

***Teaching Anglo-American Literature. Theory and Practice.*** Muros, J. (2004). Granada. Grupo Editorial Universitario

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TEACHING ANGLO-AMERICAN LITERATURE  
 THEORY AND PRACTICE

*Teaching Anglo-American Literature*, published by Jesús Muros Navarro, constitutes a useful and necessary example of a literary manual for university students of education. This edition spans over fifteen centuries of literary history, forming a guide to the major periods of English and North-American literature from the Anglo-Saxon times to the present day in an accessible format. The book, as its title puts it forward, is not just an academic literary history but a practical textbook for literary text analysis. The work is clearly structured and highly readable.



The first chapter of the book describes the genesis and evolution of the English literature from the seventh century till the present day. Professor Muros describes briefly the main historical and social characteristics of each period, paying special attention to some of the more relevant figures of the time: Geoffrey Chaucer in the Middle English period, William Shakespeare in the Elizabethan one, Charles Dickens and The Brontës in the Victorian Age, incardinating them in the history of the time. A similar pattern is used in the second chapter of the book, but in this case it deals with North-American literature. The author points out the origin of this literature ranging from the orally transmitted myths, legends, tales and lyrics of Indian cultures till today, choosing a selection of authors who portrait the times they lived, offering a sound guide to students.

The third one, titled *The Teaching of Literature in the EFL Classroom* covers the teaching of literature in the EFL classes. It takes the form of a discourse analysis perspective, revisiting the works of Halliday, Dijk and Beaugrande. The author provides a description of literary analysis, justifying that the development of discourse abilities to analyse a text implies the appreciation of those elements that make up a text. The last part of this chapter focus on the role of literary pieces in the EFL classroom, and the abilities it develops together with the linguistic approaches for the teaching of literature to integrate English language and literature through classroom activities.

The last chapter is a selection of well-known men and women writers of the twentieth century. They are presented with a brief biographical display, complemented with a description of their main works. He has chosen a fragment of some of the works for the students to read and a number of exercises based on the texts to practice.

We thank Pr. Muros for avoiding critical jargon attached to academic literary discussions, making the reading accessible and comprehensible for undergraduates.

We would like to finish paraphrasing Malcon Bradbury when he stated that 'to understand literature we still need informed, appreciative textbooks that present the nature of that history and clearly show it in its context', and *Teaching Anglo-American Literature. Theory and Practice*, is one of those textbooks.