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Stylistic Analysis

Stylistic Analysis of Dawn

Newspaper Editorial “The

Educated Mind”

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The Stylistic Analysis of Dawn Newspaper Editorial “The Educated Mind”

Abstract

This study presents a stylistic analysis of editorial of leading English newspapers of Pakistan, Dawn on education. This study reveals and highlights the styles of people to comment on social media. The way the people remark, talk, judge and criticize others is totally inappropriate and improper. Twitter has been specially recognized for heinous and immoral trends. The commenting and to give opinion, such as agree or disagree cannot be a practice of a well-trained and educated person. It is very difficult to judge and give reaction on an author's opinion with logical reasons and without subjectivity. It is a skill that needs practice. This study is to find out and analyze the style of the piece of writing used for exploring the linguistic elements that are used to present and determine the way you should response to the author's points.

Key Words; productive thoughts, agree, disagree, put oneself in other person shoes, requirements, toxicity, get erased.

Introduction

Stylistic:

Stylistics is a branch of linguistics. It studies and analyzes the linguistic features of text. In editorial the researcher will evaluate Stylistics analysis which explains and interprets the choice of language, vocabularies and discourses with the help of semantics, phonetics, morphology and syntax. Stylistic is used to analyze a wide variety of texts in which different fields like journalism, advertising, cultural studies and political narratives are discussed. Stylistics is more commonly used in evaluating editorial's linguistic features of writer's texts. So it connects literary criticism with linguistics. There are some points which are used for stylistics analysis .For example the use or repetition of peculiar sounds, choice of specific vocabulary, use of particular parts of speech, use of tropes, idioms, use of irony metaphors and other rhetoric techniques that basically concern the linguistic characteristics.

Dawn Newspaper:

Dawn newspaper is Pakistan's oldest and most widely read English-language newspaper. It is the flagship of the Dawn Group of Newspapers. Dawn is famous for its controversial leftist social agenda.

Writer Faisal Bari:

The editorial "the educated mind" have been taken from dawn newspaper. It is a debate on education and educational system. This editorial was written by writer Faisal Bari, who is a senior research fellow at the Institute of Development and Economic Alternatives, and an associate professor of economics at Lums.

Quotes used by Faisal Bari:

In selected editorial the writer has used the following quotation

IT is the mark of an educated mind to be able to entertain a thought without accepting it." The last three words of this observation could also have read 'without accepting/rejecting it'.

Aristotle states about this quote, He says that if you are faced with a belief or views that you do not hold yourself put your subjective biases aside and consider the opposing view without accepting it as your own. This is the mark of an educated mind. As for the above-mentioned quote of Aristotle "It Is the Mark of an Educated Mind to Entertain a Thought Without accepting it" it means that you must realize that the fault is not with Aristotle but with the translator. In English, the above quote correctly translated should be" it is the mark of an educated mind to expect that amount of exactness in each kind which the nature of the particular subject admits. So, fake is the translator's note. People should be more careful when translating from one language to another.

Objectives of the Study:

To find out figurative speeches like tone, sentence interpretation fiction style, dialogue, vocabulary from dawn newspaper editorial

- To explore stylistic analysis of selected editorial "The Educated Mind".
- To search out narrations and voices from selected editorial.
- To synthesis the art of text interpretation from these perspectives like semantically, grammatically, lexically, phonetically and stylistically.

Research Questions:

1. What are the narrations and voices in editorial "The Educated Mind"?
2. What is the stylistic analysis of selected editorial "The Educated Mind"?
3. How will synthesize this editorial semantically, grammatically, lexically, phonetically and stylistically?

Research Design

Faisal Bari explains about educated mind which is qualitative research and gives an in-depth knowledge of subjects, and it also explores the new dimensions in research. This research is qualitative, and different linguistic and visual features of educated mind are analyzed.

Data Collection and Sampling Procedure

The corpus of this study is the stylistic analysis of selected article "The Educated Mind" which is related to Education. Data is purposively selected from a Pakistani English newspaper 'The Dawn' from 5th February 2021.

Data Analysis:

The data which is selected from Dawn Newspaper and it is an editorial related to education that name is 'The Educated Mind'. The data will be analyzed stylistically. The data will be analyzed with the help of following points.

Length:

This editorial is comprised of ten paragraphs including quotations. The overall length of editorial is balanced it is not too short and neither too long. This is good quality of writer. The length of all the paragraphs is dynamic. The length of first six paragraphs is shorter than the last four paragraphs.

Tone Style

The tone of the writer Feisal Bari was so polite. He explained his editorial about education in very attractive style. His style of describing is very enchanting and attracting other's attentions easily. A lot of people agree with him and some are disagree with him.

Narrations:

Most of the sentences of editorial are in direct narration because writer has used direct tone. But the writer has also used indirect narrations.

Compare and Contrast:

The writer compares and contrasts by saying that the attitude of the public and my students towards commenting is same as give reasons without good reasons

Figurative Language:

The writer Faisal Bari has used figurative language in his editorial. But the writer has used figurative language in a very little amount.

Repetition:

Faisal Bari has used some figures of speech like repetition, simile and irony in paragraph no 5th and 6th (see Appendix). He used words agree and disagree, agreement and disagreement. He repeated these words.

The Newspaper Editorial:

An editorial is a style of the newspaper report. In an editorial the writer gives his opinion on the common and current issue. It is a short essay. It is journalistic essay whose thrust is to inform or explain, persuade, convince or stimulate insight in a pleasing manner (Ogunwale, 2008).

Editorials are meant to shed light on 'trending issues' purposely to provide enlightenment (Jegade, 2019: 22). Their scope is therefore wide, an editorial appeal to both the reader's mind and feeling and apt stylistic devices serve as its effective means.

The current study is perhaps a broader linguistic study and an analysis of general editorial style.

Stylistic Analysis of the Editorial

First, the issue is presented objectively through adequate references to its source. Reporting nouns and reporting verbs are used in good number to foreground and disclose the sources of

the information on which the editor's opinion is based. These include: the words talk, toxicity, connected (see in Appendix).

Phonological analysis:

Tone is such a literary device that reflects the writer's attitude towards audience. The tone adopted by the author Faisal Bari in this piece of writing is direct and blunt. He is criticizing the way and behavior of people comment, think and react on social media as the words [uncle at the risk] suggest in third paragraph. (See Appendix) He is disappointed when people remark on his articles without giving good or logical reasons whether it is rejection or acceptance. The words that describe the writer's disappointment are [surprised, agreement, disagreement, toxicity, get erased twitter, face book.(See Appendix).

The information is presented in a very clear and readable way. The phrases used by Faisal Bari are direct and understandable. The interest of the readers is fully maintained and captured through accurate sentences; **words** chosen by the writer are fully conveying the meanings that suit the needs of the readers. The writer has given very good arguments. **Sentences are** very clear simple and understandable. For stylistic analysis there is need of following analysis.

Lexical Analysis:

The writer has used **idioms** in different linguistic context. He uses [short of astounding] to tell the actual state of situation and the issue. The writer adds a personal dimension that people are less trained in the field of arguments. This is of no value for anyone that you are agree or disagree. Nobody cares about your comments unless you present facts for the favors of your thoughts. It is very difficult to understand a mind 'views. The idiom used by the writer [to put oneself in one's shoes] is according to the context which suggests us clearly the purpose of the writer's writing this editorial.[see appendix.]The right way to understand the reading is to make conscious, judgments and good level of skills needed to the readers and students. He uses the words [civility -toxicity, critical thinking, critical engagements, thought provoking].

Advanced Technology:

The writer Faisal Bari has used some advanced technology in his editorial like Twitter, face book etc. in the starting of editorial. (See Appendix)

Conclusion:

The writer condemns, criticizes and disapproves the wrong level of judgments with approach of agree and disagree. He suggests and advises. He makes use of figurative language to depict the plight situation of the people. He starts with a strong quote. He challenges us to speak with reasonable arguments.

The educated mind

Faisal Bari Published February 5, 2021

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“IT is the mark of an educated mind to be able to entertain a thought without accepting it.” The last three words of this observation could also have read ‘without accepting/rejecting it’.

I was recently having a conversation with a colleague about the toxicity of public spaces such as Facebook and, especially, Twitter. For me, the language used, the way people talk to each other and abuse each other is nothing short of astounding. How can people interact in this way and think it is okay for them and others to do so, and even to imagine that this kind of interaction is productive.

I connected some of the strands of the above observation to what I see in my students and colleagues as well. My colleague felt that I should write an article on this. So, at the risk of being called an ‘uncle’ or ‘woke’ or whatever people might want to call me, here goes.

I have been writing in newspapers almost every week or every other week for 22 years now. I mostly write on issues of education and the economy: the areas I study, teach and research in. When I am fortunate enough to meet a person who has read some of my writings, a lot of times that person says: ‘I read your column. You write well and most of the time I agree with you but sometimes I do not.’

Once personality is invoked, abuse, as happens on Twitter, is not far behind.

I am always at a loss for words when people say this. First, I would be very surprised, and in fact, quite disappointed, if all the people all the times I write agreed with me. It would mean I am not writing anything that is triggering productive thoughts in people.

Second, I do not write for the sake of agreement or disagreement. I write to convey information, to make an argument, to clarify a position, to articulate a perspective or deepen a thought for myself and hopefully for some others as well in a topic. As such, disagreement would be of more value if backed by good reasoning, rather than agreement. And this would be true for me as well as for other readers.

Third, saying you agree or disagree with me has no value at all unless you articulate your reasons for both. It is these reasons that will tell me the value of your agreement or disagreement and how you have understood a piece of writing. This would be of more value to all who engage in a specific conversation.

I notice similar trends in the classes I teach as well. When I ask students to present a reading or to make an argument, they resort to 'I agree with the author' or 'disagree with the author' way too often and way too early in the conversation. Who cares whether you agree or disagree? Tell me what is your understanding of what the author is saying; give me an idea of how you have understood the author; and then go on to critically evaluate the arguments of the author. This would be more than enough to take the debate forward. By elevating agreement or disagreement and bringing it to the fore, you run the risk of personalising the debate and force others to personalise it as well. Given the weakness of training in argumentation, once personality is invoked, abuse, as happens on Twitter, is not far behind.

'Putting oneself in the other person's shoes' is an essential requirement for having the requisite empathy levels for understanding what the other person is arguing for and articulating. In some ways, this attempt at trying to understand the context and position of the other person comes with or even before understanding the reasons for a person's position. And this definitely needs to come way before judging. For many, suspending judgement is not easy. They invoke the faculty of judgement sometimes even before they have given the other person the space or time to articulate their position or complete their argument. But there is nothing inevitable about this. One can learn to suspend one's judgement consciously, before the effort for understanding has been made. This is part and parcel of what education is or

should be about. If we are not getting this across to our students, we are not doing any service to ourselves or to them.

There is also a distinction between the arguments that a person makes in taking a particular position, and the person and his or her identity. Even if you disagree with the position I have articulated and do not find my arguments to be convincing, this does not automatically mean that I am a bad or evil person who needs to be attacked as a person. Nor does it imply that you have anything worthwhile you can say about my parents, sisters and brothers. However, the escalation that happens in arguments being witnessed in the classrooms — and especially those that take place on Twitter and Facebook — is rapid and all boundaries get erased very quickly.

The civility-toxicity debate is a separate one and it needs a lot more exploration. Here, I am more concerned about the connection this has to education ie the point the quote at the beginning of this piece made. Students need to have the right attitude and skills when they engage with a reading or enter a debate. The space between understanding and judgement needs to be very consciously managed. If they are not able to do that — and for the moment, judging from my own teaching experience, the experience of my colleagues and from what I see on social media, most people are not able to manage the space for understanding and judgement well — we need to consciously incorporate training for rhetoric and critical engagement (that goes beyond critical thinking) into our pedagogy and education process.

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