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Rachid Acim

STYLE, MEANING AND PEDAGOGY

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Style, Meaning and Pedagogy

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“Style, Meaning and Pedagogy” is an interdisciplinary guide that explores the concept of style in language, literature, and communication. It covers literary and non-literary texts, using various analytical methods like metaphor analysis, reader-response theory, and rhetorical analysis to enhance students’ comprehension, analytical, and interpretive skills. The book juggles themes relevant to students’ lives while teaching critical reading and meaning analysis skills for English literature and linguistics students. The book will be an excellent and peerless addition for those working in this area.

Paul Hackett
Emerson College

About the author

Rachid Acim is an Associate Professor at Ibn Zohr University, Agadir, Morocco. He received his Master’s and PhD from the University of Sultan Moulay Slimane. His academic publications have featured in peer-reviewed journals such as ‘Poetry Therapy’; ‘Educational Research and Practice’; ‘Comparative Literature: East & West’; ‘Applied Journalism and Media Studies’, etc. In his home institution, he has taught courses such as Discourse Analysis, Stylistics, Paragraph Writing and Study Skills. He has a wide range of academic interests that include, among several others, Mystical Discourse, Literary Linguistics, Discourse Analysis, Translation and Teaching Practices in Higher Education. For the last seven years, he has been engaged in different Master’s Programs like Applied Linguistics & ELT and Pedagogy of Nursing Sciences and Health Techniques.

Summary

‘Style, Meaning and Pedagogy’ can be useful to students and researchers of different backgrounds; it can assist them to deeply fathom literary and non-literary texts and scaffold their critical thinking when approaching human language like poems, headlines, blurbs or paintings. Admittedly, the print and visual texts chosen in the book were produced in the 14th, 18th, 19th and early 20th centuries. Whereas some of them are up-to-date and timely as they tap upon the emotions of the last pandemic (i.e., “And the People Stayed Home”), others:

- Provide a profound view of peace and fellowship (i.e., “Abou Ben Adhem”);
- Introduce a description of the system of etiquette followed in 1918 (i.e., “Manners”);
- Unravel the dichotomy of face and beauty (i.e., “Memory”);
- Examine the dialectical relationship between rhetoric and metaphors (i.e., “How Do I Love Thee?”);
- Stress the power of art and pedagogy in the medieval age (i.e., “Laurentius de Voltolina’s Painting”);
- Revisit dialogism and intertextuality in Afro-American Literature (i.e., “Dreams”);
- Stimulate students’ critical reflections (i.e., “Poem in Your Pocket”);
- Showcase the informative and persuasive dimension of media discourse (i.e., “The NYT”);
- Bring to the fore reader-response theory and positive self-talk (i.e., “Thinking”).

The book is a gem for students pursuing their English Studies in Higher Education. It is a rich resource for novice researchers and university professors teaching courses such as Literary Linguistics, Discourse Analysis, Literary Criticism, Poetry, Rhetoric, to mention but a handful. With an exhaustive list of readings and references, insightful methodology and signposts for critical reflections, ‘Style, Meaning and Pedagogy’ proffers you a chance to question the textual and semiotic selections people dwell on to produce their own texts. And with the short tasks and exercises at the end of each chapter, you will be able to savour and simultaneously retain much of the invaluable input prepared just for you.

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SUBJECTS Education, Language and Linguistics, Literary analysis

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