

A Pedagogical Stylistic Analysis of *Peter and Wendy*

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First of all, current English education attaches importance to classes which emphasize communication skills. According to the survey held in Ryutuukagaku University in 1984, among the necessary skills for the future teaching of English, the proportion of students who elected reading is only 21.2%. It is much less than the 61.0% who elected speaking. From this result, it was clear that the opinion which emphasized communication skills in English already existed. As previously mentioned, acquiring the ability to speak English (and useful English), or what is known as communication skills, became the aim of English studies in Japanese English education. Due to this aim, it was decided that teachers should conduct their classes basically in English. This would limit the extent to which students could understand the contents of the lesson because English is a foreign language for the students. Even so, it is not good to teach English through the translation method as in the past. I think that merely translating from English into Japanese is nonsense. To understand the meaning of each word and sentence with literary and linguistic knowledge, and then to learn about the cultural background makes sense of reading English. Therefore, intensive reading is the effective method to understand English. In other words, it is necessary to conduct instruction in intensive reading at schools in order to deepen students' reading ability.

Pedagogical stylistics has a great potential to deepen students' reading ability. When I give a narrow definition to the term Stylistics, it is one of the methods of study that brings linguistics and literary studies into connection organically and it explains the characteristics of literary works from their expression. So pedagogical stylistics is an attempt to apply the products of the study of stylistics to the study of English.

In Chapters II and III, I shall discuss pedagogical stylistics in current English using the text of *Peter and Wendy*. I shall discuss intensive reading as a form of pedagogy and examine verbal characterization in terms of stylistics. *The Little White Bird* (1902) and *Peter Pan in Kensington Gardens* (1906) was published by James Matthew Barrie; then, in 1911, *Peter and Wendy* was published as the final work of this series. This work is an original work for a

musical version of *Peter Pan* and is the one best known to people all over the world. The reason for my choosing this is that Peter Pan is noted as a Disney movie and known to many people so it has a great potential to be used extensively in English education. Furthermore, there are various colloquial expressions, nautical slang and other kinds of slang in this text; hence I found it interesting to use it for stylistic analysis.

In Chapter III, I shall give examples of points that may be confusing when students read this text. Using these examples, I shall focus on the weak points of Japanese English education and suggest that intensive reading should become an important element in English education.