are connected to spoken language and he has publish research related to spoken corpora, lexis, lexico grammar and instructed second language acquisition. He is the co-author (with Daniel Waller) of Corpus Linguistics for Grammar: A guide for research (Routledge, 2015), Successful Spoken English: Findings from Learner Corpora (with Shelley Byrne and Nicola Halenko) (Routledge, 2017) and editor of Practice in Second Language Learning, a collection of research on this area (Cambridge University Press, 2018). He is currently a member of the editorial panel for ELT Journal (Oxford University Press).

JIANGFENG LIU, Jiangsu University of Technology, China. Jiangfeng Liu is currently a lecturer in the School of Foreign Languages at Jiangsu University of Technology in China. She has been involved in English language teaching for over fifteen years and has taught both Chinese and international students. Jiangfeng completed her MA TESOL dissertation research in 2016; and since then she has been working actively on the pedagogical deployment of authentic materials to cultivate Chinese learners' communicative competence. She has published in several academic journals in China, such as Theory and Practice in Language Studies and Journal of Language Teaching and Research.

TARA MCILROY is an Associate Professor at Meiji University in Tokyo, Japan. She has a background in secondary English education with a focus on young adult literature and L2 literacy development. She recently developed the following content-based language courses using literature: Global Issues Through Literature; Linguistic Creativity in Poetry; and Literature for Language Teachers. Her ongoing research into poetry in the language classroom helps connect her interests in language education, learner autonomy in second language acquisition, and creative writing.

RICHARD S.PINNER, Sophia University, Japan. Richard Pinner is an associate professor at Sophia University in Tokyo with over 15 years of experience as a language teacher and teacher trainer. He holds a PhD in ELT and Applied

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE
Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Linguistics and has published several articles on language teaching, most recently in *Language Teaching Research, English Today* and *Applied Linguistics Review.* He is the author of three research monographs and is particularly interested in the areas of authenticity and motivation in ELT and Content and Language Integrated Learning.

SCOTT J. SHELTON-STRONG, Kanda University of International Studies, Japan. Scott is a Learning Advisor and Lecturer at Kanda University of International Studies, in Chiba, Japan. His research interests include Learner Autonomy, Advising in Language Learning, the Psychology of Language Learning and Self-Access. He holds an MA in TESOL from the University of Nottingham and has been involved in English language teaching and learning for more than 25 years. He has published and presented work in a number of areas, including affect in language learning, learner autonomy, advising in language learning (ALL), learning strategies and literature circles in ELT. He is an active member of the Research Institute for Learner Autonomy Education (RILAE) and on the editorial team for the Relay Journal.

PAUL SIMPSON is a Professor of English Language and Head of the Department of English at University of Liverpool, UK. He works in a number of areas of English language and linguistics, including Stylistics, Pragmatics, Critical Linguistics and English Language Pedagogy. His books include: *Stylistics; Language through Literature; Language and Power; On the Discourse of Satire;* and *Language, Ideology and Point of View.* He is currently developing a full-length monograph on the discourse of irony, and is editing for John Benjamins a collection entitled *Style, Rhetoric and Creativity in Language*. He has been the Editor of the journal *Language and Literature*, and was recently Chair of the international Poetics and Linguistics Association.

BRIAN TOMLINSON has worked as a teacher, teacher trainer, curriculum developer, film extra, football coach and university academic in Indonesia, Italy, Japan, Malaysia, Nigeria, Oman, Singapore, UK, Vanuatu and Zambia, as well as giving presentations in over seventy countries. He is Founder and President of MATSDA (the international Materials Development Association), an Honorary Visiting Professor at the University of Liverpool, a Professor at the Shanghai International Studies University and a TESOL Professor at Anaheim University. He has over one hundred publications on materials development, language through literature, the teaching of reading, language awareness and teacher development, including Applied Linguistics and Materials Development, SLA Theory and Materials Development for Language Learning and The Complete Guide to the Theory and Practice of

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE
Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Materials Development for Language Learning (with Hitomi Masuhara). He is currently working with Hitomi Masuhara on SLA Applied: Applying Second Language Acquisition Research to Language Learning for Cambridge University Press.

YAN ZHAO, Xijao-Liverpool University, China. Yan Zhao is a lecturer in Applied Linguistics in the Department of English at Xijiao-Liverpool University. She has taught Linguistics, Discourse Analysis and Research Methods modules to Chinese undergraduate and MA TESOL students. Before joining Xijiao-Liverpool University, Yan had taught English for Academic Purposes in the UK, making particular use of creative writing and literature as resources for language learning. Her current research project (as PI), funded by the National Social Science Fund of China, is an action research study which examines Chinese students' identity issues in EAP, ESP, Disciplinary and General English classrooms and subsequently looks for ways to incorporate the gained insights into the design and implementation of classroom instruction in these classrooms.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE
Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Foreword

Paul Simpson

Writing in the second half of the twentieth century, the Prague School structuralist Roman Jakobson declared that a linguist deaf to the poetic function of language and a literary scholar unconversant with linguistic methods were equally flagrant anachronisms. The second part of Jakobson's aphoristic parallel might seem the more readily demonstrable by today's criteria; after all, a scholar of literature declaring themselves uninterested in language and linguistic methods is like an academic chemist affirming that they have no interest in atoms, elements or molecules. The other side of Jakobson's formula raises a different question, of course. The assumption here is that the study of linguistics cannot be complete without some understanding of the linguistic patterns that comprise literature, or of how language functions 'poetically' in genres of discourse outside literature or even of how the striking compositional features of literary texts invite ways of reading and understanding that transcend the familiar or the routine. In another famous contribution from the second half of the twentieth century, Chomsky invokes the sequence 'Colorless green ideas sleep furiously' as a grammatically well formed, but semantically anomalous sentence. Chomsky clearly did not have literature in mind here, simply because such 'anomalous' language is often the very mainstay of creativity in literary writing. For example, the structurally very similar sequence 'Whispering lunar incantations dissolve the floors of memory' (from T. S. Eliot's 'Rhapsody on a Windy Night') presents a clear challenge for interpretation and understanding if it is not to be dismissed as simply anomalous language. Indeed, readers are tasked with working out not only what semantically complex language like this means, but also *how* it means. And as the insightful contributions in this volume make clear, literary discourse asks very important questions about language and about the learning of language.

In the decades since Jakobson and Chomsky made their observations, the rationale for the scholarly integration of language and literary study has been widely accepted, and literary-linguistics programmes are well established around the world on many university syllabuses in language, literature and linguistics. That said, these programmes are orientated in the main towards

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE
Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

native speakers. As Christian Jones observes in his introduction to this book, whereas the theoretical significance of literary-linguistic pedagogies for second language (L2) speakers is reasonably well understood, there remains a paucity of empirical research that investigates the effectiveness of using literary texts in the second language classroom. In this respect, this collection is timely because its overarching focus is precisely on the role literature can play in non-native speakers' learning of language and in their experiences of thinking and talking about literary texts. Another ground-breaking feature of this book is its sustained focus on the ways in which the use of literary texts can enhance the awareness and development of spoken language and of speaking skills. Commendably, the chapters that comprise this collection incorporate the full gamut of literary composition, covering poetry, drama and fiction, as well screen and television adaptations thereof. The book moves from the compositional minutiae of the seventeen-syllable haiku poem, through the dramatised exchanges in the plays of Harold Pinter, to the corpus-assisted analysis of dialogue in a very large body of prose fiction. This material is supplemented elsewhere in the book by the productive use of screenplays, such as the television dramatisations and film adaptations of, respectively, the writing of Arthur Conan Doyle and of J. K. Rowling. The volume illustrates convincingly not only how a balanced literary-linguistic pedagogy can capture well the nuances of textual composition in literary texts, but also how such tools can help teachers to make informed choices about best practice pedagogically. And as the chapters in his book demonstrate consistently throughout, using literary texts in the second language classroom can improve learners' oral proficiency, communicative competence, linguistic-pragmatic awareness and spoken language skills.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-46079-8 — Literature, Spoken Language and Speaking Skills in Second Language Learning
Edited by Christian Jones
Frontmatter
More Information

Acknowledgements

This book is dedicated to the late Ron Carter, who helped and inspired so many people in the field of applied linguistics and English language teaching. We hope that the work here is in some small way a tribute to his legacy.

We would like to thank the following people for their help, inspiration and support in the past and present: Svenja Adolphs, Marco Antonini, Ruth Bavin, Nick Carter, Ron Carter, Jane Cleary, John Cross, Isabel Donnelly, James Donnithorne, Andy Downer, Graham Ethelston, Patrycja Golebiewska, Nick Gregson, Nicola Halenko, Douglas Hamano-Bunce, Simon Hobbs, Stuart Hobbs, Tania Horak, Josie Leonard, Jeannette Littlemore, Jeanne McCarten, Michael McCarthy, Fergus Mackinnon, Michaela Mahlberg, Hitomi Masuhara, Marije Michel, Alan Milby, Carmel Milroy, Clive Newton, David Oakey, Sheena Palmer, Simon Pate, Raymond Pearce, Lesley Randles, Karen Smith, Ivor Timmis, Michael Toolan, Daniel Waller, Neil Walker, Nicola Walker, Andy Williams, Jane Willis.

Thanks to Rebeca Taylor and Stephanie Taylor and all at Cambridge University Press for their help and guidance.

Finally, thanks to our families for all their support.

© in this web service Cambridge University Press www.cambridge.org