



Stylistics, English Language Teaching and Newspaper as TLM

Mr. Masadul Islam¹, Dr. Rituparna Chakraborty², Dr. Priyanka Dey^{3*}

¹Research Scholar, Department of English, Swami Vivekananda University, Barrackpore, WB

²Asst. Professor & Head, Dept. of English, Swami Vivekananda University, Barrackpore, WB

^{3*}Asst. Professor, Dept of Linguistics, Maulana Abul Kalam Azad University of Technology (MAKAUT), WB

*Corresponding Author: drpd.elan2019@gmail.com

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ABSTRACT

Newspapers with its plethora of articles and variegated linguistics and stylistic repertoire provide the teachers and learners with sufficient materials for the teaching-learning process in an ELT classroom. Teaching English by following numerous grammatical rules and stylistic devices enhances the quality of using the language in the rapidly developed global village where English Language is a very hard nut to crack for EFL learners. English Language in daily usage as well as in literary writings and newspaper articles follows distinctive styles and linguistic registers. For developing all round language skills - listening, speaking, reading and writing- news articles provide resourceful materials in a language class for organizing a vivid discursive session. The purpose of the present study, thus, is to highlight the importance of using newspapers to improve linguistic proficiency and the style of presentation to make the learners able enough to communicate in the world outside the classroom.

Keywords: Communicative competence, TLM, Stylistics, LSRW-skills, EFL learners, Language learning

1. Introduction

The multidimensional news articles on various disciplines are classically conditioned to use language to establish its main thesis along with pictograms, logograms and diagrams. The languages which are used to express ideas in a variety of columns in print media differ in their styles of representation, and registers in expression. Teaching English language to a target language learner becomes successful not merely by teaching a few words and phrases with the practice of grammatical rules, but it also requires well acquaintance with the style of the desired stylistic effect and drive home the idea. As everyone has his/her own style of walking, talking and expressing himself/herself, language follows some distinctive way of expression individually as well as contextually. Stylistics being the discipline encompassing both literary criticism and linguistics, it helps to scientifically analyze those various styles of expression, and learn "why" and "how" that particular style has been used. This develops in the ESL learners the logical sense of using a particular style in a particular context. As a newspaper covers articles on various areas like business, politics, health, education, job, cultural events, weather, technology, literary columns, news on law and order with numerous noteworthy world affairs, it becomes a storehouse of materials for teaching English by analyzing various modes of expression. Thus, the purpose of the present study is to shed light on the utility of the Newspapers in stylistically teaching the contextual use of English Language and expression of thoughts to enhance the holistic development of the learners including their reading, writing, listening and speaking skills. It also aims at revealing the futility of teaching a language without its elemental styles. Newspaper being a rich treasure of all genres of news- social, political, religious, cultural, technical, and educational along with worldwide affairs, it serves as excellent study material for teaching the situational use of English in diverse contexts.

The present study emphasizes much on how the foregrounding of thought is done in the news articles violating that the grammatical rules and norms of literary writings, how they follow a distinctive style in expression for limited space allotted to each article, and how often they tend to use epigrammatic style. The journalists also have their urge to write in a way to attract the casual readers to gain followers. Hence the persuasiveness expressed in

their style of delivery also plays a crucial role. This paper attempts to teach this style of representation, the contextual delivery of language to the ESL learners and make them communicatively competent. So, this article will focus on the stylistic devices used to produce this persuasive effect and convince the audience.

2. Literature review

Teaching language using newspaper has been attempted several times before and there has been exhaustive experimentation on it. Gillis (1984) works on the same area "The use of newspapers for teaching language arts and reading" making a linguistic approach. Nwoke (1987) too emphasizes on the use of newspaper in enhancing the communicative skills of the learners. In the recent years this use of newspaper as an English teaching tool seems to have increased even more as shows the newsletter of Saidalvi (2020) wherein she writes "Newspapers are one of the most powerful tools if we intend to improve the mastery of English, as it will improve vocabulary, grammar, and of course, ideas for writing essays." Rao (2019) too speaks on the same note as he counts on the influence of Using Newspapers for developing "language skills" to the ESL learners. And the necessity of this English proficiency in getting employed is very well studied by Ting et. al. (2017) as he depicts the case of Malaysia, and while talking on a same note, how it can be fulfilled using newspaper has very well been highlighted by Rido (2020). In fact, not only in developing proficiency in English, in learning the vernaculars too by the non-natives, newspaper acts as one of the most important aids. (Pandey, 2019) As notes, Fahnestock (1999), figures are the epitomes of argument—that is, as combinations of form and function that encapsulate a line of reasoning that can be connected to rhetorical tropes. Her point is that elements like antithesis, parallelism, and antimetabole are not only devices which add rhythm and vividness to a text rather, they are the perfect representation of an argument from comparison, an argument from contrasts, or an argument from intervention, respectively. Similar points are raised by Kjeldsen (2012, 239) regarding the usage of visual figures in advertising, stating that these figures "are not only ornamental, but also support the creation of arguments" by restricting the range of possible interpretations for the chosen images and so evoking the intended arguments. Thiagarajah, A. and Razali, A.B. (2020) thus aptly point out the role of newspaper in enriching the vocabulary of an individual. In this respect Schmitt, N. and Carter, R. (2000) highlights the lexical advantage of "narrow reading" for the second language learners. Newspapers actually provide the authentic texts with which people can readily relate themselves, and thus, so immense is the effect and ease of using it as teaching learning material (TLM) (Shakibaei et al., 2019) However, no such use of newspaper as teaching material by analyzing the text from stylistic viewpoint has yet been made. So, this research article aims at this and explores the effectivity of stylistic approach to teaching language through newspaper.

3. Methodology

Stylistics is 'the scientific study of any style be it literary or non-literary'. (Dey, 2016) News articles are made up of language and it is the applied form of language. Every piece of article is unique with its own peculiarities. Therefore, it provides with larger varieties of language and styles in expression. How the journalists apply the common set of sounds, words, phrases, structures from syntactic and semantic perspectives in their daily circulation paves the scopes for the stylistic analysis of his/ her works. So, we are here adopting stylistic approach in teaching English language to the learners because it would be beneficial to engage them in interaction, observation and analysis of the language used in the news articles to interpret the meaning through the stylistic devices employed. Here learners will be able enough to appreciate the artistic style of the use of language from their own point of view. A stylistic analysis of language of the newspaper articles promotes the learners' communicative competence by avoiding the traditional grammar translation method where memorization and reproduction is the prime concern. By learning to analyze language of any news columns the learners will gain the potentialities to examine and evaluate the common languages used in daily life outside the classroom. The prime objective of pedagogical stylistic is to "promote students' awareness of how language works....." (Zyngier, 2006). Stylistics deals with the use of language by utilizing the literary devices to beautify the message either in writing or in speaking. It gives the scope of approaching literature and language in common use through various figures of speeches (schemes and tropes) from a lingua-aesthetic viewpoint. (Dey, 2016). It becomes very helpful in analyzing any news article to reach its semantic level through the phono-stylistic, morpho-stylistic and stylo-syntactic devices.

In this paper thus the current newspapers have been used to extract the lines which can be used in teaching English. Data have been collected at random and the relevant lines foregrounding this thought with striking use of rhetorical devices have been selected. These lines have actually been used in the classrooms of sixty students besides the prescribed text books to teach the non-native speakers in order to see which is easily grasped by the learners. It is seen that the lines of the newspapers have far greater impact on the minds of the ESL learners in internalizing the contextual use of language. Along this, they found it very interesting how using simple rhetorical devices like simile, metaphor or hyperbole in finite words they can effortlessly produce infinite effects.

4. Discussion

To make the holistic development of a learner, a teacher has to figure out the various tricks like shock and intrigue used in a news headline, designed to evoke irresistible interest in the reader to find out the details of the story which in turn make the learners ready to go through a long learning. Hence when language teaching is done through the stylistic analysis of the newspapers it makes the learning process more interesting and delightful to the learners. This innovatively easy teaching is accomplished here dividing the language skills into two sets for discussion - (a) Stylistic devices honing listening and speaking skills and (b) Stylistic devices honing reading and writing skills.

4.1. Phono-Stylistic devices for developing listening and speaking skills:

With the help of the phono-stylistic devices, listening and speaking skills can be developed in the learners in a very innovative way. Phono-stylistic devices often cater to the enhancement of the oratorical skills while focusing on the phonological devices. These phonological devices stand out of the rest of the commonly used ones from the perspective of their stylistic effects. As we feel in the case of –

- a) An Australian army awfully arranged.
- b) The gentle breeze blew the white fur flew.

In example (a) with the most common words a beautiful alliterative effect has been produced. Through simple repetition of the initial sound [a] such a beautiful rhyming effect has been produced even in a prosaic sentence that it drives home the serious information with all due spontaneity. Similarly, in sentence (b) too, a very light and happy mood has been created through an elegant internal rhyming achieved through alliteration - breeze blew : fur flew. Here, besides alliteration the juxtaposition of the voiced sounds [b] with the voiceless sounds [f] enhance the lightness. While bilabial [b] is present in Bengali and Hindi, labio-dental [f] is absent in these languages. Due to this, Bengali/Hindi native speakers often face difficulty in correctly articulating English words starting with or comprising these labio-dental [f] and [v]. Newspaper as teaching material eases this pronunciation problem out. Moreover, these phono-stylistic devices used by the newspapers to grab the common readers attention not only act as important language teaching tools to improve their pronunciation, but also listening and speaking style as depict the following examples.

4.1.1. Alliteration

Alliteration is a phonostylistic device which uses same consonant or vowel sounds in the nearby or consecutive words to create mellifluous effect. (Abrams & Harpham, 2015, 12) Hence this device is not only used by the poets but is also the choice of the headline makers. “Struggling Bed Bath and Beyond files for bankruptcy protection” (*ToI* April 23, 2023) is one such news headline assonating excellent emotive power of the language in full harmony with alliteration. The words “Bed”, “Bath” and “Beyond” is the name of a New Jersey based company which through its recurring voiced sounds readily draws the attention and silently convinces the newsreaders. Such examples are:

- a) Gaza babies bear bombing burnt (*The Telegraph*, November 12, 2023, p. 1)
- b) Brics Is Brittle, And May It Remain So (*ToI*, August 23, 2023, p. 20)
- c) A Double Dose of March Migration Madness (*News*, March 16, 2021)
- d) Corona virus robs biblical Bethlehem of Christmas cheer (Yahoo! News, December 1, 2020)
- e) The Retail Revolution: The New Normal for Post-Pandemic Shopping (*GlobeNewswire*, March 17, 2021)
- f) Pipe-pushing halted after expert feared further cave-in (*ToI*, November 19, 2023, p. 4)
- g) Gujarat: A Treasure Trove for Tourists (*ToI*, November 19, 2023, p. 9)

All these alliterative sounds in the consecutive words in the above example from (a)-(g) not only produce a very distinguished effect through de-automatization of text, but also foreground the idea. Just as example (a) highlighting how the innocent Gaza children suffered the brutal consequences of political war, would commiserate pity even from the flint-hearted people, similarly example (g) would set the milieu of cultural pride through alliteration. So also, example (c) creates a profound double level alliterative effect through the back-to-back repetition of two voiced sounds [d] and [m] in “Double Dose of March Migration Madness”. Likewise, example (e) and (f) foreground the idea of “retail revolution”, and “pipe-pushing” respectively just through repetition of the initial sounds.

So, alliteration proves to be a very helpful and innovative device in teaching English language to the learners because the use of alliteration makes the language lyrical, creates the environment, sets the mood, and makes the message memorable, driving home the idea. Use of all alliterations (& /assonance/ consonance) engage both the listeners as well as the speakers to continue the discourse with interesting melody. Hence, activity using these devices promote listening and speaking skills. The above examples show how the device can tactfully be

used in prosaic lines, in diurnal speeches breaking the myth that it is primarily a poetic device, and can help one to speak musically thereby instilling a unique colloquial style. A teacher in the language class can alliterate to make the harshest words sound sweet and attract the listeners' attention in ESL learning.

4.1.2. Onomatopoeia

It is the use of sounds to represent a certain meaning in a language. It may be the name of things or animal noises like 'buzz', 'hiss', 'roar' etc. to create effective and stylistic discourse in newspaper as well as in the daily usage. It can enhance the quality of teaching learning process in a language classroom in a very playful way fostering happy learning (Dey, 2012, p. 14). A few examples include –

- a) Water plops into the pond (*The Tribune*, July 24, 2023)
- b) Frog croaks, bird whistles after the rain (*The Tribune*, July 24, 2023)
- c) Splish-splash downhill (*The Tribune*, July 24, 2023)

Some other devices that journalists use in the newspaper are direct addresses, emotive language and rhetoric. As the direct address in an article is a method of synthetic personalization which forms a tenor between journalist and readers, application of the same method in a language class may be very innovative and exciting to the learners. While “plops” and “croaks” are examples of direct onomatopoeia or phonomime, “splish-splash” is an instance of ablaut formation where high vowel [i] is being changed to low vowel [a]. These types of words and their usages help learners learn the association between sounds and words which the traditional linguistics tend to deny. (Saussure, 1983) Ramachandran and Hubbard (2001) noted that sound symbolism is associated with the neural mechanisms responsible for producing synesthetic effect. The right posterior superior temporal sulcus (STS) shows increased activity during the use of the “sound symbolic words”. (Kanero et. al., 2014, p. 1). Thus, by cultivating the use of these mimetic words the language learners will not only learn new words, but will also be able to stimulate the brain and enhance their creativity. Writing is often called the “offspring of creative process” (Graves, 1990). In this respect newspaper, thus, acts as a very good brain stimulator besides being mind boggler which through its stylistic presentation enhance the aesthetic sense, critical thinking power and the problem-solving skill of an individual.

4.2. Semantic Devices: Metaphor, Epigram, Pun

4.2.1. Metaphor

A metaphor is a compressed simile where a comparison between two different entities is implied on the basis of their similarity. The use of metaphors is common in everyday conversation as well as in literary language. In societal and political discourses metaphorical language is used extensively. Even the discourses on environmental sciences analysing various climatic changes profusely make use of this device. (Nerlich and Jaspal, 2012). So, metaphor in language teaching is important which would simplify complex concepts for learners. A teacher can wield metaphors as a tool to make the abstract tangible and reveal the interrelation between the human experience and the non-human realities. Direct reference to the real events of the society as cited from the daily newspapers can exert a transformative experience for the learners and the acquisition of language through this rhetorical device becomes rich and varied. Some instances are:

- a) In your life there is war and peace at once (*ToI*, May 30, 2022, p. 19)
- b) Smartphone scare: The ultimate Halloween ‘Trick or threat?’ (*ToI*, November 5, 2023, p. 16)
- c) Challenges cloud Nawaz Sharif's political future (*The Telegraph*, Nov 17, 2023, p. 10)
- d) Crown of thorns (*The Telegraph*, November 17, 2023, p. 10)
- e) Rule flout finger at JNU axe on student (*The Telegraph*, November 12, 2023, p. 4)
- f) Central freeze on border funds Jalpaiguri (*The Telegraph*, November 12, 2023, p. 4)

The above examples, thus stand witness to what Lakoff tries to mean by “Metaphors We Live By”. (Lakoff & Johnson, 2003) With the help of these metaphors an attempt has been made in each and every example to understand and experience a particular thing with respect to the other. They show that every communication and its interpretation in this universe is context sensitive, “every experience takes place within a background of cultural presuppositions” (ibid, 2003, 57). A second language learner hailing from a different culture with a diverse conceptual system can with the help of these metaphorical references cut across the boundaries of intangible understanding and feel a kind of oneness with the unknown. Thus, the metaphorical use of language serves as a strong tool to teach the ESL learners with ease.

4.2.2. Epigram

Another educational tool often seen in the newspaper that can be used in the classroom of ESL learners is the epigram which plays with apparently contradictory ideas. The term is “used for a statement, whether in verse

or prose, which is terse, pointed, and witty. The epigram may be on any subject and in any mode: amatory, elegiac, meditative, complimentary, anecdotal, or (most often) satiric.” And it flourished during the age “of wit, of polish, and of Pope.” (M. H. Abrams, 2013, p. 113) As it needs the involvement of the readers to interpret the intended meaning, an epigram incites interest, which encourages the faculty of reasoning. It makes complex concepts accessible in the limited space of a classroom. Teaching and learning epigrams are, in essence, an intellectual exercise. The following instances are relevant here.

- a) Old salt makes one thirsty. (*The Telegraph*, May 23, 2013, p. 17)
- b) All that glitters is not gold. (*ToI*, May 23, 2023, p. 17)
- c) There are no gains without pains. (*ToI*, August 29, 2020, p. 10)
- d) Pakistan is accustomed to living dangerously. (*The Telegraph*, November 17, 2023, p.10)
- e) You are only young once, but you can stay immature indefinitely. (*The Telegraph*, November 17, 2023, p. 10)¹

In all the above examples, through a striking construction an important message, often a lesson, has been taught very subtly. While the style of construction kindles the heart, the underlying message directly appeals to the brain and trigger the intellectual activity.

4.2.3. Pun

It is the figure of speech used largely by the journalists in which the jugglery with words makes the message tricky but interesting. In the headline "Lady Bears unleash blizzard", LadyBears are a good scoring basketball team of the women, and this is an article in the sports section. This type of language from news articles catches our attention and draws the readers towards; they read it carefully. Use of puns in a language class makes learners more interested in reading and comprehending the meaning hidden in between the lines and use them in interaction. Its use enhances their linguistic competence as well as performance in L2 (English) and enables them to participate in more profound communication. A few such stylistically rich newspaper lines are:

- a) 'Three Lions roar' and Sterling raid 'terror'. (*BBC News*, December 05, 2022)²
- b) Foot Heads Arms Body (*The Guardian*, March 05, 2010)³
- c) Mystery ends Mistry begins (*The Economic Times*, September 06, 2012)⁴
- d) AB Delirious as Mrs. AB Delivers Baby de Villiers (Yahoo! India, July 23, 2015)⁵

In all the above sentences the subtlety through which the meaning is expressed shows how the writer has craftily maintained the balance between structural discipline and freedom of expression, and allowed the writing flow to develop the subtle meaning. Peter Drucker calls this “zero draft”. (Graves, 1990) The composition of such lines requires the writer to have an easy hand on the language as the words, the patterns, the sentences, the fragments appear and the writer must know how to follow the clue towards meaning.

Puns often include the use of homophonic elements like -

- a) The sleepless Knights at castle gate (where *knights* phonologically reflect “nights”)
- b) A Child's Stool Great for Use in the Garden. (where punning on the word *stool* is noted)
- c) Woman kicked by horse Upgraded to Stable. (where *stable* refers to the ‘stability of health condition’)

4.3. Morpho-Stylistic and Stylo-Syntactic devices for developing Reading and Writing skills:

When the learners read any article, they also learn about the language forms and their functions with the grammatical rules inherent in the used language. Often in the newspaper we find using simple morphological devices like, compounding, acronym, cardinal lexical fusion, etc., and stylo-syntactic devices like parallelism, antithesis, rhetorical questions, etc., beautiful sentences are being made. Such phrases, idioms and proverbs like “lion's share”, “take the bull by the horns”, “by hook or crook”, “every dog has a day” etc. grab the attention. Some such devices frequenting the newspapers are selectively discussed below.

4.3.1.1. Parallelism

¹Reference to the famous quotation by Ogden Nash.

²On England's 3-0 win against Senegal at the World Cup highlighting the performance of Phil Foden, Harry Kane and Bukayo Saka.

³It was referred when Michael Foot was put in charge of a nuclear disarmament committee. The news was announced with the headline "Foot Heads Arms Body".

⁴It is about the announcement that Cyrus Mistry would be the new chairman of TATA group.

⁵It is an interesting stunt-line playing with words about the news of baby born of the legendary South African cricketer Abraham Benjamin de Villiers.

Parallelism is a powerful stylistic device that promotes emphasis and clarity in the classroom in explaining the syntactic mechanism of English. Students are better able to understand complicated concepts when sentences are structured with parallel components. By creating a feeling of rhythm and coherence in their writing, this linguistic symmetry improves communication abilities. By intentionally practicing parallelism, teachers help students develop accuracy, concision, and a sophisticated grasp of language, which equips them to present ideas with grace and logic.

- a) According to the data, 12 people died in fire incidents in January, two in February, 14 in March, three in April, May and June, four in July, one in August, three in September and October, eight in November and three in December. (*ToI*, January 2, 2024)
- b) The restoration involves improving the building facades, boosting the drainage, sewer system, installing tiles, and overhauling the staircases. (*ToI*, January 2, 2024)
- c) Getting the certificate will need the Aadhar number of parents and informant, getting the Aadhar number will need the certificate. (*ToI*, August 09, 2023, p. 22).
- d) He had been ousted by the army thrice –through backroom conspiracy, through a military coup and, finally through what was a judicial coup. (*The Telegraph*, November 17, 2023, p. 10).

In all the above examples we observe how the coordinated ideas have been arranged in phrases with similar syntactic structure to produce a harmonized effect. In example (a) while through the structural similarity unconsciously the reader almost visualize the chronological occurrences of death. In example (b) parallel structures have so beautifully foregrounded how step by step the renovation works have been done starting from aggrandizing the fasciae of the buildings, to repairing the staircases-

The restoration involves

improving the building facades,
 #boosting
 the # {drainage,
 sewer system,}
 #installing tiles
 and# overhauling the staircases.

In example (c) we find how deftly the parallel structure of “Getting the certificate” and “getting the Aadhar number” has been deployed with a Chiasmatic effect creating a new style. And in example (d) parallelism foregrounds the intensity and gravity of his crime for which the individual was “ousted”. This is how through coordination of ideas, repetition of structures and seldom through inversion of internal words not a uniqueness in the presentational style is generated even the thought gains an elevated meaning which is worth learning for the language learners.

4.3.1.2. Antithesis

Antithesis “Fundamentally, contrasting ideas sharpened by the use of opposite or noticeably different meanings” (Cuddon, 2013, p. 45) promotes critical thinking and improves comprehension, making it a useful teaching tool. An author can effectively establish a conflict by using an antithesis. Therefore, the audience can comprehend the desired meaning if the antithesis is formed by words or situations that are opposite each other. Thus, when opposing viewpoints are presented, students are prompted to assess, evaluate, and explain what they have learned. This rhetorical strategy fosters a greater understanding of complex viewpoints while also honing cognitive abilities. By using antithesis, teachers may create a dynamic learning environment where students are motivated to actively participate with the material, which develops their intellectual agility and helps them understand complicated concepts and conflict of ideas on a deeper level. Some examples are:

- a) In your life there is war and peace at once (*ToI*, May 30, 2022, p. 19)
- b) Joy and trouble go hand in hand (*ToI*, May 28, 2019, p. 17)
- c) Lake levels sink, state fears rise. (*The Detroit News*, June 12, 2007)

Thus, the above examples attest to Aristotle’s definition of antithesis that it is “a verbal structure that places contrasted or opposed terms in parallel or balanced cola or phrases” which “must meet both syntactic and semantic requirements. (Fahnestock 1999, pp. 46-47) The parallel antithetic structure by foregrounding the contrast, draws attention not only in a visual but also in an aural way. In this way, antithesis pleases both the eye and ear and deliver an argument. Since contradictions encourage repetition, which results in parallel phrases, antitheses are easily formed. The neutral backdrop of the parallel syntax amplifies the effect of conflict promoting insightful learning. Thus, language users learn how antithesis is employed in meaning synthesis and emphasis through contrasts and conflicts.

4.3.1.3. Rhetorical Question

Rhetorical question is a figure of speech in which the answer is given or “more or less self-evident” which is used “primarily for stylistic effect, and is a very common device in public speaking - especially when the speaker is trying to work up the emotional temperature (Cuddon, 1999, pp. 748-749) In the classroom, a rhetorical question lends dramatic urgency to the language. It is an effective teaching tool that encourages critical thinking and student participation. It helps learners to think through ideas on their own by posing questions and requesting reflection without anticipating a direct answer. By encouraging self-discovery and reiterating important concepts, this method creates a dynamic learning environment. Rhetorical questions are a useful tool for promoting curiosity, engagement, and a deeper comprehension of the material. The following examples are noteworthy.

- a) Where is life without fear? (*The Telegraph* January 24, 2023, p. 8)
- b) Who likes crybabies? Not this cinema (*The Telegraph*, November 12, 2023, p. 4)
- c) What then should India do? It will not be diplomatic to walk out of the Paris Agreement, saying the US has killed it. (*The Telegraph*, November 12, 2023, p. 10)
- d) Will Nawaz Sharif's return to power and a smooth interface with the military provide Pakistan with the stability it so desperately needs? Many hope so. (*The Telegraph*, November 17, 2023, p. 10).

In the above examples while (a) and (b) raise questions crucial to our life with a “self-evident” philosophical and thought-provoking answer, questions (b) and (c) try to generate public opinion. In fact, the last two examples are rather open-ended questions with an answer that demands but patience for the right time to come and give judgment or replies to the audience. Actually, in order to convey a lot of information in a few lines while the reader mulls on some of the issues posed, rhetorical questions are employed. Thus, it is said that the rhetorical question is like “a sentence in the grammatical form of a question which is not asked in order to request information or to invite a reply, but to achieve a greater expressive force than a direct assertion” (M. H. Abrams and Harpham, 2013, 347).

Hence, if the language instructor can design few exercises to ensure the language learning and help learners to enlarge their vocabulary, knowing the structure of the sentences and analyzing the idioms and phrases used in it, then not only the text would become very interesting, even the students will simultaneously become aware of the current affairs of the field in which they often remain weak. Being taught in this way not only the sentence pattern or structures, even the learners will grow adept in reading, writing as well as making critical analysis and interpretation in comprehensive styles. Moreover, in any newspaper advertising is the common phenomena. Even through the advertisement the learners can develop writing and reading skills.

4.3.2.1. Compounding

In the classroom, compounding - the morphological process of joining two or more words to form a new one - serves as a useful teaching tool that promotes vocabulary growth and linguistic inventiveness. Through the use of compound words, students are able to better understand complex ideas and express themselves. Through the encouragement of individual word construction and deconstruction, this approach fosters a deeper knowledge of language structure and advances linguistic competency in a stimulating learning environment.

- a) **Phubbing** is one such word. The word has been formed by adding snubbing with phone refers to the “practice of ignoring a partner or friend in favour of your phone, and this can complicate relationships, leading to mistrust and alienation.” (*ToI*, August 09, 2023, p. 22).
- b) A Delhi Court sent Premoday Khakha, 51, **now-suspended** Delhi govt official to one day judicial custody on Tuesday (*ToI*, August 23, 2023, p. 6)
- c) Meet the startup winners of accenture's **deep-tech** challenge. (*ToI*, August 23, 2023, p. 21)
- d) Bulldozers hit women and kids hardest in **riot-torn** Nuh. (*ToI*, August 09, 2023, p. 4)
- e) This **dilly-dallying** often increased the cost of a project manifold, Banerjee pointed out, adding that the essence of a scheme was lost as beneficiaries got frustrated (*ToI*, August 09, 2023, p. 5)
- f) **Spaced-out** Odyssey: Isro's **history-making** Moon touchdown might well inspire a Bollywood epic based on rocket rivalry (*ToI*, August 30, 2023, p. 16)

In the above examples we note a beautiful new way of forming the compounds to meet the purpose of communication. And the grammatical categories in no compounded words are of same category to which we are generally accustomed. In “now-suspended” Adverb-Adjective compounding, in “startup” Verb-Preposition while in “deep-tech” Adjective-Noun compounding, in “riot-torn” Adjective-Participle compounding, in “dilly-dallying” Adjective- Gerund compounding, in “spaced-out” Adjective-Preposition, “history-making” Noun-Verb, and finally, in “touchdown” Adjective-Preposition compounding are seen. These infrequent combinations themselves foreground the idea of the communicator and produce the desired stylistic effect in the readers. These examples help one ESL learner to quickly understand how to join two words to derive endocentric, exocentric or copulative compounds, how to form new words using the old, existing words and break the norm.

4.3.2.2 Acronym

Mnemonic retention is improved in the classroom when acronyms are used as a teaching aid. Memorable abbreviations that condense difficult ideas promote effective recall. This stylistic strategy facilitates understanding and makes learning interesting and approachable. Students efficiently assimilate and retain knowledge, converting instruction into forms that are easily understood. Some examples are:

- a) The on-duty cops were trying to stop the van speeding down the wrong lane on **BT Road** when the accident took place (*ToI*, August 23, 2023, p. 6)
- b) **IT services** revenue growth will slow down to 3% in **FY24** (*ToI- Times Business*, August 30, 2023, p. 12)
- c) New chief for **IIT-Krg** governing body (*ToI*, August 30, 2023, p. 1)
- d) **GTA** flood panel ready (*The Telegraph*, November 12, 2023, p. 9)
- e) **ONGC** profit drops 20% (*The Telegraph*, November 12, 2023, p. 10)
- f) **CJI**: Don't reduce SC to 'tarikh pe tarikh' court (*ToI*, November 05, 2023, p.1)

In all the above examples the abbreviations marked with bold letters not only reflect the compactness, but also the condensed representation of the news highlights with all due time management. The style of news presentation shows how in no time the important information could be shared with the target readers of the world keeping in mind the spatio-temporal aspect.

4.3.2.3. Cardinal Lexical Fusion

This particular journalistic device is very common in everyday communication. But the stylistic deviation from the standard academic mode of writing can be an interesting study to help the students explore some realistic practices of the language.

- a) Chandrayaan-3: Kol science centres to live - stream landing on moon (*ToI*, August 23, 2023, p. 21)
- b) There is a change in plan for the ready -to launch 5 kilometres Ruby Stretch, Reddy said. Instead of the one - trend - only - system, sans signal, it will be run by the electronic interlocking (EI) signalling, which should be ready by this December. (Chakraborty, Ajanta, *ToI*, August 02, 2023)
- c) The farm groups had given a call to hold protest at Chandigarh on Tuesday to demand a special package of Rs.50,000 for flood-heat State (*ToI*, August 23, 2023, p. 7)
- d) "For example, we found people disregarding lane- driving even in wet condition or getting off fly over and bridges in neutral gear, " said an officer at the traffic guard that witnessed a couple of accident in the past 50 days. (Ghosh, Doipayan, *ToI*, August 23, 2023, p. 6)
- e) A 46-year-old man was allegedly beaten to death by at least three persons early on Tuesday (Ghosh, Doipayan, *ToI*, August 23, 2023, p. 6)
- f) 167 mn-yr-old dinosaur fossils found in Raj (*ToI*, August 09, 2023, p. 1)
- g) 1 killed, 1 injured as truck hits bike on Strand Road (*ToI*, August 08, 2023, p. 2)
- h) Data protection, four other bills get LS nod in 4 hours (*ToI*, August 09, 2023, p. 4)

The above words formed fusing the numbers draw the special attention of the readers on account of its newness. While in e.g. (a) "Chandrayan-3", a unique proper noun is formed using cardinal number, in e.g. (b) a heightened effect is produced using this cardinal number "5" which if written in words would not have been able to induce the effect of its extensiveness. The formation of a single word joining four words including a number, using hyphen "one- trend-only-system" is remarkable. This style of using *word* instead of *figure*, in the same sentence also breaks the monotony of the reader. Just to foreground the immensity, magnitude, the degree (of greatness, smallness etc.), the count, the urgency in e.g. (c), (d), (e), (g), (h) numbers have been mainly represented in figures. It also adds to the graphical deviation from alphabets and letters to numbers. In e.g. (f) this foregrounding has reached its height by assorting to abbreviations, another word formation process. Here "month" has been abbreviated to "mn-" and "year" to "yr-" compounded with old, modified by the cardinal number (quantifier) "167". This stylistic fusion of cardinal number with the adjective "old" not only qualifies but also quantifies the dinosaur simultaneously. In (g) this use of cardinal number adds to the specificity and exactness heightening the meticulous detailing of the report. In (h) the use of number "4" only in case of time while figures in rest of the time indicates how the de-automatization of text has been done in order to draw special attention of the readers towards the shortness of the time and the promptness of the system.

4.3.2.4. Clipping

A playfully teaching technique is clipping, which is the morphological process of shortening words. Through breaking down and constructing clipped forms, learners effectively learn word structure. This practical method promotes language awareness, vocabulary growth, and a greater comprehension of etymology. Students improve their ability to express themselves creatively and analytically by deciphering morphological nuances through

interactive exercises. Some relevant examples are:

- a) **Kol** science centres to live - stream landing on moon (*ToI*, August 23, 2023, p. 21)
- b) **Pak** rights lawyers arrested again outside jail hours after getting bail. (*Times Global*, August 30, 2023, p. 22)
- c) 20% promotion quota for SCs in **Hry** A&B groups (*ToI*, August 30, 2022, p. 1)
- d) **Guv** appointing him as heads of **edu** institutes, says Didi. (*ToI*, August 30, 2023, p. 6)
- e) Putin **call** came amid Ukraine shadow over G20 summit. (*ToI*, August 30, 2023, p. 11)

In the above examples while from e.g. (a) to e.g. (d) we have instances of back clipping (“Kol” for *Kolkata*, “Pak” for *Pakistan*, “Hry” for *Haryana*, “Guv” for *Governor*, “edu” for *educational*), in e.g. (e) we see the use of fore clipping (“call” for *phone call*). Thus, the above examples of different rhetorical devices and stylistic deviations can be used as teaching tools to decipher complex ideas and they can learn the compact and pithy way of acquiring a good writing style.

5. Conclusion

Learning any language is ultimately an automatic habit formation and that depends largely on practice. Mere memorization of some grammatical rules, knowing the sentence structure and vocabulary can't provide a complete solution in learning a target language, rather it needs the real-life situations for pragmatic use. As the news articles are all about the civic life and happenings it becomes a rich source of language's teaching learning materials (TLM). Reading the newspaper articles richly laden with varied use of forms and figures often generating and frequently encapsulating layers of meaning, one soon develops a good grip on language; learns to tap a vein of eloquence that adds an edge to his/her speech or writing. Hence in addition to other teaching learning situations newspaper also plays a very vital role in honing the power of comprehension, skillful presentation, and participation in current social, political, religious and cultural issues. Thus, if it can be used to teach English language from stylistic viewpoint, it will surely fetch good result thereby enhancing linguistic profundity as well as social awareness. The newspaper reading enriches learners so stylistically that their voice gets a special taste to the ear.

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