

CHAPTER I

Introduction

1.1 Mass Communication

'Mass Communication' means communication through mass media. It is concerned with the use of technology to communicate with large audience. This is to say "When an organization employs a technology as a medium to communicate with a large audience mass communication is said to be occurred" (Baran and Davis 2015, p.5). It is the process of distribution of message, image and symbol created by a person, group of people or large organization through some type of medium to a large heterogeneous geographically scattered and largely non-interactive audience. As mentioned in Baran and Davis (ibid, p.5) "the professionals at New York Times (an organization) use printing presses and the newspaper (technology and medium) to reach their readers (a large audience)" represents the example of mass communication.

In this regard, Janowitz mentions that , " Mass communications comprise the institutions and techniques by which specialized group employ technological device (press, radio, film etc.) to disseminate symbolic content to large, heterogeneous and widely dispersed audience" (McQuail, 2010, p.57). As mentioned by McQuail (ibid. p.58) the theoretical features of mass communication processes include large scale distribution and reception, one direction flow, asymmetrical relation between sender and receiver, impersonal and anonymous relationship with audience, circulation or market relationship with audience and standardization and co modification of content.

1.1.1 Mass Media

'Mass Media' refer means of mass communication that are used to disseminate symbolic content (message, image, information and symbol) to large, diversified and heterogeneous audience. It simply refers mass communication media. "The mass media (a plural form) refer to the organized means of communicating openly, at a

distance, and too many in a short space of time’’ (McQuail, 2010, p.4). Mass media include different types of tools such as, books, manuals, newspapers, magazines pamphlet, radios, televisions etc. The major categories of mass media according to Mhummadali (2011, p.20-21) are: print media (such as newspaper, magazine, books, other textual document), electronic media (such as radio, movies audio and video records) and new media (such as CD-ROMs, DVDs and internet facilities like World Wide Web, bulleting boarding, email etc.).

1.1.2 Newspaper as a Mass Medium

Newspapers are printed publication for distribution of news and advertisements. They are “periodically published document that carry current information about society. Early newspapers were not daily publication as we see now. They were published weekly or bi-weekly’’ (Mhummadali, 2011, p.24). Newspaper is a print medium of mass communication. It is the paper which carries news, advertisement, article, reports, book reviews, etc. It is a daily or weekly publication with news, advertisement, editorial etc on various subjects. It is a serial publication issued at frequent intervals and devoted primarily to news. Most newspapers are issued at daily or weekly and some are published semi weekly and there are newspapers published fortnightly and monthly are rare.

Newspaper has its own history. Regarding the history of newspaper McQuial (2010, p.27) cites from Raymond (1999) and writes:

It was almost two hundred years after the invention of printing before what we now recognize as a prototypical newspaper could be distinguished from the handbills, pamphlets and newsletters of the late sixteenth and seventeenth centuries. Its chief precursor seems, in fact, to have been the letter rather than the book –newsletters circulating via the rudimentary postal service,

concerned especially with transmitting news of events relevant to international trade and commerce.

Newspapers publication, under the name of cartons, came to Dutch republic in the 17th century transmitting foreign and commercial news at first. Regarding this Kharel (2007, p.58) writes:

Dutch printers began publishing cartons, or currents of news, in the 1620s, carrying mainly foreign and commercial news. Later, diurnals containing reports on national and local events were brought out. They appeared at public places and were distributed to political, economic and religious elites. These were forerunners of the latter-day newspapers.

Today we are observing the modern age of newspaper because it has received autonomous social, economical and institutional value but to come in this period it has passed series of struggle and continuous history of economics, technological as well social progress. This is to say, ‘‘the newspaper did not really become a true ‘mass’ medium until the twentieth century, in this sense of directly reaching a majority of the population on a large basis’’ (Mc Quail, 2010, p.29). But because of institutionalization of press, deserving relative freedom and including professional and commercial means of mass communication, newspaper has become a well known tool for mass communication.

Regarding the newspaper Mc Quail (2010) writes following key features for the newspaper as medium and institution: (a) Medium aspect: regular and frequent appearance, print technology, topical contents and reference, and individual or group reading (b) Institutional aspect: urban, secular audience, relative freedom, but self censored, in public domain, commodity form, commercial basis (Mc Quail, *ibid.* p. 28).

1.1.3 Advertising

Advertising is form of mass communication associates with commerce and marketing. The term advertisement as mention in Cambridge dictionary is defined as “a picture, short film, song, that tries to persuade people to buy a product or service, or piece of text that tells people about job,”. Advertising, on the other hand, according to Cambridge dictionary means, “the business of trying to persuade people to buy products or services”. Thus, advertisement can be understood as tool used for advertising and advertising is the activity for persuading people towards product and service. According to Longman Advanced American Dictionary the difference between advertising and advertisement is given below:

Advertisement	Advertising
<p>Noun [C] a picture, set of words, a short movie etc. that is used to advertise a product or service that is available, an event that is going to happen etc. [+for]: -an advertisement for laundry detergent Its usage: WORD CHOICE: commercial/advertisement Commercial is used only about advertisements on the television and the radio. For advertisements in Newspapers or magazines or on signs, use advertisement</p>	<p>Noun[C] the activity or business of advertising things on television, in newspaper etc.: -The pop music industry’s advertising is aimed at 18-25year-olds. -Are you interested in business in a career in advertising?</p>

(Source:answers.yahoo.com/question/index?qid=20070809030056AALS6nC)

Similarly, advertising is defined as ‘‘paid publicity in media for goods or services directed at consumers. It has various aims including the creation of awareness, making brand images, forming positive associations and encouraging consumer behavior’’ McQuail (2010, p.548). It is a form mass communication and aims to divert the attention of customers to buy product or service which are advertised.

Here the terms ‘product’ in a sense of marketing is anything that can be offered to marketing that can satisfy need or want. Similarly, in terms of economics and business it refers broad category of good. Service, on the other hand, in terms of business and economics means non-material equivalent of goods.

According to business dictionary the term product is defined as the following:

A good or service that most closely meets the requirements of a particular market and yields enough profit to justify its continued existence. As long as cars are manufactured, companies such a Michelin that produce tires fill the market need and continue to be profitable
(businessdictionary.com/definition/product).

In the same way the term ‘service’ is defined as, ‘‘The promotion of economic activities offered by a business to its clients. Service marketing might include the process of selling telecommunication, health treatment, financial, hospitality, car rental, air travel, and professional services’’
(businessdictionary.com/definition/service-marketing).

1.1.4 Media Language

Media language incorporates different areas for the study on it. This means ‘‘the study of media language has much to offer to the different discipline on whose territory it touches: linguistics, sociolinguistics, discourse analysis, semiotics, communication studies, sociology and social psychology’’ (Bell, n. d. 3).

We cannot observe uniformity in the features of language used in different media because there is not established discipline of ‘language and media’. In fact it

covers various disciplines for the study on it and the language applied in media discourse also presents variation according to media. Despite the diversity of media language, we can make common point to discuss the issues of media language. We can see some common features of language used in media. Regarding the common features of media language Durant and Lambrou (2010, p.2-3) writes:

...language use in different media may show recurrent features and raise common questions across the different media channels. For instance, we may find regularities in how persuasive effects are achieved in different media formats, or in how sense is established of something being real or true, for example in news or documentaries .

The media such as newspapers, magazine, radio, television etc offer the use of language in their own way. This means in a special way in addition to common usage. Use of language (such as sentence, phrase, and word) according to media shows differences. For example, we can find differences in the language used in newspaper and language spoken in radio. Similarly, advertisement as a form of mass communication bears its own kind of language. On the other hand, the way of presenting language may also show variation according to advertisement broadcast on radio and published in the newspaper.

1.1.5 Media Rhetoric

Media discourse shows its own kind of language presentation style. Rhetorical language, for example, is most important in some media discourse such as in language of advertisement. This can be said that the aim of advertising is to persuade the audience and therefore it should offer the use of rhetorical language so that it can draw the attention of audience. This is to say media discourse possesses the property to persuade the audiences or readers of its and such persuasive nature of media discourse are media rhetoric.

In this regard, McQuial (2010, p.569) defines rhetoric as ‘the art of public speech or writing with persuasive intention’. Similarly, Oxford Advanced Learner’s

Dictionary (2002) defines rhetoric as “the speech or writing that is intended to influence people, but that is not completely honest or sincere, or as the skill of using language in speech or writing in a special way that is intended to influence or entertain people”. Thus, persuasive techniques used in media discourse are media rhetoric.

Similarly, in course of introducing the term ‘media rhetoric’ Durant and Lambrou (2009, p.26) write, “Two kinds of significance stand out in media language whether it conveys information (and, if so how reliably); and how far it seeks to persuade us towards some particular viewpoint, belief, or course of action”. This means media discourse aims not only to inform to the audience but also to persuade and it is possible due to persuasive property of media discourse and such property is known as media rhetoric.

1.2 Statement of the Problem

Present study was concerned with the exploration on how and by using which rhetorical devices (means) advertisements persuade the audience. It primarily focused on advertisements which were concerning to the education. This study also attempted to bring out the attitude of non-native teachers of English towards the advertisements and how they show their concern and understanding to the advertisement. Moreover, this study attempted to explore how the advertisements invite linguistic deviation from normal standard rule of the language. It also concerned with how the use of the visual rhetorical language of advertisement incorporated in the educational pedagogy.

1.3 The objectives of the study

The objectives of the present study were set as follows:

1. To find out and categorize rhetorical use of language in educational advertisements published in the English newspapers in Nepal.
2. To analyze the linguistic deviations found in advertisement.

3. To find out teachers' concern to the advertisement and their understanding to them and,
4. To suggest some pedagogical implications.

1.4 Significance of the study

The study can be beneficial to linguist and other researcher who are interested in the linguistic research in advertisement. Journalist, ad maker, media person, language teacher, language trainer, syllabus designers, course book writer, students will also be benefited from it. It will be useful for those who will carry out research in media rhetoric of news and advertisement. Advertisement maker, media person and researcher who are interested on media language and rhetoric will also be benefited from it.

1.5 Delimitations of the Study

The study had the following delimitations:

- i. The area of the study was limited to study of advertisements published on four English newspapers; Kathmandu Post, Republica, Himalayn Times and Nepali Times published in Nepal covering the period between 2013 A.D to 2015 A.D.
- ii. Twenty educational advertisements of English language were the sample for the study from the selected four English newspapers.
- iii. The research was based on analysis of rhetorical tools found in advertisements taken as samples.
- iv. The research was limited to the analysis of media rhetoric of advertisements with rhetorical devices under the categories of lexical choice (primarily based on the sentence structure, sentence types and active and passive voice), tropes (such as metaphor, simile), sound patterning (such as assonance, alliteration)

and catchy print (such as unpredictable spelling, names and shapes) as mentioned guideline of this study.

- v. The research was limited to analysis of rhetorical language found in advertisement within the categories of scheme and trope as mentioned in guideline of this study.
- vi. The research was limited to the study of linguistic deviation (i.e. syntactic deviation, semantic deviation and graphological deviation) found in advertisements in respect to the rhetorical devices found in them.
- vii. The research was limited to the analysis of responses given by ten English language teachers to their concern on advertisements and their understanding of the text.

1.6 Definition of the term

Educational Advertisement: Advertisements published and dealing with the education and can be used by the teachers, learners and parents are known as educational advertisements. It includes the advertisements of college, school, educational institute and education fair.

CHAPTER II

Review of Related Literature

This chapter concerns with the review of related literature for this research work. It includes the acknowledgements of theoretical literature from the ground of which the present research was carried out. Similarly, it also includes the review of empirical researches that had been done in the subject matter of reviewed theoretical literature.

2.1 Conceptual Review

This section deals with the concept of rhetoric and on the basis of it the present research was carried out. This means this section concerns with the theory and concept of rhetoric that scholars had written about it.

2.1.1 Rhetoric

Rhetoric is the persuasive strategy used in speech and writing. Aristotle (350 B.C.F) said "it may be defined as the faculty of observing in any given case the available means of persuasion. This is not a function of any other art. Every other art can instruct or persuade about its own particular subject matter" (translated by Roberts, n. d. p. 7).

"The word, Rhetoric derives from Greek rhe'totike', 'the art of speaking' and it overlaps in modern English with 'oratory' a word of Latin origin that denotes skill in public speaking" (Ebel, n. d., p.8). In fact "The term 'rhetoric' is traditionally used to describe analysis of and training in how to persuade. Rhetoric is not just persuasive speech but persuasive public speech" (Durant and Lambrou, 2009, p .28). Similarly, "Aristotle defined rhetoric as a techne (art) characterizing an art as the knowledge of principles and strategies to guide a complex activity like rhetoric" (Lauer 2004, p. 6). According to Aristotle, as mentioned by Durant and Lambrou (2009, p.29) there are three ways that an audience can be persuaded. They are ethos, pathos and logos.

1. Ethos: The term 'ethos' denotes moral ideas and attitudes. It is the attitude and ideology of the speaker so that in media discourse, audience are persuaded because they believe that the speaker is honest and full of moral ideas and attitude. According to Zhu (2005, p. 30) as mentioned by Ebel (n. d., p.9), "the speaker has to create his own credibility; he has to mention a moral linkage between himself and his content". Therefore, ethos is related to ideology and fairness of speaker in media discourse.
2. Pathos: According to Richard (2008, p.184) as cited in Ebel (n. d., p.10) pathos "refer both to strong emotions such as anger or pity, and the techniques used for their arousal, usually at the end of speech". The power of performance, used to arouse emotion in the audience is known as pathos.
3. Logos: According to Sloane (2001, p.477) as cited in Ebel (n. d., p.10) "(...) [L]ogos is an element of persuasion which is discovered or worked up, an artistic means of influencing an audience-based on 'truth or apparent truth' ". This means logos are related logic, reasoning, and fact from which speaker or writer makes logical appeal to persuade audience.

2.1.2 Devices in Persuasive Discourse

Media discourse offers the use of different types of rhetorical devices in order to persuade the audience and rhetoric is the technique to make language persuasive and it is used when speaker of media aims to persuade audience. Therefore, a political leader, for example uses persuasive language with full of rhetoric device in order to persuade people, in the same way, in the advertisement of goods or product an ad maker use persuasive tools in order to influence the customers to buy products or services.

Media discourse has property of rhetoric to influence audience. There are various kinds of rhetorical devices are used to persuade audience in media discourse. According to Durant and Lambrou (2009, p.29) traditionally, skilled orator/speaker drew on a 'rhetorical toolkit' in persuading their audience can be categorized into

three main areas. They are lexical choices, tropes or figurative language and sound patterning.

1. Lexical choices: The speaker in the media discourse uses ear-pleasing and impressive language to persuade audience. The choice of words depends on the factors such as the speaker, the context, the audience and the goal of discourse. This means, “choice of words is governed by such factors as who the speaker is and by the context and goal of the utterance. Word choice is part what we now mostly called register” (Durant and Lambrou 2009, p.29).

Register is a variety of language used by particular group of people. It is the stylistics and functional variety of a language. It “is created by a combination of choice a speaker makes in each area of language production: vocabulary, grammar, pronunciation, layout and other feature of text design” (Durant and Lambrou, 2009, p.9) this implies that grammar, vocabulary, pronunciation and layout are the areas to determine persuasive devices in media discourse. This means what sort of language is used in the discourse of media reflect the register of it.

Grammar refers to a set of rules that describes how word and group of words can be arranged to form sentence in a language. In a narrow sense, it is used synonymously with syntax but in a broader sense it includes the study of all the levels of language that is morphology, syntax, phonology and discourse.

Syntax generally refers grammar of sentence, of the ways words are arranged together in order to make large units such as phrase, clause, and sentence. Regarding syntax Reah (2002, p.74) mentions that “a useful way of looking at syntax is to consider the participants and relationships between them, between the processes represented by verb, between the concept place, time and manner”. Thus syntax belongs to participants (people, emotion, places, and concepts), processes, place, time and manner. Following Richard et al. (1999, p.370) define syntax as “the study of how words combine to form sentence and the rules which govern the linguistic formation of sentences” and according to AP Language and Composition Glossary of Literary and Rhetorical Devices (n. d.) ‘Sentence’ is also a rhetorical tool and

varieties of sentence are taken as rhetorical devices. In media discourse different types of sentences are incorporated as persuasive device. In the same way, the sentence might be grammatically well formed or in the form of deviation.

In terms of sentence, Simpson (2004, pp. 59-63) has distinguished three types of sentences from the structural point of view, they are; simple sentence, compound sentence and complex sentence. Following him, these types of sentences in terms of definition, examples and their representative diagrams are described as follows.

i. Simple sentence

The type of sentence which contains only one independent clause is called simple sentence. For example,

He ate his supper. He went to bed.



Fig. 1 a Figure representing two simple sentences

ii. Compound sentence

A compound sentence consists of two or more clauses, which are of equal grammatical status, linked by the coordinating conjunctions like and, or, so, for and yet. Some examples are:

He ate his supper and he went to bed.

He ate his supper so he went to bed.

He ate his supper but he went to bed shortly after.

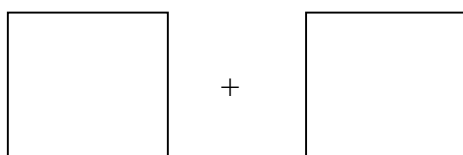


Fig. 2 a Figure representing a compound sentence

iii. Complex sentence:

A complex sentence contains a principal clause or main clause and subordinate clause(s). The main informing principle of the complex sentence is that the clauses it contains are in an asymmetrical relationship to one another. A complex sentence has two possible configurations: subordination and embedding.

A complex sentence contains in subordinate pattern, subordinating conjunctions like when, although, if, because, since, etc. are used. For examples, as given by Simpson,

When he had his supper, he went to bed.

Having eaten his supper, he went to bed.

Although he had just eaten his supper, he went to bed.

If he has eaten his supper, he must have gone to bed.

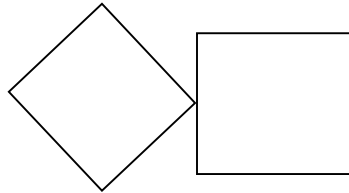


Fig.3 a figure representing a complex sentence with subordinating conjunction

The second type of complex sentence, namely embedding involves the embedding of one structure inside another. Some examples of embedding pattern as given by Simpson are as below:

Mary realized he had eaten his supper.

She announced that he had gone to bed.

That he had eaten his supper was obvious to everyone.

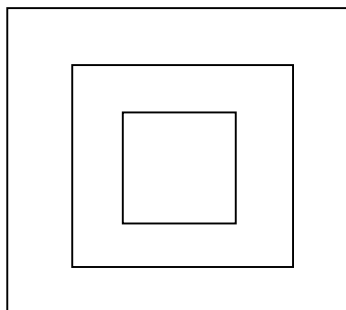


Fig. 4 a figure of complex sentence in embedding pattern

Similarly, appositive and different types of sentence such as declarative sentence, imperative sentence, and interrogative sentence are also introduced as rhetorical devices in AP Language and Composition Glossary Literary and Rhetorical Devices (n. d. p. 6 -7) and are presented as below.

Appositive - A word or group of words placed beside a noun or noun substitute to supplement its meaning. “Bob, the lumber yard worker, spoke with Judy, an accountant from the city.”

Declarative sentence - States an idea. It does not give a command or request, nor does it asks a question. “The ball is round.”

Imperative sentence - Issues a command. “Kick the ball.”

Interrogative sentence - Sentences incorporating interrogative pronouns (what, which, who, whom and whose). “To whom did you kick the ball?” (AP Language and Composition Glossary Literary and Rhetorical Devices, n. d., p. 6 - 7).

Voice is also included as grammatical item as well it is used as persuasive tool. AP Glossary and Rhetorical Terms (n. d., p.1) present voice as rhetorical device as following:

Active Voice - The subject of the sentence performs the action. This is a more direct and preferred style of writing in most cases. “Anthony drove while Toni searched for the house.” The opposite is passive voice – when the subject of the sentence receives the action. “The car was driven by Anthony.” Passive voice is often overused, resulting in lifeless writing. When possible, try to use active voice.

2. Tropes or Figurative Language: In media discourse the speaker uses figure of speech in order to impress the audience. “Tropes alter and often enrich the meaning explicitly communicated” (Durant and Lambrou 2009, p.29). As mentioned in Oxford

Advanced Learner's Dictionary 2001 trope is "a word or phrase that is used in a way that is different from its usual meaning in order to create a particular mental image or effect" (Hussein, n. d. p. 11). This means tropes are figures of speech such as metaphor, simile and metonymy, etc. Some of the tropes are described below.

-Metaphor: The term metaphor is defined as;

1. A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison, as in, "a sea of troubles" or "All world's a stage" (Shakespeare).
2. One thing conceived as representing another, symbol: "Hollywood has always been an irresistible, prefabricated metaphor for the crass, the materialistic, the shallow, and the craven" (Neal Gabler) (thefreedictionary.com/metaphor).

-Simile: Simile is defined as:

A figure of speech in which two essentially unlike things are compared, often in a phrase introduced by like or as, as in "How like winter hath my absence been" or "so are you to my thoughts as food to life" (thefreedictionary.com/simile).

-Metonymy: The term metonymy is defined as:

"A figure of speech in which one word or phrase is substituted for another with which closely associated as in the Washington for the United States government or of the sword for military power" (thefreedictionary.com/metonymy).

Similarly, some of the tropes with definition and example as found in Albashir and Alfaki (2015, p.30) are as following.

Epithet - using an adjective or adjective phrase to describe - mesmerizing eyes

Hyperbole - an exaggeration - I have done this a thousand times.

Litotes - makes an understatement by denying the opposite of a word that may have been used - The terms of the contract are not disagreeable to me.

Metanoia - corrects or qualifies a statement -You are the most beautiful woman in this town, nay the entire world.

Oxymoron - a two word paradox - near miss, seriously funny

The persuasive tools such as ellipsis, paradox and personification are also included under the category of ‘trope’ and are explained as below:

-Ellipsis: Ellipsis is a figure of speech that is associated with the application of language in media in economical way. It is “the deliberate omission of word or phrase from prose done for effect by the author” (AP Language and Composition Glossary of Literary and Rhetorical Devices n. d. p.2). Similarly, Sloane (2001) has mentions that “it is a subtractive metataxeme that deletes parts of sentence or clauses for the sake of economic brevity. It is issued in public signs (e.g. No smoking), military language, advertisements, as well as in poetry (...). Its effect ranges from clear-cut brevity to intended obscurity’s” (Ebel n. d., p. 23).

-Paradox: “A seemingly contradictory situation which is actually true. For example: You can’t get job without experience, and you can’t get experience without job” AP Language and Composition Glossary of Literary and Rhetorical Devices (n. d. p.4).

-Personification: Personification is figure of speech that alters the meaning from normal standard rule of language. Corbett and Connors (1999: 402) mention it “involves directly speaking of an inanimate object, or an abstract concept, as if it were a living entity, often one with specifically human attributes. These attributes may include sensations, emotions, desires, physical gestures and expressions, and powers of speech, among others” Hussein (n. d. 11). For example; Stone is walking.

3. Sound Patterning: The speaker in the media discourse uses different kinds of repeated pattern such as alliteration, assonance and rhyme in order to make the media discourse persuasive.

-Alliteration: The term alliteration is defined as:

The repetition of identical or similar sounds at the beginning of word or in stressed syllables, as in “on scrolls of silver snowy sentence” (Hart Crane). Modern alliteration is predominantly consonantal; certain literary traditions, such as Old English verse, also alliterate using vowel sounds (<http://www.thefreedictionary.com/alliteration>).

-Assonance: The term assonance is defined as:

1. Resemblance of sound, especially of the vowel sounds in words, as in: “that dolphin –torn, that gong tormented sea” (William Butler Yeasts).
2. The repetition of identical or similar vowel sounds, especially in stressed syllables, with changes in the intervening consonants, as in the phrase tilting at windmills.
3. Rough similarity; approximate agreement ([thefreedictionary.com/assonance](http://www.thefreedictionary.com/assonance)).

-Rhyme: The term rhyme refers to:

1. Correspondence of terminal sounds of words or of lines of verse.
2. a. A poem or verse having a regular correspondence of sounds especially at the ends of lines.
b. Poetry or verse of this kind.
3. A word that corresponds with another in terminal sound, as behold and cold ([thefreedictionary.com/rhyme](http://www.thefreedictionary.com/rhyme)).

Among these three techniques, the last one is not concerned with the transfer of meaning. To quote Durant and Lambrou , (2009. p.29-30) “slightly confusingly, the last of these three categories contains some effects that are commonly taught as ‘figure of speech’, even though they are not concerned, as tropes traditionally have been, with transfer of meaning”. Durant and Lambrou (2009, p.209-213) cites from

Greg Myers (1994) and mention the following devices that are used to persuade the audience in advertisements.

Catchy sound

- Alliteration
- Assonance
- Rhyme
- Tunes and intonation

Among these four techniques under the title ‘catchy sound’ the first three are already discussed with examples. The techniques ‘Tunes and intonation’, on other hand are especially used in broadcast media. As cited by Durant and Lambrou (ibid.p.211) from Greg Myers (1994) “...words don’t always stand out by themselves on page; the most insistent slogans are in broadcast advertisements, where words are often work with and against music” and this implies that tunes and intonation play vital role to make the sound catchy.

Similarly, Durant and Lambrou (ibid.p.211-213) have mentioned from Myers (1994) the following ways with example to persuade audience in advertisements under the topic ‘catchy print’.

Catchy Print:

Some advertiser tries to get attention for print advertisements by making them as much as possible like face-to-face interaction. But another approach is to call attention to the printedness of it, to the artificiality of the symbols. Simply, to draw the attention of the people, attractive print is used. Print can be made catchy by different ways. They are as below:

1. Frequency of letters: when advertiser makeup names of products, they often use less common letters to make the name stand out. For example, ‘x’ letter can be repeated in different words. In English frequency of ‘x’ in advertisements is very popular example.

Radox, Dettox and Biotex

Here, repetition (frequency) of ‘x’ makes the name catchy.

2. Unpredictable spelling: Advertisements language is made catchy by using unpredictable spelling. Unpredictability is characterized by deviating the spelling from normal or expected use. Example:

Beanz Meanz Heinz

This is a good example of deviation in graphology. The words have unpredictable spellings but when the words are read aloud, they don’t sound strange. Such unusual spelling definitely attracts echo attention of the people.

3. Between language: The spelling system of one language is mixed with the spelling system of the next to make advertisements unusual in order to draw people’s attention. For example, French and English spelling systems can be mixed.

4. Names and shapes: One further kind of deviation with graphology occurs when the advertisers ask to take an image on the page as both a letter in a word and a picture or name in itself. So, in the UK, public information campaign to get parents to lay children on their backs rather than their fronts, to reduce the risk of cot deaths, the headings was

BACK TO SLEEP

With the B on its side, in the shape of a sleeping baby.

Another way to draw attention to print is to the names of individual letters. Example:

NRG (sounds similar to ‘energy’ when it is read out.)

5. Homophones: The words having some sounds but are spelled differently are called homophones. In advertisements, such pair of words is used to make them catchy.

2.1.3 Linguistic Deviation

Ebel (n. d.p.14) presents the concept of tropes and schemes under the title 'rhetoric figures'. According to Dyer (1982, p.159) as cited in Ebel (n. d., p.14) the definition of the rhetorical figures can be specified as "the art of fake speech". Ebel (ibid. p.14) as mentioned from Corbett and Coners (1999) rhetoric figure traditionally can be classified into tropes and scheme. "The first category is related to the differentiated usage of the words, in a deviation of the literal senses in the way that they are positioned or combined in a sentence. The schemes are related to the grammatical abstractions and intentional changes" Ebel(n.d,p.14). This denotes trope reveals use of words in deviated form in literal sense and next classification illustrates to the application of rhetorical figure in grammatical, syntactical, and phonetically deviated forms. In Hussein study (n. d. p. 17) the rhetorical devices such as parallelism, alliteration, anaphora, antimetabole, rhyme etc are included under the title of scheme. Similarly, Hussein (ibid p. 20) study presents the persuasive devices such as personification, metaphor, hyperbole, ellipsis etc under the topic of trope. "(...) [S]chemes comprised the figures that arranged words into schematized patterns of foregrounded regularity of form, syntactic or phonetic" (Zhang, 2005, apud Ebel ibid. p.15). "A trope alters the meaning of words whereas scheme only affects their positioning or repetition" (Christopher, 2013, p.1). Regarding trope we have already discussed in (1.3.1) and the main thing is that the discussions on 'trope' and 'scheme' have given the idea that these terms are associated with foregrounding. "G.N Leech in A Linguistic Guide to English Poetry explains linguistic deviation with the concept of foregrounding" Miyata (n. d. p, 1).

"Foregrounding theory generally assumes that poetic language deviates from norms characterizing the ordinary use of language (e.g. at the phonological,

grammatical, semantic or pragmatic levels) and that this deviation interferes with cognitive principles and processes that make communication possible” (Shen 2007, p.1). Foregrounding is a purely literary feature which shows deliberate deviation from the normal standard rules of the code. In Simpson’s (2004, p. 50) words:

Foregrounding refers to a form of textual patterning which is motivated specifically for literary – aesthetic purposes. Capable of working at any level of language, foregrounding typically involves a stylistic distortion of some sort, either through an aspect of text which deviates from a linguistics norm or, alternatively, where an aspect of text is brought to the fore through repetition or parallelism. That means the foregrounding comes in two guises: foregrounding as ‘deviation from a norm’ and foregrounding as ‘more of the same’.

Foregrounding is concerned with the use of foregrounded figure in the language presentation. According to Leech (1969) as mentioned by Pirnajumddin and Medhat (2011, p. 1330) foregrounded figure denotes a ‘linguistic deviation’. Similarly, here we come to know that foregrounding is concerned with linguistics deviation and it is the creative use of language from normal standard rules of the language. There are different types of linguistic deviation. Regarding the literary texts Mukarovsky (1964) mentions that foregrounding “tends to be both systematic and hierarchical. That is, similar features may recur, such as a pattern of assonance or a related group of metaphors and one set of features will dominate the others” (Stylistics Foregrounding, n. d.). This is to say, foregrounding “refers to the range of stylistic effects that occur in literature whether at the phonetic level (e.g., alliteration, rhyme), grammatical level (e.g., inversion, ellipsis) or the semantic level (e.g., metaphor, irony)” (Stylistic Foregrounding, n. d.).

This implies that foregrounding illustrates syntactic deviation (i.e. a grammatical deviation and this type of deviation is form due to deviation of syntactic rearrangement, for example; I know not,) and Mothoage states that “syntactic

foregrounding may be achieved either through parallelism linguistic structure or linguistic deviation” (Mkhwanazi , 1997, p. 38).

Similarly, semantic deviation (i.e. absurdity, as long as we realize that sense is used) is also included as foregrounding. This means it is the use of language in strictly creative way. For example: Stone is walking (The subject is treated as animate).

Miyata (n. d.) presents that the persuasive devices such as oxymoron, paradox, metonymy, metaphor, simile, hyperbole, irony etc are responsible for foregrounding at semantic level.

2.1.4 List of Schemes

Some of the schemes with definition and example as found in Albashir and Alfaki (2015, p.30) are presented as following:

Amplification - repeats a word or expression for emphasis - Love, real love, takes time.

Anaphora - repeats a word or phrase in successive phrases - "If you prick us, do we not bleed? If you tickle us, do we not laugh?" (Merchant of Venice, Shakespeare)

Antimetabole - repeats words or phrases in reverse order - “ask not what your country can do for you -ask what you can do for your country.” (J F Kennedy)

Antithesis - makes a connection between two things - “That’s one small step for a man, one giant leap for mankind.” (Neil Armstrong)

Epanalepsis - repeats something from the beginning of a sentence at the end - My ears heard what you said but I couldn’t believe my ears.

Epizeuxis - repeats one word for emphasis - The amusement park was fun, fun, fun...

Parallelism - uses words or phrases with a similar structure - I went to the store, parked the car and bought a pizza.

2.2. Review of the Empirical Literature

There are research works carried out by different researcher as well as many research journal have been published on related to media rhetoric some of the reviewed literatures are mentioned here in the following paragraphs:

Chetia (2015) carried out a research entitled “Rhetorical Devices in English Advertisement Texts in India: A descriptive Study .The research studied the rhetorical devices such as simile, metaphor and personification found in English language advertisement in India. It found that rhetoric is not only the matter of how thoughts are presented but is itself an influence on ways of thinking and rhetorical devices such as metaphor, simile , personification, etc are frequently used consciously in advertising .

Researchers named Albashir and Alfaki (2015) carried out a research on “An Exploration of the Rhetorical Devices in Leila Aboulela’s Novel “The Translator””. The prime aim of their study was at exploring certain aspects of Aboulela’s style, to identify the rhetorical devices that are used in some of her literary works and to discuss them with examples for novel “The Translator”. They used specific method in the selection of quotation from novel, involves the considerations of diction, word sound, and word combination .They found that Aboulela is concerned with the sounds of words, the choice of the word or diction, and the combination of words. By using different sorts of the rhetorical devices (such as ellipsis, metaphor) and figures of speech in her work, Leila Aboulela is capable of creating amazing style. The author uses rhetorical devices to evoke in emotional responses in the readers. Some of rhetorical devices create a work full of musical effects such as rhyme as well as rhetorical devices give the effect of unpremeditated multiplicity, of an extemporaneous rather than a labored account. In addition, Aboulela’s style has a sense of integrity which manifests itself unity of ideas and unity of writing in terms of cohesion and coherence.

In the same vein, Jalilifar (2010) carried out a research on “The Rhetoric of Persian and English Advertisements”. The study was intended to trace the application of rhetorical figures in Persian and English advertising in order to discover how this genre is treated in two languages. Six newspapers were chosen for the analysis of this study. In this study, 300 English, Persian, and Persian-English from the six leading newspapers were randomly selected and analyzed based on Haixin’s (2003) and Clark’s (1998) models. The frequency of rhetorical figure was calculated and outcomes were compared by means of chi-square formula. The study revealed various rhetorical figures (such as oxymoron, jargon, paradox) incorporated to make advertising vivid conspicuous, impressive and readable.

Seliger (2008) carried out research on “Visual Rhetoric in outdoor Advertising”. The aims of her research were to gather fresh knowledge about visual communication design to and to find out how the decision made by a graphic designer influence the message conveyed by an artifact. For this study research material were gathered by photographing outdoor advertisements in their actual exhibition places. The first analysis of research was based on knowledge and method used in graphic design practices, which had been defined to be process of making, choosing and marks in order to convey message. This analysis denoted that different modes, technologies and visual elements are applied to attract the attention of the spectators and arouse interest towards the message and artifact. The second analysis of research was based on communication studies and semiotics. This combining analysis revealed different ways of using visual language and syntaxes to announce the excellence of an advertised product, services or subject. Through the second analysis of research, three main categories emerged of how persuasion in an advertising message was visualized. These categories make up visual rhetoric and are called brand rhetoric personalized rhetoric and poetic rhetoric. Similarly the taxonomy of visual rhetoric exemplified how visual language can be constructed and used for persuasion. It revealed that the decision in design influence the message and meaning created.

Fraga's (n. d.) paper "Rhetoric in Anti-Immigrant Political Advertising 2006-2012" has explored the issues of that candidates and political organizations focus on to garner anti-illegal immigration support in their campaign advertising. This research specifically has explored the content of campaign advertising and how such adverts describe issues of immigration in terms of economic cost, fear or crime and cultural differences. For this research national and state level advertisements focusing exclusively on immigration found on the internet spanning from 2006-2012 were included in the sample in the same way the selected advertisements were categorized mainly into at least one of three groups based on visual representation and audio: fear or crime narratives, economic narratives, and cultural or national narratives. The result shows that economic narratives economic based narratives experienced a sharp increase within 2006-2012 when fear based narratives saw a rapid fall but these narrative were commonly accounted 2006 to 2010 until 2012. The result suggest that most of the Republican party respondents agreed with the statement that American should be restricting and controlling people who come to America.

Zhu- hui and Miao's (2012) paper "Rhetorical Devices in Dialogue of the Big Bang theory" analyzes the effect of rhetorical devices, such as irony, sarcasm, parody, hyperbole, pun, etc. , in dialogues of the American TV series 'The Big Bang Theory (2007) with an aim to help improve English learners' awareness, and appreciation rhetorical means in English-based literary works. Based on some facetious dialogue from the series 'The Big Bang Theory' this paper analyzes the effect of rhetorical devices and it discovers that comedic effect often result from rhetorical means in the drama script. It further present that this analysis help English learners understand and utilize rhetorical devices.

Hussein's (n. d.) paper "Advertising Slogans (1990-2010): Rhetorical Characteristics" attempts to generalize the major rhetorical characteristics used in advertising slogans with aims to help language learners understand English advertisements and to highlight the beauty of advertising language. The research shows that advertising exhibit slogans exhibit various types of stylistic features with

the aim of effecting readers' impression and attracting their attention towards the action. The paper reveals that the advertisements offer the use of various rhetorical tools such as ellipsis, assonance, rhyming etc., in different degree.

Kaksal's (2013) paper "The Role and Usage of Visual Rhetoric in advertising" focuses on the study of the role and usage of visual rhetoric in print advertising and it involves the analysis of two print advertisements which use the art work images as rhetorical figures. The study emphasizes the role of visual rhetoric as one of the persuasion technique in advertising communication and it reflects the usage of it on two different advertisements including social content. The result of the study denotes that the advertisements offer the use of art work in order to persuade the audience.

Christopher (2013) paper "Rhetorical Strategies in Advertising: The Rise and Fall Pattern" was aimed to discover the variation in persuasive strategies used by advertisers from the 500 slogans dating from 19th century to early 21st century. The study shows that both schemes and tropes are present in advertising slogans. Similarly, the study also present that there appears more schemes in slogans the earlier decades than in later ones. Furthermore, finding of research presents that rise and fall pattern throughout the decades of both rhetorical figures and communicative and stylistics strategies used in advertising slogans.

Shreetha (2005) carried out a research entitled "A Study on the Language of Product Advertisements in English Newspapers" and the prime objectives of the research were to find out the non-linguistic features of product advertisements in print media, to record a list of vocabulary and language features used in product advertisements and to compare the language of English advertisements published in British newspapers and magazines. The major findings of research were: simple verbs such as get, make, and help etc were used very frequently and the use of adjectives was unusually very high. Similarly, elliptical sentences and second person 'you' and determiner 'your' were used highly in advertisements.

From this description it is known that a number of researches have been carried out on the areas of rhetoric. But no research carried on the 'Language Use, Use of

Rhetorical Devices and Teacher Concern towards Advertisements’ that aims to find out and categorize the rhetorical use of language in English advertisements of English newspaper published in Nepal as well as to analyze linguistic deviation found in advertisements and the concern of teachers towards them.

2.3 Implications of the Review Literature

The review of theoretical and empirical literature guided me to carry out the research on media rhetoric in the advertisements. The theory provided me to insight and knowledge about rhetoric theory and rhetorical use of language to make the written and spoken discourse persuasive. Similarly, the review of empirical researches made me to carry out research on “ Use of Rhetorical Devices and Teacher Concern towards Advertisements’” on which earlier researches had not been carried out with aims to find out rhetorical use of language and to find out teachers concern about the advertisements published in Nepalese English newspapers.

2.4 Conceptual Framework of the Study

The research was based on concept of rhetoric. Therefore, the available means to analyze the rhetoric of advertisements were ways of language used in them. Grounded on this theory the researcher analyzed the rhetorical use of language of the advertisements. This means, to carry out research on rhetoric in advertisements the researcher acknowledged the rhetorical devices (such as metaphor, simile, and assonance etc). The persuasive devices as presented by researcher were from the three main categories; lexical choice, trope and sound patterning which he mentioned from Durant and Lambrou (2009). Similarly, he presented the concept of schemes and tropes as well as linguistic deviations to carry out the research. Similarly, teachers are one of the target groups for reading the educational advertisements, therefore, to find out their concern he employed them as respondents to carry out research entitled “Use of Rhetorical Devices and Teacher Concern towards Advertisement”.

CHAPTER III

Methodology

The researcher adopted the following methodology to carry out the research.

3.1 Source of Data

This study had employed both primary and secondary sources of data.

3.1.1 Primary Sources of Data

The educational advertisements of English Newspapers published in Nepal were the primary sources of data from which the researcher elicited required data for the study. Similarly, the researcher employed English language teachers to elicit data from them.

3.1.2 Secondary Sources of Data

The secondary sources of data were journal article, books and thesis. Some of them were Chetia (2015), Albashir and Alfaki (2015), Jalilfar (2010) and Seliger (2008).

3.2 Population of the Study

English language teachers teaching at boarding schools of Koshiharaincha Municipality of Morang district were population of the study and News advertisements published in Nepal were also the population for this study.

3.3 Sample population

Ten English language teachers who were teaching at boarding schools of Koshiharaincha municipality of Morang district of Nepal at secondary level were sample population. Similarly, twenty advertisements related to education (educational advertisements) were also sample population for the present study.

3.4 Sampling Procedure

Twenty educational advertisements were randomly and purposively selected from four English newspapers published in Nepal and ten English teachers were also randomly selected.

3.5 Tools for Data Collection

The researcher employed observation, document study, guidelines and questionnaire as research tools.

3.6 Process of Data Collection

The researcher took twenty educational advertisements randomly and purposively from selected four English newspapers which were published in Nepal covering the period between 2013 to 2015 A.D. and he analyzed and categorized in terms of rhetorical use of language and linguistics deviation found in them and ten English language teachers were randomly selected who were teaching at secondary level in Koshiharaincha Municipality's boarding schools to elicit data about how they concern to advertisement.

3.7 Data Analysis Process

The researcher elicited information from collected advertisements about language use and rhetorical devices presented in them. He analyzed and interpreted the language of advertisement on the basis of types of sentences, tropes, and schemes found in them. Similarly, he collected the data from the respondents who were English language teachers to find out their concern towards advertisements.

CHAPTER IV

Analysis and Interpretation of Data

This chapter deals with the analysis and interpretation of data. Twenty educational advertisements published in four English Newspapers were analyzed in terms of rhetorical use of language and linguistic deviation found in them. Similarly, all the responses given by teachers were collected and analyzed their concern towards advertisement.

4.1 Rhetorical Language Used in Advertisements

This section concerned with finding out language use, rhetorical use of language found in educational advertisements and linguistic deviations presented in advertising language as persuasive tools. This means based on theory of rhetoric this section deals with the language used in advertisements as rhetorical language of advertisements.

4.1.1 Sentence Types in the Advertisements

The advertisements have offered the use of different types of sentences as rhetorical tools. The choice of sentence can also be included in the category of lexical choice. In the advertisements; the following types of sentences have been used.

i. Declarative sentence: The advertisements have invited the use of declarative statements (that state the only one idea) as persuasive device. The following evidences can be kept under this type of sentence

-Only few colleges are good enough for you.

-admission open for MBA

-Classes start on June 28, 2015.

ii. Interrogative sentence: Advertisements have offered the use of interrogative pronoun as a rhetorical device in order to draw the attention of audience on advertisement. The evidences of .this type of sentences found in advertisements are as follows.

-the question is, which one?

-Why Perth?

The above mentioned sentences reflect the use of interrogative statements to persuade the audience.

iii. Compound sentence: The advertisements have invited the application of compound sentence (sentence with two or more clauses) to influence the audience towards the advertisement. The evidences are:

-All college seems the same but look closely and you'll see they are actually different....

-NCM unfolds boundless opportunities for catalyzing the talent, ability and efforts of the students to build the foundation that crystallize the student's academic visions and career objectives in most conducive environment.

iv. Complex sentence: The advertisements have offered the use of the sentence in complex form so that it assists to persuade the readers. This means the sentences with complex structure have used as rhetorical language in some of the advertisements. Some evidences of complex sentences that are applied in the advertisements are as follows.

-Congratulation to all the students who have passed their SLC exams with flying colors.

-Ideal teaching and learning is what define us.

-What emerges at the end of the program is a Global Citizen ready to take on the world.

v. Imperative sentence: Application of imperative forms of language has made the advertisements more attractive. For example, some of the imperative sentences used in advertising are as below.

-Study in Australia

-apply online

-Develop your career in Travel and Tourism industry.

-Meet Dr. A. Prabhakara Readdy

-Attend 'career counseling' session

- Be your own master.

vi. Appositive: The advertisements have also revealed that the sentence in appositive form, this means a word or group of words have (or has) been placed beside noun in order to substitute to supplement the meaning. For example:

-Prepare yourself for a career in travel and tourism-one of the largest and dynamic industry in the world.

- An 18- month program, MBA Entrepreneurship at King's empowers you to generate viable business ideas, get start-up capital, create a practical business plan, and set- up a profitable venture.

- BHTM, a professionally career oriented program, prepare graduates for management career and entrepreneurial roles for this promising industry.

vii. Passive voice: The advertisements also reveal the use of passive expression which presents the subject of sentence receives the action. For example:

-these classes are managed by NCM student's council

In the same way, the study shows that numbers of advertisements are different for the application of different types of sentences as rhetorical tools. This means the recurrence of particular types of sentences in the advertisements show variation. More

specifically, the above mentioned types of sentences are offered in different number of advertisements and the numbers of advertisements for the application of particular type of sentence are presented in the following table.

Table1. Number of advertisements for using different types of sentences

Types of sentence	No. of advertisements	Percent % (out of 20)
Declarative	7	35
Compound	3	15
Complex	3	15
Interrogative	2	10
Passive voice	1	5
Appositive	3	15
Imperative	15	75

Table1 presents that number of advertisements which are different for the use of different types of sentences. It illustrates that the imperative sentence has been used by maximum number of advertisements and it has been offered by 75 percent (ten out of twenty) advertisements. Similarly, declarative sentence has maintained second position which has been used in seven (35 percent) advertisements while complex, compound and appositive forms of sentence have been used in equal number of advertisements (being 15percent advertisements). Interrogative, on the other hand, has been applied in 2 (10 percent) advertisements whereas passive voice has been used in less number of advertisements (being only one advertisement). Therefore, it can be said that various types of sentences are used in advertising but among all the

sentences as mentioned above the imperative sentence has been chosen in majority of the advertising as rhetorical device.

4.1.2 Tropes Used in Advertisements

Advertisements have incorporated rhetorical devices and these can be categorized under the title 'tropes'. This means advertisements have used different types of tropes in order to make the language of advertising more attractive. The tropes in this section are concerned with rhetorical devices (words or phrase) that are used in a way that are different from its usual meaning in order to create a particular mental image. This means advertisements have incorporated the use of tropes in order to alter the meaning in literal level. The different types of tropes which have been presented in the advertisements are as following.

i. Ellipsis: Majority of the advertisements have incorporated the use of ellipsis. This reflects the advertisements have followed the principle of economic brevity to draw the attraction of readers towards the advertisements. The use of ellipsis in advertisements has brought an effect of closeness to the readers and advertising. The evidences of ellipses found in the advertisements are below.

-AFFILIATED TO KATHMANDU UNIVERSITY

-Approved by government of

*- ALL THIS AND MUCH MORE THROUGH OUR 38 PAGE
COUNSELLING REPORT AND CUSTOMIZED REMEDIES.*

-Authorized Admission Office in Nepal

ii. Metaphor: The advertisements have incorporated the use of metaphorical language to maintain the media rhetoric. This means metaphoric languages have been used in the advertisements which compare two concepts or even more indirectly without mentioning the things in words and this way of presenting of language has

made the advertisements persuasive. Similarly, the use of metaphor in the advertisements has stimulated the curiosity of reader towards them. Some evidences of metaphoric language found in the advertisements are presented as follows:

NCM unfolds boundless opportunities for catalyzing the talent, ability and efforts of the students to build the foundation that crystallize the student's academic visions and career objectives in most conducive environment.

In the above mentioned sentence (which has been presented in one advertisement of a college of name NCM in abbreviation form) we find that this advertisement has offered the use of the metaphoric language. This means 'NCM' (a college) is metaphorically compared with science lab because it reveals the environment of collage as conducive environment where talent, ability and effort of the students is crystallized means the college offers good learning environment.



Figure 5. A figure representing the evidence of metaphoric language

Source: *Abstracted form Himalayan Times 22 June, 2015*

In the above mention abstract of advertisement presents the following language to elaborate the point '10 good reason to choose CCRC.'

'14 Years of Excellence:

"Morning shows the day"

The above mentioned lines of expressions present that the history (experience) of college was bright therefore present days (performances) of institute are also excellent and will be so. This reflects the use of phrasal metaphor (i.e. Morning shows day) and is also an adage. This means the proverb has been used as metaphor to indicate the one of the good reasons for choosing the institute.

Similarly, it could be identified that the use of metaphorical language in the following expression 'architecting future' designates the college as architect which means the college assist to make students' future bright with the education.

KING'S COLLEGE

Architecting future

iii. Metonymy: The advertisements have presented the use of metonymy as rhetorical tools as following.

Presidential Business School ...a pioneer International Management College

In the above mention lines of expression the 'Management College' denotes 'Business School'.

Similarly in the following expressions the term 'center' refers 'college' is the example of metonymy.

NATIONAL COLLEGE

Center for Development Studies

iv. Epithet: The advertisements make the use of adjectives to describe the advertised service. For example; in the abstract '*... dedicated website and uninterrupted*

service...’ the adjectives ‘dedicated’ and ‘uninterrupted’ defines website and service. Similarly in the following statement the adjective ‘most reputed’ define the noun phrase ‘Education Fair’.

Nepal’s Most Reputed’ Education Fair on Studying in India is back again

v. Hyperbole: The advertisements have used the exaggerate language. This means they have offered the figure of speech ‘hyperbole’ as a rhetorical tool. For example, in the following abstract of one of the advertisement’s language the city ‘Perth’ has been exaggerate by using the phrase ‘A Life-style that hand to much’ .



Figure 6. A figure representing the evidence of hyperbole

Source: *Abstracted from Republica 2013-5-29*

Similarly, in the above presented first example (in 3.1.1’s ii) the use of hyperbolic expression cans also be observed. In which the college ‘NCM’ has been referred as the institute for providing boundless opportunity.

vi. Personification: The advertisements have invited the use of the rhetorical device ‘personification’. This is to say inanimate object or an abstract concept have introduced as living entity. For example, in the following creative expression found in one of the advertisements the abstract concept ‘Our successful evidence’ has been personified by using the verb ‘Speaks’.

Our Successful evidences, Speaks

This is the right time to apply for Australia

Similarly, as presented in the first example (in 4.1.2's iv) the city 'Perth' has been personified by using the expression 'A Leader in Science and Technology'. In the following evidence the University 'Sharada' has been personified because it shows the institute (non living entity) has been personified.

Sharada's MBA & BBA expose you to world class learning and make you future ready.

The advertisements have reflected the use of different type of tropes as mentioned above and the study also has revealed that numbers of advertisements for using above discussed tools of rhetoric are different. This type of variation in the numbers of advertisements in terms of application of tropes has been presented below in a table.

Table 2: Number of advertisements for using tropes

Tropes	No. of Advertisement	Percent (out of twenty)
Ellipsis	18	90
Metaphor	6	30
Metonymy	4	20
Epithet	2	10
Hyperbole	2	10
Personification	4	20

The table shows that number advertisements for offering the use of various types of tropes as rhetorical devices. It reveals that the figure of speech 'ellipsis' has been offered in most advertisements which has been incorporated as persuasive tool in

eighteen advertisements and it is ninety percent of total advertisements. Similarly, the devices metaphor has been offered in six (30 percent) advertisements and it is the second most popular persuasive toll. The devices metonymy and personification have been used in equal number of advertisements being four (20 percent) advertisements which reveals third most popular rhetorical tool among the tropes for advertisements. Hyperbole and epithet, on the other hand, have used in very few number of advertisements, which have been used in two advertisements only.

4.1.3 Schemes Used in the Advertisement

The advertisements have offered the use of schemes as rhetorical tools. This is to say schemes have been used in the advertisements in order to bring grammatical abstraction or for deliberate change and this assists to bring poetic expression. The advertisements have offered the different types of schemes such as rhyme, alliteration, assonance (which will be discussed in coming section '4.1.4'), appositive (which has been already discussed in 4.1.1) and anaphora.

Anaphora as a rhetorical toolkit has been offered by the advertisements and the evidences of it are presented as following.

In the following abstract of advertising language we can observe the use anaphora due to repetition of the phrase 'for professional career in' in successive expression. The deliberate repetition of first part of the sentence in the following abstract of advertisements has brought artistic effect.



Figure 7. A figure representing the evidence of anaphora

Source: *Abstracted from Republica, 2013-08-09*

In the following mentioned expressions the repetition of the word ‘convert’ has brought the anaphoric situation.

Convert unwanted weakness into strengths.

Convert slow learners, concentration and memory problems into accelerated learning abilities.

While observing the advertisement the scheme anaphora has offered in only two advertisements and it is ten percent of total advertisements.

4.1.4 Sound patterning in the Language of Advertisements

The advertisements have offered the use of catchy sound so that it can be ear pleasing and attractive. This means repeated pattern of sound producing words has been applied in some advertisements as persuasive tools. The rhetorical devices used in advertisement for sound patterning are presented below with examples.

i. Rhyming: The advertisements have applied rhyme as a rhetorical device and the evidences of it used in the advertisements are described below.

In the statement ‘SHAPE YOUR FUTURE’ the words ‘yours’ and ‘future’ are occur at rhyming pair. In the same way, the word congratulations and students occur at rhyming pair in the following verses of the advertisement.

Congratulations

SLC Passed Students

2071

The words ‘build’ and ‘rebuild’ occur at rhyming pair in an advertisement’s language in following expression.

We BUILD you,

So that you can REBUILD the Nation

The following example shows that the words ‘courses’ and ‘cities’ and ‘choice’ occur at rhyming.

Courses and Cities

Of your Choice

ii. Alliteration and assonance: The examples of alliteration and assonance that have been found in the advertisement are presented below.

INDIA’S

NO. 1

INSTITUTE

NOW IN

NEPAL

As mentioned in the above verses, we see that the term ‘NO.’, ‘NOW’ and ‘NEPAL’ present alliteration, similarly the term ‘INDIA’S’ and ‘INSTITUTE’ reveal assonance.

In the following evidence the words ‘Brain’ and ‘Bring’ show alliteration.

Brain-Key

Bring out that Genius in you

The above evidences of the devices for sound patterning used in the advertisements reflect catchy sounds producing tools are also important to persuade the readers. This means advertisements have offered the figure of speech rhyme, alliteration and assonance in order to draw the attention of readers in the advertisements. Regarding the number of advertisements for the application of devices for sound patterning have presented in the following table.

Table 3 No. of advertisements for using tools for sound patterning

Devices for sound patterning	No. of Advertising	Percent (out of twenty)
Rhyme	5	25
Alliteration	3	15
Assonance	2	10

The table reveals that the number of advertisements for the use of the devices responsible for sound patterning is different. The data reveals that the rhetorical device ‘rhyme’ has been used in the highest number of advertisements which has been used in 5 advertisements and it is 25 percent out 20 advertisements. Alliteration and assonance, on the other hand, have offered in three and two advertisements respectively.

4.1.5 Devices used for Catchy Print in the Advertisement

The advertisements have offered the application rhetorical tools as suggested by Greg Myers (as cited in Durant and Lambrou 2009) in order to offer the catchy

print in them so that it can attract the readers. The evidences of rhetorical strategy as suggested by Myers that have been used in advertisements are presented below.

i. Names and Shapes: The advertisements have incorporated the persuasive tool ‘Names and shapes’ as suggested by Greg Myers (as cited in Durant and Lambrou, 2009). This means advertisements have used the names and shapes of words in especial way which has brought graphological deviation in the language of advertisements and it can be clarified by following evidences found in the advertising.

The letter ‘i’ of ‘AUTERALIA’ have been presented in way that the symbol ‘.’ of ‘i’ has been replaced by the symbolic picture of a ‘hat’ used in convocation ceremony which is seen as below.



Figure 8. A figure representing the evidence of technique ‘Names Shapes’

Source: *Abstracted from Republica 2013-5-29*

The letter ‘o’ of ‘Jamboree’ is presented in the shape of earth in the following abstract of advertisement.



Figure 9. A figure representing the evidence of technique ‘Names Shapes’

Source: *Abstracted from Republica 2013-7-3*

The symbol '@' has been used instead of 'at' which is seen in the following abstract of advertisement.



Figure 10. A figure representing the evidence of technique 'Name Shapes'

Source: *Abstracted from Republica 2013-7-11*)

ii. **Between Language:** The advertisements have used the strategy of persuading by using the spelling system of two languages to their readers. Some evidences of this type of technique that has been implemented in the advertisements are as following.

In the following expression used in the advertisement the spelling 'DOORSHIKSHA' (of a Nepali language) has been used instead 'distance or open education' in order to make the advertisements catchy to the readers.



Figure 11. A figure representing the evidence of technique 'Between Languages'

Source: Abstracted from *Republica* 2013-7-11

Similarly, in the following abstract of advertisement the use of Nepali date has been seen instead of English as:

Form distribution: 6th Asaar 2072

In the same way, the term 'lakh' (word of Nepalese language) to address the value of currency has been used instead of English word such as thousand or million etc.

Rs 1 lakh for regular student

The advertisements have used the rhetorical tools in order to persuade the audience as suggested by Greg Myers and the numbers of advertisements for making the advertising catchy by using the strategies as mentioned by him are presented in the table below.

Table 4. No. of advertisements for using the devices for catchy print

Tools using for catchy print	No. of Advertisements	Percent (out of twenty)
Names and shapes	19	95
Between language	4	20

The table presents that number of advertisements are different for the use of different type of persuasive tools in the category of 'catchy print'. It shows that the strategy 'names and shapes' as tool of persuading to the audiences have been incorporated by 19 advertisements and it is 95 percent of total advertisements. Meanwhile, the technique of 'between languages' has been used in only 4

advertisements. This denotes that ‘names and shapes’ as persuasive means are popular in most of the advertisements.

4.1.6 Linguistic Deviation

The advertisements have revealed that the use of deviant forms of language. They have incorporated the use of syntactic deviation (due to application of the trope ‘ellipses’, and the schemes; appositive form of sentences and anaphora) in their presentation of language. They also have offered the application of semantic deviation due to use of rhetorical devices as tropes (such as metaphor, metonymy, hyperbole, epithet and personification).

Similarly, the advertisements have presented graphological deviation due to use of strategies of catchy print as suggested by Myers (1994), for example; the advertisements used name and shape of words in such a way that they show graphological deviation, similarly in the attempt of making the language more attractive they have offered the use of mixing of two languages’ spelling system so this also caused foregrounding at graphological level. Therefore, the advertisements revealed the use of language in deviated forms in order to make more persuasive.

In the same way the study has revealed that the majority advertisements (95 percent) have offered the use of the technique of ‘names and shape’ as suggested by Greg Myers (as cited in Durant and Lambrou) to present the advertising language (for example; as presented in first example of 4.1.5 ‘i’) attractive which has resulted the graphological deviation in most of the advertisements. The use of ellipsis as a persuasive device in majority (in 18) advertisements, on the other hand, has reflected the syntactic deviation in the language of them. This implies that syntactic deviation, semantic deviation and graphological deviation found in advertisements have function as rhetorical tools.

4.2 Analysis of Teacher Concern towards Advertisement

This section deals with the analysis and interpretation of teacher's concerns towards advertisement. For this the researcher coded and collected all the responses as mentioned in appendix III of the questions given by English language teachers who were teaching at boarding schools at secondary level in Koshi-haraincha Municipality of Morang district.

The analysis and interpretation of data is presented below:

- a. In the response to the concern about the teacher's regularity in the study of the advertisements, all teachers (i.e. ten out of ten) have claimed that they visited the educational advertisements published in the English Newspaper in English language sometimes but not frequently. The responses on the question of whether the language being used in advertisement understandable to them reflect nine teachers are able to understand at all the language used in advertisements, where as only one teacher mentions he understands very little. This shows that most of the teachers have high proficiency in the language of advertisements.
- b. The answers to the factor to become the slogans of advertisements more memorable present that all the respondents have agreed on that due to creative use of language with figure of speech and linguistic deviation offer in the advertisements causes them to be more memorable. This means advertisements offer the use of rhetorical language in order to persuade the audiences/readers.
- c. The responses to the question whether it is necessary for the readers to have idea about rhetorical tools and form of linguistic deviations used in language of advertisements in order to be persuaded by them show that five teachers have supported a reader must have mastery over the rhetorical tools and forms of linguistic deviations while same number of teachers shows disagreement on this view. This implies that fifty percent teacher have supported that rhetorical use of language in the advertisements is also important persuasive tools for many readers and a reader must

have knowledge on persuasive devices and forms of linguistics deviations in order to be persuaded by advertisements.

d. The answers for the question what resources they employ while teaching advertisement given by the teachers reveal all teachers have implemented various resources to teach advertisements at secondary level. The teachers implement the print (such as newspaper, magazine, book, textbook) resources and the electronic (such as radio and internet) resources to their teaching of advertisement. This means the teachers have applied the advertisements found on electronic and print media. By examining the responses it further illustrate that most of the teachers have written they use newspaper or magazine (being all of the teachers) as resources including other resources. More specifically, majority of the teacher (by 100 %) use the advertisements appeared on print media and on which eight teachers use only print media resources but remaining two teachers use both resources that is print and electronic resources.

CHAPTER V

Findings and Recommendations

5.1 Findings

Analysis of the data brought various information about media rhetoric and teachers' concern on advertisements. On the basis of analysis and interpretation, the following findings have been listed.

5.1.1 Findings on Rhetorical Use of Language of the Advertisement

While analyzing the advertisements, it has been marked that the advertisements used rhetorical devices and produced linguistic deviations in the use of language to make them persuasive.

The most of the advertisements (75 percent out of twenty) had offered the application of imperative sentence. Similarly, advertisement had incorporated the use of other types of sentences as rhetorical tools such as appositive, declarative sentence, compound sentence, complex sentence, interrogative sentence and passive form and these types of sentence as rhetorical devices could be categorized as 'lexical choice' of advertising language. Similarly, some of these rhetorical tools used in advertising from the category 'lexical choice' could be further categorized as 'scheme' (e.g. appositive, anaphora).

The advertisements had incorporated the use of rhetorical devices and it could be included in the area of 'trope'. The trope 'ellipsis' was used in highest percentage of the advertisements (being 90 percent) among the tropes found in selected advertisements' language and it was the second most used rhetorical tool in terms of number of advertisements for using the different types of rhetorical tools after the rhetorical technique 'names and shapes' as suggested by Greg Myers (as cited in Durant and Lambrou, 2009).

The advertisements offered the use of tools within the area of ‘sound patterning’. This means, advertisements used alliteration, assonance and rhyming as persuasive tools and these tools could also be categorized as scheme. The study revealed that the rhetorical device rhyme was offered in use by highest number of advertisements (being 25 percent out of twenty) among the tools under the category of sound patterning.

Similarly, the advertisements offered the use of catchy print. This means most of them (95 percent) offered the application of technique ‘name and shape’ as suggested by Greg Myers (as cited in Durant and Lambrou, 2009) as persuasive tool in a way that it shows a graphological deviation and they also reflected use of the mixing of the spelling system of two languages.

5.1.2 Finding on Linguistic Deviation of the advertisements

The advertisements had revealed that they used deviant form of language as the tool of persuasion. They incorporated the use of the trope such as ellipses and the schemes; appositive form of sentences and anaphora in their language presentation which had brought syntactic deviation.

In the same way, the advertisements offered the application of semantic deviation and it was due to use of rhetorical devices tropes (such as metaphor, metonymy, hyperbole, epithet, personification).

Similarly, the advertisements revealed graphological deviation due to use of catchy print (for example; the advertisements used name and shape of words in such a way that they show graphological deviation, similarly in the attempt of making the language more attractive they offered the use of mixing of two languages’ spelling system so this also caused foregrounding at graphological level).

Therefore, it can be said that the advertisements revealed the use of language in deviated forms as rhetorical devices in order to make the advertising more persuasive.

5.1.3 Finding on Teachers' Concern

Most of the teachers claimed (being 100%) that they paid attention to the advertisement and the study shows that they had visited the educational advertisements published in the newspapers sometimes. This implies that the teachers had concern towards advertisements

Majority of the teachers (90% in ten teachers) were able to understand completely the language offered by advertisements whereas only one teacher had mentioned he could understand very little. This shows that most of the teachers have high proficiency in the language used in the advertisements. All teachers mentioned that due to creative use of language with deviant form of language lead the advertisements' slogan to be more memorable and this denotes that teachers were agree on the fact that the use of language in creative way is prime factor for advertisements to be persuasive.

Five teachers (50%) mentioned a reader must have idea on rhetorical use of language with rhetorical tools and linguistic deviations found in advertisements in order to be persuaded by the advertisements, on the other hand remaining same number of teachers denied this fact.

The teachers used print media (book, newspaper, magazine, old question of SLC etc.) and electronic media (internet and radio) as resources for teaching advertisement at secondary level and most of the teachers offered the use of advertisements from print media and only two teachers mentioned they use both media that is print and electronic media as resources to teach advertisements. Similarly, most of the teachers (80%) mentioned they employ advertisements published in print media.

5.2 Pedagogical Implications

On the basis of findings, some suggestions for teaching the language use and media rhetoric of the advertisements are listed as following.

- i. Students and teachers could be provided adequate exposure on advertisements found in print media (such as on newspapers, magazines) and electronic media (such as on television, internet) so that learning and teaching of advertising will be beneficial.
- ii. There could be made provision of teaching and learning of rhetorical use of language found in advertisements in curriculum so that students will be able to understand the language of advertisement and write it effectively.
- iii. Students could be made familiar with the language of the advertisement by updating them with new advertisements found in different media.
- iv. Students could be taught about lexical choice of advertisements. This is to say they could be taught what sort of sentences and how the lexes of language are incorporated in the discourse of advertisements. More specifically students could be made familiar with the register of advertisement language.
- v. Students could be taught how the different types of tropes or figure of speeches that are used in advertisements in order to persuade the audience.
- vi. Students could be taught about sound patterning (such as about alliteration, assonance, rhyming etc.) together with how they are used in advertisements.
- vii. Student could be made familiar about linguistic deviation found in advertisements.
- viii. Students could be informed how the use of schemes (such as appositive, assonance, alliteration, etc.) and tropes (such as metaphor, simile, hyperbole etc.) bring linguistic deviation from normal standard code of language in the advertisement.
- ix. Students should be taught how the use of catchy print (such as unpredictable spelling) in advertisements brings graphological deviation.

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APPENDIX I

Advertisement (Kathmandu Post: Monday, June 22, 2015)



Appendix I

SLC Certificate

Congratulations
SLC Passed Students
2071

Congratulations to all the students who have passed their SLC exams with flying colours. With the help of our dedicated website and SMS service, ekantipur.com is privileged to have served more than 90% of the students who appeared for the exam. And in our attempt to provide uninterrupted service, we were backed up by dedicated servers and larger bandwidths. Our Double Verification Technology (DVT) guaranteed peace of mind to the students by providing them with prompt and accurate results.

KIST
Lokesh & Puri
From
SLC
RESULTS

Thank you for visiting our website results.ekantipur.com and using our SMS service (33333) to get accurate SLC results.

APPENDIX II

Date: 17th Nov 2014

Dear Informants,

I am glad to inform you the purpose of this letter and the questionnaire included in it. The included questionnaire has been prepared to draw information for research work entitled “Language Use, Use of Rhetorical Devices and Teacher Concern towards Advertisements” which is being carried out for the partial fulfillment of M.Ed. degree in English education under the guidance of Mr. Nara Prasad Bhandari, Department of English Education, Faculty of Education, Sukuna Multiple Campus.

In set of questionnaire, my aim is to collect information for analyzing teacher concern towards advertisement. I eagerly wait for your kind cooperation and assure that your responses will not be used other than proposed research work.

Thank You. I am extremely grateful to you for your kind cooperation.

Sincerely Yours,

Sushil Dahal