

A MULTIMODAL PERSPECTIVE OF TEACHING EMPLOYING STYLISTIC DEVICES AND ELEMENTS OF ART IN LANGUAGE LEARNING CLASSES TO FACILITATE THE LEARNING PROCESS. A CASE STUDY FROM UNIVERSITY COLLEGE BEDËR

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Abstract:

Given that nowadays it is hard to motivate students, finding useful resources and techniques to engage learners in the language learning process becomes a must. To this end, this paper will analyse how stylistic and artistic devices can improve instruction and make it more enjoyable for students. The study will apply a stylistic approach to teaching English through the use of various stylistic devices such as zeugma, puns, epithets, oxymoron, and antonomasia, as well as elements of arts such as humour and media to boost students' creativity and classroom engagement.

Thus, the purpose of this study is to shed light on the effect these devices used as techniques to engage learners in language learning. The basic theories on which this paper relies are Schema Theory and Affective Filter Hypothesis. Both suggest that learners organise new information into existing mental frameworks and their emotional states can impact their ability to learn.

This research is conducted in the form of an experimental study, supported by observation and assignments collected from students of the English Language and Literature Department at University College Bedër, Tiranë, Albania. The findings highlight the effectiveness of this teaching approach and its potential to facilitate language learning. This suggests practical implications for educators, indicating that incorporating stylistic and artistic devices into the instruction process can positively impact on students' language learning process.

This study is highly significant since it focuses on an important component that affects how students approach their learning. It provides useful information for both teachers and students, emphasising how including stylistic and creative elements in instruction can improve the language acquisition process.

Keywords: *Stylistic device; Language; Teaching; Method; Engaging; Students.*